### The Hamilton Wenham Regional School District School Committee Meeting Buker Elementary School Multi-Purpose Room Wednesday, May 15, 2019 6:00 PM

#### **Present:**

Gene Lee Michelle Horgan, Assistant Secretary David Polito, Chairperson Michelle Bailey Peter Wolczik

#### **Also Present:**

Glen Koocher, MASC Representative Mahala Lettvin, Recording Secretary

#### 1. Call to Order

David Polito calls the meeting to order at 6:07 pm.

### 2. Interview with Interim Superintendent Candidates

School Committee members discuss the questions they will ask this evening, as well as the timeline for tonight's interviews and follow up discussions/deliberations. Each School Committee member will ask 1-2 questions.

David Polito will provide an introduction to candidates and ask introductory questions. Each School Committee member will then ask 1-2 questions of the candidate. Michelle Bailey notes that Stacey Metternick wanted one question about buildings asked.

#### A. Interview candidate Anthony Colannino

Exhibit A

David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

## Q. Would you please introduce yourself and explain what interests you about the position/why you applied to the position.

Mr. Colannino explains that he has been an educator for 20 years, and previously worked as a newspaper reporter. He has a particular interest in "growth mindset" and is engaged in work to advance educational systems through professional development, leadership development, and team building. He enjoys working with people, and is driven to make a better tomorrow through education.

### Q. Can you explain your management style?

Mr. Colannio explains that his style is to inspire: to help people become whatever it is they need to become. He highlights his skills in understanding people, his values around growing from mistakes, and his commitment to lifelong learning. With each principal position he has held, Mr. Colannino learned the name of each and every student, and then developed questionnaires to understand the cultural aspects of the school. He explains this as a way of managing change, and managing people.

### Q. Do you have any superintendent experience?

No, however, he has worked closely with superintendents.

# Q. What do you feel is the difference between an interim and permanent superintendent position?

As an interim it may be a bit more challenging to develop a level of trust from staff, leadership teams, and other stakeholders. Mr. Colannio views this challenge as an opportunity to apply what he has learned about relationship building in order to benefit the school district.

## Q. In any of your experiences, either as a consultant or school principal, did you participate in building facilities or purchasing land?

No.

Gene Lee asks:

# Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Mr. Colannino speaks to the importance of paying attention to values, and developing the budget in meaningful ways around those values. Tax-payers should be informed of how their dollars are being spent and the purposes for each item on the budget. Mr. Colannino stresses the importance of building consensus, ongoing communication, and continued conversations about values, particularly in budget development.

## Q. In your consulting experience, have you ever worked as a consultant in a regional district, with more than 1 communities participating in that district?

Mr. Colannino does not recall any regional district experience, though his experiences have ranged from urban to rural. He expresses his confidence in effectively managing a regional district.

### Michelle Bailey asks:

Q. Because we are regional, we have two towns with their own personalities and value systems. Can you tell us how you have previously reached out to strengthen relationships and build trust with stakeholders (including faculty, town officials, families, tax payers)?

As a school leader, Mr. Colannino has always valued consistent communication, and in his past positions he implemented a detailed weekly newsletter to achieve such. Connections with the community, school board members, and town officials is paramount to his work, and he details the benefits of developing and maintaining trusting relationships.

#### David Polito asks:

### Q. Could you provide an analysis comparing and contrasting Wellesly (more aligned with the Hamilton-Wenham school district) to the Woburn and Waltham districts?

Parents in Wellesley were more affluent than other districts he has experience with. Oftentimes Wellesley parents presented in more demanding ways, and seemed to ask more questions. Mr. Colannino states that this was never an issue for him, as he feels he should always be able to explain why he is doing what he is doing. Mr. Colannino appreciated the questions he received, and always sought to provide answers or collaboratively engage in finding the answer if he did not know.

### Michelle Horgan asks:

# Q. As you know, an interim is with the district for one year, but this is a very important year for the district. Would you share an action plan for your first month, and first six-months as interim?

Mr. Colannino states that his first month would be dedicated to setting a foundation of relationship building, developing consensus, understanding cultural components, and gaining a sense of district-wide values. This first month would allow him the knowledge and understanding necessary to develop a 6-month plan.

#### Q. What do you think you would need from us as school committee members?

Mr. Colannino has learned the important relationship the superintendent holds with the school board, stating he has seen how this relationship often drives the success of the district. Each school committee member is here for a reason, and he would find out that reason and work collaboratively to drive district goals.

#### Peter Wolczik asks:

# Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

By collecting surveys during his time in Waltham, Mr. Colannino learned that implementing writer's workshops was a crucial collective goal. He worked with a literacy consultant to develop curriculum, the central office to develop a budget, and arranged for substitute teachers to allow for this professional development. Every full-time teacher received 9 hours of professional development and participating in the process of preparation, engaging, and debriefing during these sessions. Implementing this program was beneficial, and Mr. Colannino details the numerous benefits received including the teachers' ongoing investment with a willingness to continue learning and collaborating.

#### David Polito asks:

Q. It is crucial for the interim superintendent to have a plan to retain senior staff in the central office, not only for the duration of the 1-year position, but retention long after the permanent position takes over. What are your thoughts on how to go about that?

His approach in meeting everyone initially would include those senior central office staff. Mr. Colannino would meet with these staff to determine how he can help them grow in the one year. He reiterates his passion for both student and staff growth, and believes central office staff's growth and empowerment is a vital component overall.

#### Michelle Bailey asks:

Q. We have a unique opportunity in our community to purchase land for the schools, which the interim superintendent would need to actualize or move beyond. Would you talk to us about any experience you may have with renovating/planning a building, along with prioritizing the numerous projects associated with this purchase.

Mr. Colannino details his experience in building planning, noting that he has worked through considering renovations, considering rebuilding, and addressing budgetary implications. Mr. Colannino highlights the importance of asking *why*, particularly in a project of this caliber, where tying values to the larger projects becomes all the more critical.

#### Gene Lee asks:

Q. How would you scale some of the efforts you spoke about on the building level to the district level? And given that the role of superintendent is further removed from the classroom, and presents with advanced administrative challenges, how might you manage adjusting to such issues?

His experience in school leadership spanning all grade levels allowed him to understand the various needs of students and families; as Mr. Colannino describes, this is helping people work through emotion so people become their best. Mr. Colannino is confident in his abilities to learn things he does not know. He adds that culture trumps everything, and given his understanding and experience, he knows also that culture is scalable.

#### Peter Wolczik asks:

## Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Mr. Colannino explains how the environment is changing, and how he sees this most visibly in the greater personalization and the utilization of technology as a tool. Mr. Colannino notes the importance of a growth mindset in defining the environment; adapting to ever-changing needs and valuing diverse and individualized learning methods. Growth mindset focuses on "not yet" and different ways growth presents itself.

#### Michelle Bailey asks:

# Q. Given that you have no direct superintendent experience, how do you feel you would approach the anticipated learning curve, as well as advising School Committee members on matters of law.

Mr. Colannino speaks of a particular experience he had with a kindergartner, demonstrating his commitment to individual learning and growth. This student is now 19 and works for HVAC. He has learned a lot in his experience that is applicable to this role, and though he knows that he will encounter new learning opportunities, he notes that everyone will need to learn something at some point. Mr. Colannino states he will openly communicate in every step of every process, and will also value the expertise of School Committee members.

David Polito thanks him for coming in, and invites Mr. Colannino to ask any questions he may have.

Mr. Colannino inquires as to the hiring process timeline.

David Polito explains the process of selecting an interim superintendent, stating that the interim would begin on July 1.

Mr. Colannino asks if any of his responses left the School Committee with additional questions.

School Committee members do not have any follow up questions, and thank Mr. Colannino for his indepth explanations.

Mahala Lettvin escorts Mr. Anthony Colannino out of the room at 7:05 pm.

# B. <u>Interview candidate Lori Gallivan</u> David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

Exhibit B

Q. Would you please introduce yourself and explain what interests you about the position/why you applied to the position.

Ms. Gallivan states that she taught for 23 years. About 12 years ago she realized she could not affect as many students as she imagined, and stepped into a leadership role. She believes she has a clear vision that will align with Hamilton-Wenham Regional School District. Ms. Gallivan provides an overview of her educational leadership experience, adding that her 25 years on the North Shore motivates her decision to take an educational leadership role in the North Shore. She points to her 5-year membership in the Massachusetts Association of School Superintendents, and her ongoing involvement with the North Shore Superintendents' Roundtable. Ms. Gallivan explains that she is drawn to small communities such as Hamilton-Wenham. She thanks the School Committee for inviting her to speak this evening, and expresses her sympathy for the difficulties the School Committee has faced in the process.

### Q. Can you explain your management style?

Ms. Gallivan describes that in the past she listened to others, but had her mind already made up on issues. Now, having had leadership and management experience, she values opposing viewpoints for the

collaborative nature, productive dialogue, and alternative approaches they offer. Ms. Gallivan notes that although consensus cannot always be reached, she believes that individuals trust leaders who are transparent and consistent in decision-making in the best interest of students. Ms. Gallivan points out the ever-changing nature of educational environments, and the importance of centering core beliefs and values in management practice.

## Q. What do you feel is the difference between an interim and permanent superintendent position?

Ms. Gallivan admits her intention to seek both interim and permanent superintendent roles. She notes that in either role, working collaboratively with the School Committee to develop goals and implement strategies would be a priority. She would weave her own goals into the School Committee's goals and move the district towards continued growth in either or both positions.

# Q. Can you describe your experience in the new building process in Saugus schools, and any additional experience you may have in purchasing land?

Ms. Gallivan explains that her experience in Saugus has spanned 7 years: working alongside 6 different superintendents through various phases of the building process. She managed the education plan, and worked collaboratively to develop a document defining the project. Ms. Gallivan further explains that Saugus owned all parcels of land up for consideration, and as a result no procurement issues came up. Eventually, the project used fields at the actual schools. She has no direct land purchase experience, other than the homes she has owned.

Ms. Gallivan asks the School Committee if this is an issue. Members state that Ms. Gallivan has answered the question in a relevant and detailed manner specific to the unique situation the district currently faces.

### Michelle Horgan asks:

### Q. What is your experience with a capital improvement plan?

The town of Saugus has always owned and managed the capital improvement plan, so although the School Committee advises the town of concerns, the plan is not an entity within the schools.

Ms. Gallivan and School Committee members briefly discuss ownership of land/buildings of the schools in the Hamilton-Wenham Regional School District.

Ms. Gallivan further details her role in capital improvement planning.

#### Michelle Bailey asks:

# Q. How would you reach out to strengthen relationships and build trust for the schools with various stakeholders (including faculty, town officials, families, school committee, tax payers)?

Ms. Gallivan states that one of her primary goals coming into the position would be strengthening relationships with stakeholders. To do so, she would develop a set of questions to best understand the concerns within the district. She notes the importance of understanding these concerns, as understanding will create a foundation for strategic plan development.

# Q. Have you presented a budget to town meeting, attended a town meeting, or spoken on behalf of the schools at a town meeting?

Yes, Ms. Gallivan explains that she presented curriculum, instruction, and evaluation information during a FINCOM meeting.

Gene Lee asks:

# Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Ms. Gallivan states that Winthrop implemented a zero-based budget which allowed teachers much more involvement in the budget process. This approach allowed both Ms. Gallivan and the current Saugus superintendent a deeper understanding of the intricacies and complexities inherent in the district budget.

## Q. What led the Winthrop superintendent to implement a zero-based budget, given the challenges inherent in doing so?

There was a budget shortfall, and it was determined that the best way to handle this was through zero-based budgeting. The process itself has proved very effective, though the outcome is yet to be determined. Winthrop now knows exactly where all the money is, and is able to make changes accordingly as the year progresses. The process has required a lot of hard work from all involved.

#### Michelle Bailey asks:

Q. One challenge Hamilton-Wenham Regional School District faces is increasing out-ofdistrict placement costs. What creative ideas would you suggest in order to continue meeting the educational needs of students, while keeping within our regular budget?

Special Education is often the trickiest (and largest) part of developing a district budget. Ms. Gallivan explains that the most important aspect of managing this is through ongoing discussion with the Special Education Director. These discussions would ensure funding is being used the right way, and that all funding includes a cushion for preparedness. Administrative team staff roles can help to analyze the IEPs and other proposed services within the larger framework of the model.

### Michelle Horgan asks:

Q. As you know, an interim is with the district for one year, but this is a very important year for the district. Would you share an action plan for your first month, and first six-months as interim, and perhaps leading up to your transition?

Ms. Gallivan explains that this depends on the School Committee's goals. Ms. Gallivan asks for clarification as to the status of strategic planning, with School Committee members explaining that the district strategic blueprint is scheduled for presentation during the first week in June.

Ms. Gallivan states that she would need to understand the strategic plan in order to determine where she fits in. In the meantime, she would develop relationships with community stakeholders to determine issues and concerns that guide that document. She believes it would take approximately 4-5 months to meet with everyone in order to obtain an idea of these concerns.

Ms. Gallivan speaks about regional experience, and posits that she does not anticipate any problems adapting to the demands of a regional district.

Finally, Ms. Gallivan highlights that collectively determining goals and benchmarks, a timeline for meeting such goals, and what steps are necessary/expected would be a critical component of her time as interim superintendent. She hopes to be in this seat for another interview during the permanent superintendent search.

#### Michelle Bailey asks:

### Q. How do you help others move towards your innovations?

Ms. Gallivan notes her experience participating in the Women's Leadership Conference, Innovative Leaders program. She explains the influence and innovation students can offer through participating in

this process. Hamilton-Wenham's small environment offers a rich opportunity for students to participate in determining their own educational endeavors.

#### Peter Wolczik asks:

# Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

Ms. Gallivan has introduced numerous new education programs over the years. For example, the Saugus K-5 grades had a Reading Street Curriculum already in place, but the otherwise strong program proved to be weak in phonics. Saugus partnered with Hill Project for Literacy, who created a weekly program designed to emphasize and expand the curriculum already in place. Saugus saw an enormous improvement in phonics.

#### Michelle Horgan asks:

### Q. How was the gap in the Saugus reading curriculum identified?

The gap was identified primarily through data assessments.

Ms. Gallivan continues explaining innovation, and gives an example of an innovative *new* program she implemented, the First Robotics program enrichment. Funding in the amount of \$60,000 became available through Massachusetts, and Saugus was able to offer this program without charging any activity fees or other prohibitive costs to students. Ms. Gallivan was very proud of developing a fruitful partnership and for implementing a new program, as she saw the students thriving and advancing first-hand.

#### Peter Wolczik asks:

## Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Ms. Gallivan describes what this teaching and learning environment may look like. She describes students thinking outside the box, finding alternative solutions, teachers as facilitators rather than instructors, pushing boundaries outside of the school walls, students discovering answers collaboratively, and making meaning of their own education. Ms. Gallivan adds that she hopes to see more community based projects and no more additional MCAS testing. She hopes to see the community offering ways for students to engage and learn.

David Polito invites Ms. Gallivan to ask any questions she may have of the School Committee.

Ms. Gallivan inquires about the reasons behind the District Improvement Plan's "shared leadership approach to evaluation".

Michelle Bailey explains that there was no particular grievance with the evaluations, and that the goal was developed in order to provide consistency and fairness across all evaluations.

Ms. Gallivan notes similarities in Saugus, where outside parties were brought in to help guide the evaluation process.

Ms. Gallivan asks if the ALICE safety protocols have been implemented. School Committee members explain the status of ALICE, and explain the concern from community members that led to adopting ALICE.

Ms. Gallivan points out that this situation may provide a great opportunity in building consensus in the community.

Ms. Gallivan hopes her passion for this work was evident throughout her interview, adding that her leadership style is all about relationships, core values, and treating people with honesty, integrity, and respect. Finally, she encourages School Committee members to reach out to teachers or administrators that she has worked with, and asks about the interim superintendent search process timeframe.

Michelle Bailey explains the details of the hiring process, and when Ms. Gallivan might anticipate hearing back.

C. <u>Interview candidate Dr. Julie Kukenberger</u>

Exhibit C

David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

Q. Would you please introduce yourself and explain what interests you about the position/why you applied to the position.

Dr. Kukenberger introduces herself and describes her current role as superintendent in Scarborough, ME school district. She enjoyed her past experiences in Massachusetts, has connections through Boston College, and has been looking for a small district like Hamilton-Wenham to allow her a deeper connection with the community. She is confident in her skills to effectively lead the district and would thoroughly enjoy the challenge of improving an already high functioning school system.

### Q. Can you explain your management style?

Dr. Kukenberger describes her management style as a "shared leadership model". She explains that as a leader, it is important to be flexible and agile, adapting to situations or tasks as they arise. Some situations require leaders to step up while others might require recognizing internal skills and stepping back. Dr. Kukenberger describes herself as a systems thinker who values processes in place to maximize efficiencies.

# Q. What do you feel is the difference between an interim and permanent superintendent position?

Dr. Kukenberger states that this was a question that she planned on asking of the School Committee. The hiring of an interim superintendent may be in order to maintain the status quo of the district, other times it may be a decision made in order to "test-drive" and determine fit of a superintendent for a long-time commitment. Dr. Kukenberger hopes for the latter, stating that she hopes to be able to impress Hamilton-Wenham and continue on as permanent superintendent.

### Q. Do you have any experience in building a new building or purchasing land on behalf of a school district?

Dr. Kukenberger states that she has not personally been involved in the purchasing of land. However, she explains that the previous two districts she worked in before her current position both had building projects and she was able to take on important roles in the process. As a principal in New Jersey, she thought about programming and sought teacher input on the designing of spaces for building an upper elementary school. When building Hunking Middle School in Haverhill, although she was not directly involved, Dr. Kukenberger explains that she learned a lot from the superintendent in the way he managed all aspects of the project.

Gene Lee asks:

# Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Dr. Kukenberger notes that the 8 months of budget season is her favorite time of the year.

She explains that each year, she begins with personnel: working with the leadership team to start at ground zero, analyzing who in the district needs to grow in their current position, who needs to grow in a

different direction, who needs to be let go, etc. Dr. Kukenberger developed an interactive spreadsheet demonstrating multi year enrollment that has proved to be a helpful tool throughout the year. With a *people first* approach, budget development is a great time to reinforce the mission and values of the organization.

Dr. Kukenberger then looks at the level services budget by meeting one on one with school principals and department heads to review what was approved for the prior year, the spending to date, and what amount they are asking for next year. Principals and department heads then present new investment proposals which are ranked in two phases. Dr. Kukenberger details the process needed for the budget to pass.

### Q. Who are the presentations made to?

We are presenting to ourselves and holding each other accountable. We created a flow document two years ago which allows taxpayers to determine the bottom line, explore the budget expenditures, new investments, etc. The leadership team presents budget to the 7 member school board, then Town Manager and Dr. Kukenberger present budget proposal to the Town Council. The ultimate goal throughout the presentations and process is to have school board members see the budget through various lenses, allowing them a deeper understanding and an ability to more effectively advocate for the budget.

Dr. Kukenberger speaks of the budget book which presents a story rather than numbers. This includes pictures, fast facts, and information that ties the community to the investment they are making in meaningful ways.

## Q. How familiar are you with Massachusetts State Law, and how might you overcome the challenges in familiarizing yourself with these laws?

Dr. Kukenberger states that she is confident and fluent in the laws, and visits the Massachusetts Education website often to access available resources. She understands how the Massachusetts funding formula works, and details the similarities in Scarborough.

### David Polito asks:

### Q. Were you involved in the budget process during your time as assistant superintendent in Haverhill?

Yes, Dr. Kukenberger invested a lot of time understanding the budget, and it was in her second year that she created a process to begin budget development.

#### Michelle Bailey asks:

# Q. Can you tell us how you have reached out to strengthen relationships and build trust with stakeholders (including faculty, town officials, families, officials, school committee, tax payers, etc.)

As part of her entry plan into Scarborough, Dr. Kukenberger focused on building relationships and establishing trust and credibility, as this was crucial in addressing the district's budget challenges. Dr. Kukenberger held over 90 one-on-one interviews including the Chief of Police, Chief of Fire, other known leaders throughout the community, as well as anyone who wanted to speak with her. Dr. Kukenberger is proud of the relationships she was able to form.

Dr. Kukenberger's goal was (and will continue to be) 100 school visits per school year in order to form relationships with students and their families. In addition, she makes it a priority to attend as many school events as she can.

### David Polito asks:

### Q. Would you explain Scarborough school district breakdown?

Scarborough district has 6 schools: 3 primary schools; 1 intermediate school with grades 3, 4, and 5; 1 middle school with grades 6, 7, and 8, and 1 high school with grades 9-12.

#### Michelle Horgan asks:

# Q. Regional school districts pose some challenges and nuances, how might you bring yourself up to speed and overcome the particular challenges of a regional district?

Dr. Kukenberger has researched Hamilton-Wenham, and speaks of the importance of valuing individual town identities, and the unity between the towns. She is aware of challenges in unifying the communities.

#### Peter Wolczik asks:

# Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

Dr. Kukenberger provides an example: when she arrived in Scarbouruough, they had recently adopted a Transgender Policy. Dr. Kukenberger details the challenges inherent in this policy, and how challenges were overcome. As a result of social workers, students, and faculty discussing the problem to be solved, a student equity improvement group was formed. This group created a website with a social justice library, led trainings on microaggressions, gender identity, sexuality, racism, etc. The group is active and ensuring safety throughout the district.

## Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Dr. Kukenberger says that though she cannot imagine everything about that environment, but she states that changing culture will demand public schools change and adapt at a similar pace. This includes teacher training and analyzing best practice in public education. This also includes flexibility, relevance, purpose, adopting an understanding of what drives learners today.

#### Michelle Horgan asks:

# Q. The Hamilton-Wenham Regional School District expects a presentation on the new strategic blueprint in early June. As interim superintendent, how would you acknowledge or embrace that blueprint?

When she came to Scarborough, the school did not have a mission statement. She learned that it was not communicated effectively, as many staff were not aware it existed. Dr. Kukenberger states that her role as interim superintendent would be to understand the work that has already been done, and to assimilate.

#### Michelle Bailey asks:

Q. One challenge Hamilton-Wenham Regional School District faces is increasing out-ofdistrict placement costs. What creative ideas would you suggest in order to continue meeting the educational needs of students, while keeping within our regular budget?

Dr. Kukenberger says that she would first need to understand who is being served - who is staying in district and who is going out of district. Sometimes, to address the issue, the solution is to give permission for the Special Education Director to think creatively. Explains analysis she has used in Scarborough's case and notes how it is often more effective to build a program in district, equipping staff with the confidence and knowledge to best support students.

### Michelle Horgan asks:

Q. Have you created program and successfully brought a student back in?

Dr. Kukenberger says that she did participate in creating a program recently in Scarborough K-2 schools to meet the needs of students. She notes the importance of forecasting the needs of students, engaging in ongoing communication with Special Education Director and Assistant Director, and revisiting budget periodically.

#### Michelle Bailey asks:

- Q. Is there any statement you would like to offer regarding the controversy surrounding your current role as Superintendent for Scarborough schools, as well as anything you would like to say in general about how you handle controversy?
- Dr. Kukenberger notes that this controversy was the hardest time she's ever had both personally and professionally. She practiced what she told the school board and her leadership team: be positive, be professional, and be student-centered.
- Dr. Kukenberger explains that issues were well underway before she started in the district, providing details regarding the start time of school and implementation of proficiency based diplomas. She persevered despite recalling of school board members, picket lines, and other obstacles. She is tougher than she looks, and she is passionate and motivated to continue in education leadership.

#### David Polito asks:

## Q. Coming in as an interim superintendent, could you speak about your thoughts relying on and retaining central office senior staff?

Dr. Kukenberger says she thinks it is important that senior staff feel valued, as they truly are the experts in their own district. She would need to become a student and learn about the relationships especially during entrance phase.

David Polito invites Dr. Kukenberger to ask any questions she may have.

Dr. Kukenberger asks why the School Committee chose to hire an interim superintendent.

David Polito explains that the School Committee wanted the community to feel like they had been heard, and the particular climate and timing required that an interim superintendent search process commence before a permanent was chosen.

#### Michelle Bailey asks:

## Q. Have you ever had any experience in guiding a School Committee in the superintendent search process?

Dr. Kukenberger explains her current role in Scarborough, where a search process is currently underway. She details the information and guidance she offered to the board.

Dr. Kukenberger asks what the School Committee would expect in the 30, 60, and 90 days mark of this position.

Members offer ideas of expectations: closing out fiscal year, summer start date would allow for relationship building, potentially hiring an assistant to the superintendent, potentially producing a report on goals and achievements so far.

Dr. Kukenberger describes and shows the entry plan brochure she created in Scarborough, noting that she would like to develop something similar should she become Hamilton Wenham's interim superintendent. She further explains outreach and understanding the landscape in the community.

Dr. Kukenberger asks what School Committee members are most excited about regarding the future of the district, and what the timeline is for the hiring process.

David Polito says that Dr. Harvey is leaving the district in great standing, and although it is difficult to have him leave, it offers a tremendous opportunity for a new person to come in with innovative approaches.

David Polito further explains that the hiring process is fairly rapid given Dr. Harvey's quickly approaching end date.

Michelle Horgan mentions that the timing of this is conducive to a new leader, given the strategic blueprint and other exciting changes.

School Committee members thank Dr. Kukenberger for her time. Dr. Kukenberger thanks School Committee members for their time, exiting the room at 9:09 pm.

**3.** Consideration of other potential candidates or selection of Interim Superintendent Glen Koocher advises School Committee members that their discussion is televised, and it is therefore important for members to be cautious and specify whether comments are opinion or fact.

School Committee members discuss obstacles of deliberating tonight including absent members, interest of additional candidates, timeline, risk of continuing process, etc. School Committee members in attendance all agree that the search has been extensive and adequate: there is no need to continue interviews at this point. School Committee will consider 4 candidates: Susan Kutska, Julie Kukenberger, Lori Gallivan, Anthony Colannino.

School Committee members choose their top two candidates:

David Polito: Gallivan & Kukenberger Peter Wolczik: Colannino & Kukenberger

Michelle Bailey: Gallivan & Kukenberger (but states she would prefer to give both votes to Kukenberger)

Michelle Horgan: Gallivan & Kutska

Gene Lee: Gallivan & (Kukenberger/Kutska, after discussion, vote): Gallivan & Kukenberger

Total votes: Gallivan (4); Kukenberger (4); Kutska (1); Colannino (1)

Discussion: candidate strengths and challenges. Peter Wolczik continuously voices his support of Mr. Colannino, emphasizing his leadership skills and his innovative approaches would fit well within the district.

Glen Koocher states that Kukenberger and Gallivan have both been predicted to be proficient superintendents. He also reminds School Committee members to reassess the chosen interim in 6 months. Discussion regarding "Vote of No Confidence" and implications of this tactic. Glen Koocher explains that Dr. Kukenberger stood her ground, and the consequence was receiving this vote: a tactic on part of the education union to bully superintendents to comply with what they want.

School Committee members vote for their top candidate choice (Kukenberger & Gallivan):

Peter Wolczik: Kukenberger Michelle Bailey: Kukenberger David Polito: Kukenberger Michelle Horgan: Gallivan Gene Lee: Kukenberger

Total count: Kukenberger (4); Gallivan (1)

Glen Koocher suggests a motion to allow for an alternative plan should contract negotiations with Julie Kukenberger fail.

Hamilton Wenham School Committee 05/15/2019 Meeting Minutes Page 12 of 13

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPOINT DR. JULIE KUKENBERGER AS INTERIM SUPERINTENDENT FOR THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT EFFECTIVE 07/01/2019, SUBJECT TO THE SUCCESSFUL NEGOTIATION OF A MUTUALLY AGREEABLE CONTRACT OF EMPLOYMENT BETWEEN THE SCHOOL DISTRICT, SIGNED BY THE SCHOOL COMMITTEE AND THE SUPERINTENDENT APPOINTEE.

MOTION by Michelle Horgan; SECONDED by Michelle Bailey. Unanimously approved by 5 members present.

Glen Koocher will provide a model superintendent contract. The negotiations sub-committee (Kerry Gertz, David Polito, and Michelle Horgan) will review the contract and proceed with negotiations.

David Polito calls Dr. Julie Kukenberger who accepts the interim superintendent offer at 10:17 pm.

4. Adjourn into Executive Session purpose #2 to conduct strategy sessions in preparation for negotiations with nonunion personnel or contract negotiations with nonunion personnel.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN INTO EXECUTIVE SESSION PURPOSE #2 TO CONDUCT STRATEGY SESSION IN PREPARATION FOR NEGOTIATION WITH NONUNION PERSONNEL OR CONTRACT NEGOTIATIONS WITH NONUNION PERSONNEL FOR INTERIM SUPERINTENDENT, NOT TO RETURN TO OPEN SESSION.

MOTION by Michelle Horgan; SECONDED by Michelle Bailey. Unanimously approved by 5 members present via roll call vote:

Gene Lee: Yes; Peter Wolczik: Yes; Michelle Bailey: Yes; David Polito: Yes; Michelle Horgan: Yes.

Respectfully submitted June 13, 2019 by Mahala Lettvin, Recording Secretary.