



A CALIFORNIA DISTINGUISHED SCHOOL

**SPECIAL MEETING AGENDA
BOARD OF TRUSTEES
Tuesday, January 25, 2011
5:00 PM, LIBRARY**

I. PRELIMINARY

- A. Call to order
- B. Roll call

II. PUBLIC COMMENT:

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Use of names of individuals should be avoided when referring to accusations or wrongdoing (names should be presented to the Executive Director for follow-up action). Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

III. ACTION ITEMS

A. Board Action Regarding Leadership Search

- Board Discussion and Approval of Principal and Chief Administrative Officer Job Description
- Board Discussion and Approval of Selection Process
- Board Discussion and Approval of Date Specific Timeline
- Search Firms
- Board Discussion of Top Management Leadership Structure
- UCLA SMP Relationship

IV. NEW BUSINESS

V. ADJOURNMENT



Stephanie Inyama

1-19-2011

Title: Principal/Head of School
Reports to: Board of Trustees
Classification: Certificated
FLSA: Exempt
Salary: Competitive with local districts

Position Description:

Under the direction of the Board of Trustees and working in collaboration with the school administrators and leadership teams, the Principal is the chief administrative and supervisory official of Palisades Charter High School. The Principal directs academic and instructional programs that ensure excellence, scholarship, and achievement for all students. He or she is responsible for aligning the curriculum and programs to meet the goals of the organization and yield the best outcomes. The individual will oversee school operations, fundraising, budget and school personnel. In addition, the Principal will foster relationships with all stakeholders, including students, faculty and staff, parents and community members.

Essential Functions:

- Serves as the chief administrative and supervisory official of the school.
- Establishes, communicates and implements school-wide vision, ensuring clear understanding and support.
- Provides effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding education for all students.
- Acts as a student advocate to ensure the rights of all students are respected and that all have equal access to the educational opportunities necessary to meet their needs and abilities.
- Implements strategies to promote a cooperative spirit among the school's personnel and parents to enhance and enrich the educational and social climate of the school.
- Develops and maintains productive Board/staff/community relations with open two-way communication.
- Implements innovative programs to recruit, train, support, and evaluate teaching staff to ensure instructional excellence.
- Develops, refines, and improves curriculum, instruction, and management strategies, techniques and activities to reflect the changing needs of students and to reflect current educational research.
- Develops and oversees a budget that direct financial resources to fulfill the school's vision, mission and objectives.
- Oversees fundraising and development activities to expand revenue sources.
- Advises the Board of Trustees on employee and labor relations, contract negotiations and grievance dispositions. Serves as leader in contract negotiations with all collective bargaining units and promotes positive labor relations.
- Keeps informed on legislation pertaining to school charters and remains actively involved in the charter community.
- Evaluates the management team and implements changes to the organizational structure in order to fulfill the school's mission and goals.

- Empowers administrative and support staff to achieve excellence while they direct their areas of responsibility to meet the organization's vision and objectives.
- Provides leadership for financial management and controls to ensure efficient and effective use of school resources.
- Oversees facilities and operations to ensure a safe, clean, well-maintained campus with appropriate investment to meet educational needs and objectives.
- Directs technology program to enhance the tracking of student information and communication with families, and to gain operational efficiencies.
- Ensures compliance with all applicable federal and state laws and reporting requirements.

Minimum Qualifications:

- Masters in Education required, PhD desired
- Proven track record for achieving high quality goal oriented results
- Administrative Credential desired
- Charter School experience desired
- 5+ years secondary teaching experience desired
- 3 years of school site administrative experience required

Familiarity With:

- California Curriculum Standards and their implementation in educational programs.
- Modern principles and practices of public administration, financial oversight, and administration.
- Laws, regulations and procedures governing charter schools.
- Applications of information technology
- State and Federal laws regarding school finance and business operations.
- Collective bargaining legal requirements and negotiations procedures.
- Legislative advocacy procedures for the benefit of students.
- Strong working knowledge of data and how to apply it to the needs of the school

Ability to:

- Lead a complex, diverse organization through collaboration and open communication.
- Innovate by implementing organizational change, new programs or new curriculum where appropriate to meet student needs.
- Implement change effectively through active involvement of stakeholder groups.
- Make effective decisions and take independent action.
- Demonstrate honesty, integrity, openness, and a strong sense of confidence in oneself and others.
- Communicate in a straightforward and sensitive manner with all members of the educational community, in both oral and written expression, including effective presentations to the Board, staff and community.
- Express care and concern for youth coupled with a commitment to bring about high student achievement for a diverse population.
- Listen to and be open to new ideas and divergent opinions.
- Develop trust and collaboration between various groups within the school and the community.

Wendy Hagan- Draft #1

DRAFT #1- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS ALLOTTED THROUGH CONSENSUS BY THE SUB COMMITTEE

Title: Principal and Chief Administrative Officer
Reports to: PCHS Board of Trustees
Classification: Certificated
FLSA: Exempt
Salary: Competitive with local districts

Position Description:

Under the direction of the Board of Trustees, and working in collaboration with the school administrators and leadership teams, the Principal and Chief Administrative Officer is the supervisory official of Palisades Charter High School. The Principal and Chief Administrative Officer provides the instructional leadership that creates, implements, maintains, and enhances excellence, scholarship, and achievement for all students. This individual ensures that the objectives of the organization are aligned to curriculum and programs that yield the highest standards. The individual will oversee school operations, fundraising, budget, and school personnel. In addition, the Principal and Chief Administrative Officer fosters relationships with all stakeholders to include, students, faculty and staff, parents, and community members.

Essential Functions:

- Serves as the chief administrative and supervisory official of the school.
- Provides effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding education for all students.
- Implements strategies to promote a cooperative spirit among the school's personnel and parents to enhance and enrich the educational and social climate of the school.
- Develops and maintains productive Board/staff/community relations with open two-way communication.
- Supervises instruction and evaluation of faculty and administration.
- Trains the administrative team in the supervision of instruction.
- Oversees the curriculum and instructional programs and ensures standards-based curriculum is taught.
- Oversees and contributes to the construction of the school budget in a manner that ensures financial resources are directed to fulfilling the school's mission, vision and goals.
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Establishes a school-wide vision and its implementation in the school community.
- Maintains positive relationships with parents and community members.
- Advises the Board of Trustees on employee and labor relations, contract negotiations and grievance dispositions.
- Serves as leader in contract negotiations with all collective bargaining units and promotes positive labor relations.
- Directs the preparation and submission of all necessary reports required from appropriate federal, state and local government agencies.

Wendy Hagan- Draft #1

DRAFT #1- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS ALLOTTED THROUGH CONSENSUS BY THE SUB COMMITTEE

- Ensures compliance with all grant and categorical program reporting and fiscal requirements.
- Stays informed and updated on legislation pertaining to the school charter and communicates any changes to the Board of Trustees and other appropriate charter personnel.
- Supervises effective implementation of the educational and instructional programs on a day-to-day basis in compliance with local, state, and federal regulations, PCHS Charter and the provisions of the Charter's collective bargaining agreements.
- Ensures that instructional objectives are integrated and established within the school's community by involving the faculty and others in the development and implementation of specific curricular objectives to meet the needs of the students and coincide with the mission/vision of the charter.
- Develops, refines, and improves curriculum, instruction, management strategies, techniques and activities that reflect instructional diversity by utilizing the talents and skills of the administrative team and faculty
- Implements sound personnel practices and makes recommendations for hiring, discipline and dismissal of all school employees.
- Acts as a student advocate to ensure the rights of all students are respected and that all students have equal access to the educational opportunities necessary to meet their needs and abilities.
- Acts as primary liaison with LAUSD, LACOE, CDE, etc.
- Continues the development and progression of the annual goals and the strategic plan for the school with the assistance of the administrative team and Board of Trustees.
- Evaluates the management team in conjunction with the Board of Trustees to determine alterations to the organizational structure in order to fulfill the school's mission and goals as expressed in the Charter. If alterations are required, proposals are submitted to the Board of Trustees for approval.
- Empowers administrative staff to fulfill their areas of responsibility and holds them accountable for their performance and end results.
- Provides direction and supervision for all faculty and staff on the alignment of actions to the charter vision in the best interest and needs of all students.
- Provides leadership for a positive financial management control operation which, to the extent permitted by the Education Code and other external rules and procedures, establishes a sound basis for professional management of all income and expenditures.
- Oversees plant, facilities and school operations.
- Leads Professional Development for school the community.
- Other duties as assigned.

Minimum Qualifications:

- Masters in Education or Administration required, PhD or Educational Doctorate desired
- Administrative Credential required
- 3-5 years of secondary teaching experience required
- 3-5 years of school site administrative experience required, Principal experience strongly

Wendy Hagan- Draft #1

DRAFT #1- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS ALLOTTED THROUGH CONSENSUS BY THE SUB COMMITTEE

preferred

- Charter School experience desired
- Proven track record for achieving high quality goal oriented results

Knowledge of:

- Current State curriculum and graduation standards
- California State Standards for Curriculum and Instruction and their implementation in educational programs
- National Curriculum Framework for school education
- Modern principles and practices of public administration, principles of accounting, budget preparation, and administration
- Laws, regulations, and procedures for governing charter school administration
- Application of information technology and related software to business office and instructional operations
- State and Federal laws regarding school finance and business operations.
- Collective bargaining legal requirements and negotiations procedures
- Appropriate personnel practices and procedures according to collective bargaining agreements, Charter By-Laws, and state and federal requirements
- Budgeting processes and cycles as practiced by California charter schools
- Brown Act procedures
- Applicable Education Code rules and regulations
- State attendance rules and regulations
- Legislative advocacy procedures for the benefit of students.
- Strong working knowledge of school-wide data and how to apply it to the needs of the school and instructional curriculum
- Knowledge of WASC and WASC procedures

Ability to:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
- Express commitment to promote the concept that all students have identifiable talents/skills which will be emphasized throughout the educational program.
- Understand that change is vital in any organization and that necessary change can best take place when those affected by the change are actively involved in the process.
- Make recommendations in the best interest of students.
- Maintain confidentiality.
- Make effective decisions and take independent action.
- Demonstrate honesty, integrity, openness, and a strong sense of confidence in oneself and others.
- Communicate in a straightforward and sensitive manner with all members of the educational community, in both oral and written expression, including effective presentations to the Board, staff and community.
- Express care and concern for youth coupled with a commitment to bring about high

Wendy Hagan- Draft #1

DRAFT #1- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS ALLOTTED THROUGH CONSENSUS BY THE SUB COMMITTEE

student achievement and equity for a diverse population.

- Listen to and be open to new ideas and divergent opinions and secure meaningful involvement of staff and community to improve the quality of education for all students.
- Develop trust and collaboration between various groups within the school and the community.
- Use interpersonal techniques with tact, patience and courtesy.
- Demonstrate understanding sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of students, faculty, and staff.

WORKING CONDITIONS:

Physical Requirements:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 5 to 10 pounds of force frequently to lift, carry, push, pull or otherwise move an object.
- This type of work involves walking or standing for extended periods of time with some bending, squatting, twisting, reaching and stooping.
- Persons performing service in this position will exert muscle power and will require arm-hand steadiness.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral and written information in various modalities and forms, the manual/finger dexterity to operate equipment, and handle and work with various materials and objects that are important aspects of this job.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Wendy Hagan- Draft #2

DRAFT #2- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS EXPECTED/NEEDED FROM ONE MEMBER OF THE COMMITTEE

Title: Principal and Chief Administrative Officer
Reports to: PCHS Board of Trustees
Classification: Certificated
FLSA: Exempt
Salary: Competitive with local districts

Position Description:

Under the direction of the Board of Trustees, and working in collaboration with the school administrators and leadership teams, the Principal and Chief Administrative Officer is the supervisory official of Palisades Charter High School. The Principal and Chief Administrative Officer provides the instructional leadership that creates, implements, maintains, and enhances excellence, scholarship, and achievement for all students. This individual ensures that the objectives of the organization are aligned to curriculum and programs that yield the highest standards. The individual will oversee school operations, fundraising, budget, and school personnel. In addition, the Principal and Chief Administrative Officer fosters relationships with all stakeholders to include, students, faculty and staff, parents, and community members.

Essential Functions:

- Serves as the chief administrative and supervisory official of the school.
- Provides effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding education for all students.
- Implements strategies to promote a cooperative spirit among the school's personnel and parents to enhance and enrich the educational and social climate of the school.
- Develops and maintains productive Board/staff/community relations with open two-way communication.
- Supervises instruction and evaluation of faculty and administration.
- Trains the administrative team in the supervision of instruction.
- Oversees the curriculum and instructional programs and ensures standards-based curriculum is taught.
- Oversees and contributes to the construction of the school budget in a manner that ensures financial resources are directed to fulfilling the school's mission, vision and goals.
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Establishes a school-wide vision and its implementation in the school community.
- Maintains positive relationships with parents and community members.
- Advises the Board of Trustees on employee and labor relations, contract negotiations and grievance dispositions.
- Serves as leader in contract negotiations with all collective bargaining units and promotes positive labor relations.
- Directs the preparation and submission of all necessary reports required from appropriate federal, state and local government agencies.

DRAFT #2- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS EXPECTED/NEEDED FROM ONE MEMBER OF THE COMMITTEE

- Ensures compliance with all grant and categorical program reporting and fiscal requirements.
- Stays informed and updated on legislation pertaining to the school charter and communicates any changes to the Board of Trustees and other appropriate charter personnel.
- Supervises effective implementation of the educational and instructional programs on a day-to-day basis in compliance with local, state, and federal regulations, PCHS Charter and the provisions of the Charter's collective bargaining agreements.
- Ensures that instructional objectives are integrated and established within the school's community by involving the faculty and others in the development and implementation of specific curricular objectives to meet the needs of the students and coincide with the mission/vision of the charter.
- Develops, refines, and improves curriculum, instruction, management strategies, techniques and activities that reflect instructional diversity by utilizing the talents and skills of the administrative team and faculty.
- Implements sound personnel practices and makes recommendations for hiring, discipline and dismissal of all school employees.
- Acts as a student advocate to ensure the rights of all students are respected and that all students have equal access to the educational opportunities necessary to meet their needs and abilities.
- Acts as primary liaison with LAUSD, LACOE, CDE, etc.
- Continues the development and progression of the annual goals and the strategic plan for the school with the assistance of the administrative team and Board of Trustees.
- Evaluates the management team in conjunction with the Board of Trustees to determine alterations to the organizational structure in order to fulfill the school's mission and goals as expressed in the Charter. If alterations are required, proposals are submitted to the Board of Trustees for approval.
- Empowers administrative staff to fulfill their areas of responsibility and holds them accountable for their performance and end results.
- Provides direction and supervision for all faculty and staff on the alignment of actions to the charter vision in the best interest and needs of all students.
- Provides leadership for a positive financial management control operation which, to the extent permitted by the Education Code and other external rules and procedures, establishes a sound basis for professional management of all income and expenditures.
- Oversees plant, facilities and school operations.
- Leads Professional Development for school the community.
- Other duties as assigned.

Minimum Qualifications:

- Masters in Education or Administration required, PhD or Educational Doctorate desired
- Administrative Credential required
- 5 years of secondary teaching experience required
- 5 years of school site administrative experience required with 3 years of Principal

DRAFT #2- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS EXPECTED/NEEDED FROM ONE MEMBER OF THE COMMITTEE

experience

- Charter School experience desired
- Proven track record for achieving high quality goal oriented results

Knowledge of:

- Current State curriculum and graduation standards
- California State Standards for Curriculum and Instruction and their implementation in educational programs
- National Curriculum Framework for school education
- Modern principles and practices of public administration, principles of accounting, budget preparation, and administration
- Laws, regulations, and procedures for governing charter school administration
- Application of information technology and related software to business office and instructional operations
- State and Federal laws regarding school finance and business operations.
- Collective bargaining legal requirements and negotiations procedures
- Appropriate personnel practices and procedures according to collective bargaining agreements, Charter By-Laws, and state and federal requirements
- Budgeting processes and cycles as practiced by California charter schools
- Brown Act procedures
- Applicable Education Code rules and regulations
- State attendance rules and regulations
- Legislative advocacy procedures for the benefit of students.
- Strong working knowledge of school-wide data and how to apply it to the needs of the school and instructional curriculum
- Knowledge of WASC and WASC procedures

Ability to:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
- Express commitment to promote the concept that all students have identifiable talents/skills which will be emphasized throughout the educational program.
- Understand that change is vital in any organization and that necessary change can best take place when those affected by the change are actively involved in the process.
- Make recommendations in the best interest of students.
- Maintain confidentiality.
- Make effective decisions and take independent action.
- Demonstrate honesty, integrity, openness, and a strong sense of confidence in oneself and others.
- Communicate in a straightforward and sensitive manner with all members of the educational community, in both oral and written expression, including effective presentations to the Board, staff and community.
- Express care and concern for youth coupled with a commitment to bring about high

Wendy Hagan- Draft #2

DRAFT #2- THE ORIGINAL DOCUMENT PROVIDED BY UCLA AND THE HR DIRECTOR WITH MINOR CHANGES TO GRAMMAR AND PUNCTUATION, SOME REWORDING OF BULLETED INFORMATION, AND MODIFIED MINIMUM REQUIREMENTS... THIS DRAFT SHOWS THE MINIMUM REQUIREMENTS EXPECTED/NEEDED FROM ONE MEMBER OF THE COMMITTEE
student achievement and equity for a diverse population.

- Listen to and be open to new ideas and divergent opinions and secure meaningful involvement of staff and community to improve the quality of education for all students.
- Develop trust and collaboration between various groups within the school and the community.
- Use interpersonal techniques with tact, patience and courtesy.
- Demonstrate understanding sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of students, faculty, and staff.

WORKING CONDITIONS:

Physical Requirements:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 5 to 10 pounds of force frequently to lift, carry, push, pull or otherwise move an object.
- This type of work involves walking or standing for extended periods of time with some bending, squatting, twisting, reaching and stooping.
- Persons performing service in this position will exert muscle power and will require arm-hand steadiness.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral and written information in various modalities and forms, the manual/finger dexterity to operate equipment, and handle and work with various materials and objects that are important aspects of this job.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Leadership Associates

Headquartered in Mission Viejo.

Thank you for researching our search process on our web page. And, to verify what I said on our telephone call, our quote to complete the search is all inclusive. There are no additional fees, nor any "add-ons" to this fee.

Our firm believes we perform four major tasks for the Board.

1. Assist the Board in developing a personal and professional profile for the new Principal that includes input from staff, parents and the community, the business community, and local government leaders. We believe that involvement of these groups is critical and we have a record of success in involving them in the search process.
2. Recruit candidates who closely match the locally developed profile. Often the top candidates are successful leaders who are not contemplating a move. These people must be personally contacted and encouraged to apply. Our consultants know and have the network of contacts that enable us to recruit top candidates throughout the state and nation.
3. Conduct in-depth reference checks on the applicants. We use our vast network of contacts and also use databases to make certain that reliable and in-depth information is gathered on each candidate.
4. Work closely with the Board throughout the entire professional search process. We keep the Board informed while maintaining the confidentiality of the candidates. Successful candidates will not apply if they feel their confidentiality is prematurely breached.

Our all inclusive fee includes:

- All expenses incurred by the consultants
- All meetings with the Board
- Development and printing of a position description announcing the position
- Cost of advertising in EdCal, and other publications as appropriate
- Accepting applications and responding to all inquiries regarding the position
- All clerical expenses
- Recruitment of candidates and extensive background checks
- Gathering community and staff input and providing the Board with a written report
- Coordinating the logistics of the search including (1) scheduling appointments, (2) notification to unsuccessful candidates, (3) scheduling a community visit, (4) assisting in the development of interview questions and (5) acting as an advisor to the Board.

Hazard, Young, Attea & Associates (HYA) was established in 1987 by experienced educators who had worked together informally as search consultants for a number of years. Presently, HYA is represented by 120 Associates from throughout the United States to assist with its mission "to provide aggressive, thorough and quality assistance to school boards in need of identifying and recruiting highly qualified executives for superintendencies and other administrative positions." HYA's Associates bring extensive executive search experience and a broad educational background to its practice. Through continuing involvement in school and university work, the Associates permit HYA to maintain an awareness of current educational issues and a close relationship with national leaders and opinion-makers in administrative leadership and management.

The current president of HYA is Dr. Hank Gmitro, former Superintendent of Community Consolidated School District 93 in Carol Stream/Bloomington, Illinois. Dr. William Attea, former Superintendent in Glenview, Illinois, is co-founder of HYA and is currently Chair of HYA's Board.

HYA's Associates are located in 27 states across the country to conveniently serve our clients. They reside in Arizona, California, Colorado, Connecticut, Florida, Illinois, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, Ohio, South Carolina, Oregon, Pennsylvania, Tennessee, Texas, Utah, Virginia, Washington, West Virginia and Wisconsin.

Since its founding in 1987, HYA has assisted over 800 school clients with executive searches. The student enrollment in these districts ranged from about 100 students to about 200,000 students. Based on HYA's experience in assisting the school boards of well over 100 county and/or urban districts throughout the nation, many suburban and rural districts, and our reputation as being the preeminent school search firm in the nation, we are most confident that we have both the personnel and support resources to bring it to a highly successful conclusion.

The first step of every HYA search is to hold a formal *Planning Session*. At this meeting, HYA consultants convene with the Board and proceed to customize the search and its process to the specific needs and requirements, as articulated by those present. More specifically, HYA and the Board will cover and sort out central matters and considerations regarding the search, including:

- ☑ Review Board and consultant responsibilities for each phase of the search.
- ☑ Tailor the search to meet the needs of the School.
- ☑ Determine the role of staff members and constituents in the search.
- ☑ Finalize the search timeline.
- ☑ Consider Board options and preferences with regard to advertisements.
- ☑ Discuss the compensation package to be offered to the new Principal.
- ☑ Agree upon a communication plan to keep the Board abreast of the search progress and the consultants alerted to issues that may arise during the search.

Dave Long & Associates, Lake Elsinore, CA

Dave Long is a former principal, superintendent for 20 years, and Secretary of Education under Governor Schwarzenegger for 2 years. Dave Long & Associates Executive Search Services is committed to helping school districts find superintendents who are ready to serve as bold chief executive officers with the necessary blend of knowledge, expertise, attitude, experience, and commitment to lead with heart and passion.

Our superintendent search team works closely with the Board of Trustees to ensure that all stakeholders have an opportunity to be involved in establishing the criteria and leadership profile for the organization's next superintendent. Tailored to the individual needs of each district, our community/staff engagement process is designed to achieve strong levels of input while maintaining confidentiality of candidates involved in the search.

Our consultants have over two decades of combined experience in conducting chief executive searches and more than 70 years of service as district superintendents of schools. Collectively, our talented team of consultants has over 200 years experience in the field of education. They have not only been superintendents of schools, but have served as district and site level administrators and teachers. They also have rich backgrounds as university and college instructors. Our team represents a culturally diverse group of professional educators who maintain a single focus, to assist school systems find and retain top leadership talent.

Consultants are carefully selected to work closely with the Board of Trustees throughout the process. Using the most up-to-date and proven best practices in the field, the consultant will provide guidance and assistance each step of the way. They also help implement an extensive marketing plan for the search. In addition to advertising through professional publications and over the internet, they will make use of our large network of contacts to actively recruit highly qualified candidates that best match the leadership profile developed by the Board of Trustees with input from district stakeholders.

Cal-West Educators Placement, Encino, CA

Lee Miller is president of the company

Cost: \$40,000

Firm Website: <http://www.calwesteducators.com/>

Firm Serves as a consultant at Cal State Dominguez Hills in Leadership Masters Program for Charter Schools

Headquartered on the west coast, Cal/West Educators Placement is the premier recruitment firm specializing in the personalized placement of educators and school leaders in independent and private schools throughout California and other western states. In addition, Cal/West helps schools find qualified people for a variety of specialty positions such as admissions directors, college counselors, development directors, business managers, and many other staff positions. Cal/West excels in building meaningful relationships with candidates and schools and proudly embraces an active commitment to diversity.

Throughout the year Cal/West recruits qualified K-12 teachers and administrators regionally, nationally, and internationally. Candidates complete a detailed application and are then interviewed to gain a deeper understanding of their qualifications and potential fit for current and future openings.

Lee Miller, President, leads our Senior Leadership Retained Search team which includes retired Heads of School and experienced school administrators.

Whether you are a school administrator looking to fill an opening or an educator looking for a new opportunity, our goal is to help you find "The Perfect Match!" Since our candidates are pre-screened and interviewed before they are presented to schools, we are able to submit only those candidates who are best-suited in philosophy, education, and experience for a particular school and position.

The Cosca Group

The Cosca Group is California's premier educational consulting team. Our team of highly experienced and distinguished consultants has a wide range of proven expertise and talent to offer to your district, board and administrative team. The Cosca Group will link our successful resources with your team to assist (empower, enable) your organization to develop world class practices and innovative solutions.

The Cosca Group (TCG) is an alliance of experienced educational leaders providing the following custom tailored consultancy services.

Searches for Superintendents, Cabinet Level Staff including CBO's and Facilities Planners: A process designed to assist Boards in the recruitment, screening and selection of candidates including support services after completion of the search.

Client List: Public School Districts (partial list)

South Pasadena Unified School District; Hermosa Beach City School District; Laguna Beach Unified School District; Orange Unified School District; Redondo Beach Unified School District; San Gabriel Unified School District.