



LEADERSHIP PROFILE REPORT

Manhasset Union Free School District



HYA Executive Search
Hazard, Young, Attea & Associates

Executive Summary - Draft December 12, 2016

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in November and December 2016 for the new superintendent of the Manhasset Union Free School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below: *Not all focus groups were a group that was disaggregated for the online survey.*

Group	Personal interviews or focus groups	Online Survey
Board of Education Members	5 - Individually	
Superintendent of Schools	1	10
Central office administrators, principals and other administrators *	20	
Faculty (Including Association Officers)	32	110
Support Staff (Including Confidential Staff)	26	21
Parents and School/Community Groups**	46	239
Students	11	8
Total	141	388

**Note: Central office administrators and principals met individually with the consultants. Other administrators met as a small group with a consultant.*

***Note: Parents and community groups include all parent and community groups designated by the Board to meet with the consultants.*

A draft of the desired characteristics is attached to this report. The community survey report is presented as a separate document.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

The HYA consultants interviewed approximately 141 district constituents. Each of the individuals and groups were asked to share their thoughts regarding three questions: 1) how would you describe the strengths of the District; 2) what do you see as the greatest challenges facing the District in the next 3-5 years and 3) what characteristics would you like to see in the next Superintendent?

What follows is a summary of the responses shared by the above persons. The first section provides the collective summary of all of the respondents. The second section provides response summaries from the various categories of individuals interviewed regarding desired characteristics.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the district. The search team will seek a new superintendent who can work with the Manhasset Union Free School District Board of Education to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and communities.

The search team would like to thank all the participants who attended focus groups meetings or completed the online survey and the Manhasset Union Free School District staff members who assisted with our meetings, particularly Secretary to the Superintendent, Maureen Margulies who organized the search team's time in the district.

Respectfully submitted:
Debbie Raizes
Robert J. Roelle

Section 1: Summary Responses from Interviews and Focus Group Meetings

Strengths of the District

Strong Instructional Programs

Many constituents commented on the fact that the Manhasset School District has enjoyed a long history of having excellent schools. Constituents take pride in the schools and reflected upon many areas of pride. Many constituents reported that they represent second, third, fourth, and even more generations of families who had attended the Manhasset schools.

The Manhasset Union Free School District is a high performing school district. A strong intelligent faculty, staff and administration who generally share a commitment to collaborative practice, serves the schools. The Manhasset School District is a child-centered, caring school system with a clear and compelling commitment to ensuring that students come first. Its teachers, support staff, and administrators are committed to ensuring that there are caring adults in each student's life.

The schools were praised for the quality of instruction in a rigorous, challenging curriculum, which offers many choices. Many commented with pride upon the District 4-A's – Academics, Athletics, Arts and Activities, which reflect upon the numerous opportunities which are available for students saying "there is something for everyone." In addition to strong academic programs, there are vibrant art, music, athletic and afterschool activities available for students.

Strong Professional Climate

Participants commented on the strong professional climate that exists in the schools. Nearly every group commented that there exists a shared commitment to excellence by a dedicated and caring faculty, administration and staff. Led by a strong Superintendent, there exists a feeling of "family", not just for each other as colleagues, but also for the entire enterprise of students, parents, community and staff.

Parent/Community Support

The district enjoys strong support from an actively engaged parent community as well as the broader community. The community truly values public education and supports its schools. Parent participation in the education of their children is strong. Additionally parents are actively engaged in school support groups including, but not limited to, an educational foundation, a budget advisory committee, a parent association, two special education parent groups and athletic booster groups. These groups play important roles in communication with the administration and in support of students and programs.

Students

Many have described Manhasset students as high achieving, interesting, polite, collaborative and joyful! The campuses are vibrant, active places as students engage in a variety of activities. In conversations with Secondary School students the consultants observed students gracious desire to help and a genuine caring nature for each other as classmates.

Challenges and Issues Facing the District

The following are some key themes concerning the challenges facing the Manhasset Union Free School District that emerged from the focus groups.

Identifying the Next Superintendent

The most consistent theme among every group was the praise directed toward the current Superintendent, Mr. Charlie Cardillo. Constituents frequently reflected upon how hard it will be to replace Mr. Cardillo. “Hard shoes to fill”, “clone Charlie” and “tough act to follow” were among the many heartfelt comments shared with the consultants. Constituents felt following Charlie would be the greatest challenge for the next superintendent.

Community Challenges

Many identified a changing demographic within the school/community. There exists a growing population of Latino and Asian students. These students may bring different cultures and educational needs which will need to be addressed.

Financial/Operational Challenges

The New York State tax cap was frequently mentioned as a concern as focus groups reflected upon the question as to how the district will be able to maintain and expand opportunities for students in the tax cap atmosphere. In addition to budget development matters, the next superintendent will inherit the results of a successful bond referendum. While a very strong business office will manage the day-to-day implementation of the facilities improvements, the next superintendent will need to oversee the remaining phases of the bond implementation.

Leadership Challenges

Beyond the retirement of the superintendent, there exists a concern that there may be some turnover of administrative staff. Some have projected that during the next few years additional administrators may retire. For this reason some expressed concern for the stability of the district leadership.

Desired Characteristics of the New Superintendent of Schools

Experienced Leader for the Long Term

Almost every group expressed the sentiment that it would be very important to recruit a superintendent who has significant leadership experience. There exists a strong sentiment that the next superintendent would be in Manhasset for the “long haul” - someone who would make a long term commitment to the district.

An Educational Leader

Participants noted that the next superintendent should be a strong educational leader – someone with a depth of understanding of excellence in education for a high performing school district like Manhasset. Faculty and administration in particular expressed the hope that the next superintendent

would be a collegial problem solver. Generally, there exists a sense that the next superintendent would not need to be a change agent. Rather, the next superintendent should be prepared to embrace what exists in Manhasset, and lead the district to higher levels of excellence within the existing frameworks.

Value-oriented Leader

While most Manhasset students succeed, it was suggested that the next superintendent should be an advocate for all students, and especially students who may be struggling.

In nearly every group, constituents talked about the importance of a leader who would consistently demonstrate caring and respect for others and who would operate with integrity. The next superintendent should be committed to promoting a climate of mutual trust and respect for all.

Interpersonal Skills

In nearly every group, constituents reflected upon the view that the next superintendent should have good people skills. They hoped that the next superintendent will actively listen to the views of others and that s/he would possess great communication skills. Most participants want to see the board hire an individual who is approachable, warm, and personable - one who makes people feel valued.

Consistent Themes from the Focus Groups

STRENGTHS

- Dedicated, caring faculty, administrators, staff
- High level of commitment and pride for the district whether educator or student
- Involved parents – understand the importance of education
- Shared commitment to excellence
- Students come to school ready to learn
- Wide range of the 4-As – Academics, Arts, Athletics, Activities

CHALLENGES/ISSUES/CONCERNS

- Being as accessible and available as constituents feel is necessary – high bar to reach following Charlie – he is “everywhere”
- Changing demographics – make sure needed supports are in place, opportunities for all
- Equity, articulation of curriculum between the elementary schools – consistency of curriculum within the elementary schools
- Highly demanding community
- Maintaining and expanding opportunities for students in the tax cap era
- Possible administrative retirements

DESIRED CHARACTERISTICS

- Can develop a level of trust
- Educator who puts the needs of all students first and foremost
- Good communicator – oral and written – with confidence to respond to well informed parents
- Good listener – can hear what people are saying, form an opinion, and be able to bring people along
- Humility and share pride in what has been built here. Celebrate what is in place, build on it, make it their own
- Longevity – commitment to the District
- Strong academic leader
- Visible - approachable

SECTION 2: Summary of Comments from Focus Group and Individual Meetings

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

- What do stakeholders value regarding the schools? What strengths do they desire to retain and build upon?
- What are the issues this District currently faces, and, will face in the next three to five years?
- What personal and professional characteristics are expected in a new Superintendent?

All the responses are listed in alphabetical order. If a comment was mentioned under CONSISTENT in the previous section, it will not be repeated here under the various groups.

BOARD OF EDUCATION (5)

Strengths

- Business and finances in excellent shape
- Collegial approach to solving problems
- (Hopefully) all labor contracts will be resolved

Challenges/Issues/Concerns

- Balancing competing interests in schools and the District – making sure all constituents are heard
- Because of high pressure, some students falling between the cracks
- Enrollment bubble
- Foreign language graduation requirement for special education students
- Managing construction projects
- Maximizing the use of limited facility resources for students and community

Desired Characteristics

- Ability to look for private funding
- Check ego at door
- Creative – thinks outside the box
- Curriculum focus
- Fiscally conservative
- High expectations for high achievement
- Looking critically at what comes from SED
- Manage and deal with community
- Problem solving skills
- Team player and committed to building teams

ADMINISTRATORS (21)

Strengths

- BOE strong and positive
- People feel “we are lucky to work here”
- Commitment of administrators, faculty, and staff to children – emotionally, socially, and academically
- Culture to know individual students
- All administrators have a pulse on what is going on in the district
- Investment in academics
- Parents are involved – hold the District accountable
- Students do very well – high percentage take AP exams, acceptances to colleges
- Strong special education programs

Challenges/Issues/Concerns

- Emotional development of children – the pressures of a high performing district
- Need more systems, protocols, defined systems
- Working with principals who are individually very different

Desired Characteristics

- Communicate well with community, staff – positive, upbeat attitude
- Embrace the community
- Has a presence
- Has his/her finger on the pulse
- Is hands on, yet respects autonomy
- Not a micro manager
- Passionate and involved
- Has the best interests of children at heart
- Good mentor
- Interpersonal skills – character, honest, open
- Knows about curriculum and budget
- Not defensive
- Special education background would be helpful
- Strong when necessary and then able to mend it
- Supportive of administrators – doesn’t dwell on past
- Team builder
- Will stand up for all kids

FACULTY (32)

Strengths

- Administrators, teachers, parents, students all working to same goal
- APPR - Works well, builds good relationships between teachers and administrators – want to keep it in place
- District provides a lot of learning opportunities
- Good place to work
- High achieving – high performing
- Self-motivated faculty

Challenges/Issues/Concerns

- Chain of Command – need to speak to teachers first
- Contract has expired – need fair compensation
- Decisions aren't always made in the best interest of students
- Double acceleration – lost identity as a middle school
- Hold administrators accountable – lack of consistency – need a structured approach
- HS gets the resources to the detriment of the elementary schools
- Lack of technology in elementary schools
- Low morale – teachers do not feel supported
- Need to develop goals and vision
- Need to have greater support for sp ed programs as is available for the top kids
- Public/private partnership – hard to navigate – reliant on private funds
- Reactive approach to budget and planning – overemphasis on resources for sports
- Reading program – need to make decision across the grades – need consistent expectations – need to have coordination
- Reevaluate criteria for sp ed versus AIS
- When presented with new ideas – need planning time – the expectation needs to be built in

Desired Characteristics

- Ability to say “no”
- Can draw line between parents and teachers – support chain of command
- Considerable classroom experience
- Make decisions in the best interest of children
- Not top down
- Open door
- Sees the importance of educating the whole child
- Understands and supports early education and elementary and secondary schools equally

SUPPORT STAFF (26)

Strengths

- Community support of the schools beyond the budget
- District enjoys an excellent reputation
- Most sp ed students educated in district
- Size of district
- Small class sizes
- Small town, people care about each other – hands on, willing to help, like to be involved, friendly
- Something for every child – each child finds his/her niche
- Staff sees work as labor of love
- Strong sp ed program
- Very safe, caring place for students

Challenges/Issues/ Concerns

- Facilities need to be improved
- More sp ed programs is good – need more staff support to accommodate them
- Parents passionate about sports
- Residency issues – active residency investigations
- Subordinates need to take more responsibility to carry out agenda – not just the superintendent

Desired Characteristics

- Can diffuse issues
- Cares about children and staff
- Comfortable speaking about budgets
- Good background on athletics
- Have to be willing to work with parents
- Is the positive face of the district
- Ivy league mindset
- Keeps up to date on curriculum issues
- Management by walking around
- Personal touch – willingness to be everywhere
- Respectful of others
- Supportive of the Arts
- Transparent
- Warm, empathetic

STUDENTS (11)

Strengths

- Even though competitive – want to see each other succeed
- Everyone knows each other
- Faculty and administration go above and beyond – students very appreciative
- Like having subjects every day
- Resources – research lab, top quality science lab, teachers really preparing us for college
- Teachers are really important to us
- Teachers connect with students on professional and personal level – spend all their time helping students
- Teachers want you to succeed – very helpful , reach out to students, give of their own time
- Will keep relationships forever
- Working as a team – all events so well attended

Challenges/Issues/Concerns

- Attendance policy – cannot participate in sports if not in school all 9 periods – targeting athletes – need a doctor’s note – expensive
- Manhasset – overwhelming – so stressed out – mental health issues – focus on making sure everyone is ok – so many opportunities – pressure within the community
- Not having time for lunch – need to be able to eat somewhere – waive PE, if doing a sport
- Standards very high
- Students taking on more than they can handle – maybe an AP cap
- Testing schedule – so stressful – one week of testing – too much – too tight, even it teachers try to help, nowhere to move tests – sometimes call test by another name, still a test

Desired Characteristics

- Love Manhasset – know students by name – cares about every student
- Visible – has a presence – students feel Mr. Cardillo knows what they are thinking - Mr. Cardillo – “He is Manhasset”

PARENTS/COMMUNITY (46)

Strengths

- Board aware they are serving all of the community
- Community is sensitive to needs of EOC students
- Diversity makes for a rich experience
- Every month get a report card about the student
- Good relationship between the Board and the superintendent
- High standards – everyone wants to reach them
- Kids get into good colleges
- Location – easy commute to city
- Premier school district
- Safe place
- Teachers are valued
- Teachers stand behind the mission of the District
- The 4 As, something for everyone
- Willing to commit resources to special education students

Challenges/Issues/Concerns

- Class size, enrollment, if there is a change in grading practices
- Communication – transparency
- Elementary schools need to focus more on differentiation
- Emphasis on academics and athletics – not sure same support for the arts
- Need to have greater emphasis on social/emotional development of students
- Pressure on students – is it too much
- Pushing to have kids accelerated – think of implications on the students
- Secondary school – inclusion classes more difficult to achieve – need more co teaching classes
- Some apathy except when hot button issue
- When initiating new challenges have to consider impact on sp ed students

Desired Characteristics

- Be able to delegate and hold people accountable
- Believes in the importance of small class sizes
- Calm, measured – cannot be drawn into shouting match
- Can balance needs of high achieving students with those of struggling students
- Clone of Charlie
- Connects with all of the schools and community groups
- Considers the whole child
- Creates a family within the school/community
- Embrace CASA in caring, loving perspective – has to understand what is at stake
- Full of energy

- Has similar experience to Manhasset
- Has to be able to say “no” - confident
- Hires well – with the characteristics described here
- Involved
- Lead by example
- Motivating and inspiring
- Open door
- Public relations skills
- Someone who enjoys his/her work
- Supportive of sp ed
- Team builder
- Thick skinned
- Thinks outside the box
- Understands and embraces transparency
- Will work well with the Board



MANHASSET UNION FREE SCHOOL DISTRICT
DESIRED CHARACTERISTICS
SUPERINTENDENT OF SCHOOLS

After seeking input from its Board members, parents, staff, students and the community via focus groups, interviews, and an online survey, the Manhasset Union Free School District Board of Education seeks a strong educational leader with the following characteristics:

- Is visible and approachable throughout the district, actively engages in the community and leads by example
- Builds trust and engenders respect through collaborative interactions with staff, students, parents and community members
- A strong educational leader who puts the needs of all students first and foremost
- Embodies the vision, mission and values of the Manhasset School District
- An effective communicator with excellent oral and written skills who has the confidence to respond to well informed parents
- A good listener who can hear what people are saying, form an opinion, and be able to bring people along
- Has humility and will share pride in what has been built in Manhasset. Will celebrate what is in place, build on it, and make it his/her own
- Looks for opportunities to operate cost effectively while still improving services for all students

The successful candidate will:

- Be certified as a superintendent, or capable of gaining certification, in New York State
- Make a long term commitment to the District
- Have experience as an accomplished administrator