

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
October 9, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

3. POLICIES, SECOND READING

Action: Approval Requested

Code	Title
ECACB	Unmanned Aircraft Systems a.k.a. Drone
IICC	Volunteers
GCDA/GDDA	Criminal Records Check and Fingerprinting

4. POLICY EFAA-AR: REIMBURSABLE MEALS AND MILK PROGRAMS

Action: Informational

5. SBAC DATA

Action: Informational

6. ALTERNATIVE EDUCATION PROGRAM UPDATE

Action: Informational

7. STUDENT ATTENDANCE UPDATE

Action: Informational

8. BULLYING FOLLOW-UP

Action: Informational

9. SUPERINTENDENT SEARCH CONSULTANTS

Action: Discussion/Decision

10. CONSENT AGENDA

- A. September 20, 2018 Meeting Minutes

Action: Approval Requested

- B. Hiring

Action: Approval Requested

Name	Position	FTE	Start Date
Jessica VandenBos	Special Education Teacher	1.0	09/19/2018
William Lewis III	Director of Business	1.0	10/05/2018

11. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance

12. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

13. AUDIENCE COMMENTS

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14. ADJOURNMENT

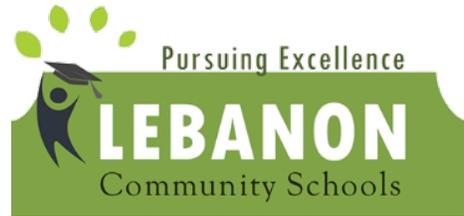
The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Director of Human Resources and Community Relations

Date: October 4, 2018

Meeting Date: October 9, 2018

Re: Volunteer and Fingerprinting Policies

Background

The following information and materials were gathered in response to Board request for more information regarding policies ICC: Volunteers and GCDA/GDDA: Criminal Records and Fingerprinting:

1. Enclosed in packet:
 - a. Criminal Information Systems (CRIS) and OJCIN overview
 - b. Report showing the number of volunteers at each school during the 2017-18 school year.
 - c. Report showing types of volunteer activities during the 2017-18 school year.
 - d. Report showing number of hours worked by volunteers during the 2017-2018 school year. This report also shows the total number of current validated volunteers and the number that were not approved based on a background check.
 - e. Decision matrices for determining eligibility to volunteer based on criminal history.
 - f. Responses from six school districts in Oregon regarding fingerprinting volunteers

2. OSBA and ODE were contacted and both stated there are only a few districts fingerprinting volunteers with direct unsupervised contact with students. They do not know of any district fingerprinting all volunteers.
3. Lebanon Police Department was contacted. A response was not available prior to the deadline for Board packet submission.
4. There are 40 - 50 volunteer coaches each year for LHS sports. The coaches take a background check through CRIS and also complete five required trainings through OSAA and the school district (Fundamentals of Coaching, Appearance and Performing Enhancing Drugs and Substances, Concussion, Heat Acclimatization, Sexual Conduct Staff to Student, and Child Abuse Identification and Reporting).

Recommendation

District Recommendation:

1. Inform and train staff on expectation that volunteers **not** have direct unsupervised contact with students.
2. Fingerprint the following volunteer groups who could have unsupervised contact with students:
 - a. Coaches
 - b. Overnight chaperones

JM/rh



Criminal Information Services

Customized Criminal Background Screening

SCREENING RECOMMENDATIONS

Criminal Information Services, Inc (CRIS) has been providing comprehensive coverage of criminal and sex offender records since 1992. We believe it is important for our customers to understand the importance of conducting a thorough search. The following is a summary of search tips that we feel will assist you in accomplishing that goal.

Most criminal background screening companies conduct a 'national' background check to ensure that the available data from every state is covered. The data 'type' provided varies from state to state. Some states provide statewide or county court information, along with Department of Corrections (DOC) records. Some states provide only DOC records. Some states provide only Registered Sex Offender information (these states provide no criminal data). Some states provide only felony/inmate information, not those placed under supervision. Additionally, some states do not provide a birth date on records. A list of represented jurisdictions is available upon request.

- **NATIONAL/IDENTITY RESIDENTIAL VERIFICATION SEARCH (IRV):**

By adding the IRV into your search parameters, the applicants residential history will be provided to our researchers. We can then determine if all jurisdictions of residency are included in our criminal database. Should the applicant have recent residential history in a jurisdiction that is not included in the database, or that does not provide in depth data, we will let you know your options for court court searches, including the additional cost, and you can then decide if the additional research is warranted.

- **COUNTY COURT SEARCH:**

This is when a runner is sent to the county court house in the jurisdiction of residency. They will look for any felony/misdemeanor court cases on the applicant name submitted. There are additional fees and an average turn around time of 24-48 hours.

A NOTE ABOUT REGISTERED SEX OFFENDER RECORDS

This database includes every state, Guam and Puerto Rico. This is a 'registry' only. The offender is ordered by the court to register, no one does that for them. Some states do not require registration while under supervision. If the jurisdiction where the conviction took

place does not provide in depth criminal data, including the corresponding court case, and the offender has not registered, no data will be located.

CRIS, Inc researchers are always available to assist you in helping make appropriate decisions to ensure your organization is accomplishing a complete and thorough background check.

Feel free to contact CRIS, Inc. should you have any questions.

Thank you for your business!

STATEMENT OF WORK (SOW)

Pursuant to Master Services Agreement 2017-2101

Between Lebanon Community Schools (“Client”) and Northwest Regional Education Service District (“NWRESD”)

SOW Engagement Number: TECH-2016-605-01

Date: August 11, 2015
Client Representative: Rob Hess
Client Rep. Email: rob.hess@lebanon.k12.or.us
Client Rep. Phone: 541-451-8511
Start Date: July 1, 2015
End Date: June 30, 2016

SOW Title:

Electronic Criminal Background Checks

Description of Work:

NWRESD will provide Client with access to the Criminal Information Services, Inc. (“CRIS”) system. CRIS allows Client to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities. **National criminal background check is \$4.25 each.**

Billings to be based on actual Client usage.

Requests for additional research are subject to additional cost – see below under Optional Services.

Invoicing Cycle:

NWRESD will bill quarterly over \$250.00 and carry over balances below \$250.00. All remaining balances will be invoiced in July.

Optional Services:

Other work available to be performed	Cost to Complete
National Background Checks with Identity Residential Verification SS-IME2	\$5.50
Oregon Motor Vehicle Report – MVR	\$6.00
Additional Research Identity Residential Verification DCA:SS & IME2	\$2.50
Additional Riverside Courts records search CTS	\$2.00
Other Offline court records searches vary depending on the County	\$13.50 to \$28.50



Online Services

(/services/online/)

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Home (/Pages/default.aspx) > Services (/services/Pages/default.aspx) > Online Services (/services/online/Pages/default.aspx)
> Online Services (/services/online) > OJCIN OnLine

Site Navigation

OJCIN OnLine

Attention New OJCIN OnLine Customers!

If you are currently not a OJCIN OnLine Customer, please click on the "Sign Up" button below to create a new account. The account that you create here will be used to log into both the OECl and ACMS systems.

[Current Fee Schedule \(/forms/Documents/OJCINFeeSchedule.pdf\)](/forms/Documents/OJCINFeeSchedule.pdf)

[Sign Up \(https://web.courts.oregon.gov/ojin/SubApp.nsf/Application?OpenForm\)](https://web.courts.oregon.gov/ojin/SubApp.nsf/Application?OpenForm)

Easy Access to Court Records

Welcome to OJCIN OnLine (Oregon Judicial Case Information Network) - the official website of Register of Actions and judgment records for the State of Oregon Judicial Department. OJCIN OnLine includes OECl (Oregon eCourt Case Information Network), and ACMS (Appellate Case Management System). OJCIN OnLine is a valuable paid subscription resource for court case information from all 36 of Oregon's circuit courts, in addition to the Tax & Appellate courts. It allows you to search for civil, small claims, tax, domestic, and criminal (including misdemeanor and felony) cases. Some cases are confidential and protected statutorily and therefore not available to the public.



Access OECl

Records Access for Oregon Circuit Courts & Tax Court

If you have already signed up for an OJCIN OnLine Account, click on the button below to access records. You will be redirected to the OECl Portal where you will need to provide your OJCIN OnLine login credentials.

[Sign In \(https://publicaccess.courts.oregon.gov/PublicAccessLogin/Login.aspx?ReturnUrl=/PublicAccessLogin/default.aspx\)](https://publicaccess.courts.oregon.gov/PublicAccessLogin/Login.aspx?ReturnUrl=/PublicAccessLogin/default.aspx)

[Free Records Search \(/services/online/Pages/records-calendars.aspx\)](/services/online/Pages/records-calendars.aspx)

Support



Contact Information



Minimum System Requirements



Online BillPay

Payments for Subscription Customers

If you are a subscriber and want to make a payment, click the "Access BillPay" button below.

Volunteer Count Reports: Lebanon School District

All Schools Year to Date Summary by Month

This is the total number of unique volunteers in each month

Note: an individual volunteer will only be counted once per month no matter how often they volunteered that month.

As of 10/3/2018 - 9 Schools Reporting

School Year: 2017 - 2018

School	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Cascades School	0	1	18	37	24	28	26	35	44	38	53	54	358
Lebanon Community Schools Welcome Center	0	0	0	0	0	0	0	0	0	0	0	0	0
Green Acres School	0	3	20	44	31	42	30	34	28	23	53	32	340
Hamilton Creek School	0	1	15	26	24	32	37	29	31	31	48	37	311
Lacomb School	0	3	13	34	30	25	28	26	35	36	30	16	276
Lebanon High School	0	1	7	7	15	1	8	11	9	9	10	1	79
Pioneer School	0	0	15	19	9	21	17	22	12	16	17	7	155
Riverview School	0	5	56	69	55	64	55	57	55	60	95	39	610
Seven Oak Middle School	0	1	26	14	18	10	16	25	6	17	22	5	160
Totals	0	15	170	250	206	223	217	239	220	230	328	191	2289

Hours by Activity:

Lebanon School District

All Schools Year to Date Summary
 As of 10/3/2018 - 9 Schools Reporting

School Year: **2017-2018**

School	Classroom Volunteering	8868 General	9101 Garden	9349 Cafeteria	Other	Total
Cascades School	1,940.9	1,790.2	2.6	45.0	2.1	3,780.8
Lebanon Community Schools Welcome Center	0.0	0.0	0.0	0.0	0.0	0.0
Green Acres School	1,614.1	864.5	0.0	8.1	-0.0	2,486.7
Hamilton Creek School	421.0	860.5	1.8	16.1	0.0	1,299.4
Lacomb School	930.7	746.8	0.0	48.3	0.0	1,725.7
Lebanon High School	142.9	157.1	0.0	3.5	-0.0	303.4
Pioneer School	742.8	304.5	0.0	18.9	0.0	1,066.2
Riverview School	3,794.1	1,287.4	0.0	38.4	-0.0	5,119.9
Seven Oak Middle School	654.5	904.2	0.0	46.8	0.0	1,605.6
Totals	10,240.9	6,915.1	4.4	225.1	2.1	17,387.7

Grand Total: 17,387.7

Custom Hours Reports: Lebanon School District

All Schools Year to Date Summary by Month + Vol Counts
As of 10/3/2018 - 9 Schools Reporting

School Year: Current School Year

School	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Hours	Volunteer Count	Current Validated
Cascades School	0.0	20.2	290.1	54.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	364.8	24	328
Green Acres School	0.0	6.0	71.5	39.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	117.2	17	368
Hamilton Creek School	0.0	0.0	44.6	14.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	59.5	15	224
Lacomb School	0.0	7.1	92.0	8.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	107.3	15	225
Lebanon Community Schools Welcome Center	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	109
Lebanon High School	0.0	22.0	20.2	4.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	46.8	6	633
Pioneer School	0.0	1.0	76.6	7.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	85.0	13	245
Riverview School	0.0	20.5	270.1	45.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	335.9	28	422
Seven Oak Middle School	0.0	0.0	21.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.3	2	495
Totals	0.0	76.9	886.4	174.5	0.0	1,137.8	120	3049							

21 unapproved

CRIMINAL HISTORY DECISION MATRIX

TYPE OF CONVICTION	Current Year	YEARS SINCE CONVICTION												
		1	2	3	4	5	6	7	8	9	10+			
DUI	STIPULATION				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
DUI: Multiple Convictions														CLEAR
Driving while suspended														CLEAR
Failure to perform driver duties														CLEAR
Unauthorized use of vehicle														CLEAR
Reckless Driving														CLEAR
Interfere w/officer				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Elude police														CLEAR
False info to police				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Contempt of Court														CLEAR
Assault				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Menacing														CLEAR
Harassment	CLEAR		CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Criminal Mistreatment				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Burglary														CLEAR
Theft	DENIED		DENIED	DENIED	DENIED	DENIED								CLEAR
Theft of services														CLEAR
Identity Theft	DENIED		DENIED	DENIED	DENIED	DENIED	CLEAR							
Computer Fraud			CLEAR											CLEAR
Forgery				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Wrote Bad Check														CLEAR
Trespass	DENIED		CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Disorderly conduct			CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Reckless endangerment														CLEAR
Criminal Mischief				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Unlawful Possession of Firearm														CLEAR
Unlawful public assistance				CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR	CLEAR
Manufacture/Sale controlled substance														CLEAR
Possession controlled substance														CLEAR
Possession methamphetamine	DENIED		DENIED	DENIED	DENIED									CLEAR
Furnish liquor to minor														CLEAR

Updated 11/18/2013

S:DO/VOLUNTEERS/CRIMINAL HISTORY DECISION MATRIX

BLANKS = NO CRIMINAL RECORD HAS BEEN RECEIVED FOR ANY VOLUNTEER AT THIS LEVEL, SO NO DISTRICT DECISION HAS BEEN MADE

OYSA Risk Management

Criminal Conviction Matrix for Participation Acceptability

This form should be considered a guide, because each case may pose unique situations not covered by a standard format. When multiple convictions have occurred - the "No" on the matrix should be the number of years since last convicted.

No = OYSA determination not to allow individual to participate

Club "D" = Club Decision to allow individual to participate

Type of Conviction	Years Since Last Conviction											
	1	2	3	4	5	6	7	8	9	10	>10	
Felony												
Class A	No	No	No	No	No	No	No	No	No	No	No	No
Class B	No	No	No	No	No	No	No	No	No	No	No	Club "D"
Class C	No	No	No	No	No	Club "D"						
Misdemeanor												
Class A	No	No	No	No	No	Club "D"						
Class B	No	No	No	Club "D"								
Class C	No	Club "D"										
Special Activity												
DUI												
1 Conviction	No	No	No	Club "D"								
2 Convictions	No	No	No	No	No	No	No	No	No	No	No	Club "D"
3+ Convictions	No	No	No	No	No	No	No	No	No	No	No	No
Drug Possession												
1 Conviction	No	No	No	Club "D"								
2 Convictions	No	No	No	No	No	No	No	No	No	No	No	Club "D"
3+ Convictions	No	No	No	No	No	No	No	No	No	No	No	No
Drug Manufacturing & Distribution/Sales												
1 Conviction	No	No	No	No	No	No	No	No	No	No	No	Club "D"
2+ Convictions	No	No	No	No	No	No	No	No	No	No	No	No
Manufacturing Meth	No	No	No	No	No	No	No	No	No	No	No	No
Assault												
Assault I	No	No	No	No	No	No	No	No	No	No	No	No
Assault II	No	No	No	No	No	No	No	No	No	No	No	Club "D"
Assault III	No	No	No	No	No	Club "D"						
Assault IV	No	No	No	Club "D"								

Comparable Crime Chart

*not eligible

** May reapply after 3 years after conviction, custody, parole or probation, whichever is later; the District maintains discretion to deny employment based on indicated crimes.

ORS Number	Description of Crime	Salem Keizer School District		Minimum State Requirement
		A *	B **	
163.535	Abandonment of a child	X		
166.087	Abuse of a corpse in the first degree.	X		
166.085	Abuse of a corpse in the second degree.	X		
163.095	Aggravated Murder	X		
164.057	Aggravated theft in the first degree.		X	
164.325	Arson in the first degree.			
163.185	Assault in the first degree.	X		
163.160	Assault in the fourth degree.		X	
163.175	Assault in the second degree.	X		
163.165	Assault in the third degree.	X		
163.208	Assaulting a public safety officer.		X	
163.515	Bigamy			
162.275	Bribe receiving by a witness.		X	
162.025	Bribe receiving.		X	
162.265	Bribing a witness.		X	
164.225	Burglary in the first degree.	X		
166.270	Certain felons forbidden to possess firearms.		X	
163.547	Child neglect in the first degree.			
163.545	Child neglect in the second degree.		X	
163.275	Coercion.		X	
167.017	Compelling prostitution			
163.435	Contributing to the sexual delinquency of a minor			
475.992-475.994,475.996	Crimes relating to controlled substances.		X	
163.205	Criminal mistreatment in the first degree.	X		
163.200	Criminal mistreatment in the second degree.		X	
163.145	Criminally negligent homicide.	X		
475.995	Delivery of controlled substance to minor			
167.080	Displaying obscene materials to minors.			
167.087	Disseminating obscene material.	X		
163.684	Encouraging child sexual abuse in the first degree.	X		
163.686	Encouraging child sexual abuse in the second degree.	X		
163.687	Encouraging child sexual abuse in the third degree.	X		
163.575	Endangering the welfare of a minor.	X		
162.165	Escape in the first degree	X		
162.155	Escape in the second degree.		X	
167.075	Exhibiting an obscene performance to a minor	X		
162.205	Failure to appear in the first degree.		X	
165.002-165.090	Felony crimes for fraud or deception.		X	
166.429	Firearm used in a felony.		X	
167.085	Furnishing obscene material to a minor.	X		
162.325	Hindering Prosecution.		X	
811.705	Hit and run vehicle (injury).	X		
163.525	Incest.	X		
166.165	Intimidation in the first degree.	X		
166.155	Intimidation in the second degree.		X	

163.225	Kidnapping in the first degree.	x		
163.225	Kidnapping in the second degree.	x		
163.118	Manslaughter in the first degree.	x		
163.125	Manslaughter in the second degree.	x		
175.999	Manufacture/delivery of controlled substance within 1000 ft of school	x		
163.190	Menacing.		x	
163.115	Murder	x		
162.235	Obstructing governmental or judicial administration.		x	
162.065	Perjury.		x	
166.382	Possession of destructive device prohibited; exceptions.	x		
163.689	Possession of materials depicting sexually explicit conduct of a child in the 2nd degree	x		x
163.688	Possession of materials depicting sexually explicit conduct of a child in the first degree	x		x
166.275	Possession of weapons by inmates of institutions.	x		
167.012	Promoting prostitution	x		
167.007	Prostitution	x		
471.410	Providing liquor to person under 21 or to intoxicated person; allowing consumption by minor on property.		x	
167.090	Public displaying nudity or sex for advertising purposes	x		x
163.465	Public Indecency	x		
166.720	Racketeering activity unlawful; penalties.		x	
163.375	Rape in the first degree			
163.365	Rape in the second degree			
163.355	Rape in the third degree			
163.195	Recklessly endangering another person.		x	
166.015	Riot.		x	
167.015	Robbery in the first degree			x
167.062	Sarcastic abuse of sexual conduct in live show	x		x
167.070	Sending obscene materials to minors			
163.427	Sexual abuse in the first degree	x		
163.425	Sexual abuse in the second degree	x		
163.415	Sexual abuse in the third degree	x		
163.445	Sexual misconduct	x		x
163.405	Sodomy in the first degree			x
163.395	Sodomy in the second degree			x
163.385	Sodomy in the third degree			x
166.005	Treason			x
163.411	Unlawful sexual penetration in the first degree	x		x
163.408	Unlawful sexual penetration in the second degree	x		x
161.405 (ODE ONLY)	Attempt to commit any of the above listed crimes that are "x" in the Minimum State Requirement			x

Responses from Districts in Oregon re: Fingerprinting Volunteers

We do not fingerprint volunteers, but we do run all volunteers through our new criminal background checking vendor (BIB – Background Investigation Bureau). We also had issues with CRIS as they are a data base system and not a live background check, so criminal data is not always up to date.

We do not fingerprint volunteers. We utilize a system called TLO XP for criminal background checks. We used to use CRIS, but found that system let a few glaring problems through that resulted in major problems for us. We have also moved to annual checks, where we used to run the background every two years.

We are only fingerprinting our volunteers with our Mentor program at our HS because they will be alone with students. Our other volunteers go through our criminal background check with CRIS.

We are not fingerprinting our volunteers unless they will be in charge of students in an unsupervised manner. We use Verified Volunteers background checks.

Because they would have to be reprinted if hired to work for the district, we chose not to fingerprint volunteers. We feel the background check system we use (also CRIS) is very comprehensive and meets our needs for volunteers. CRIS checks show open cases while the ODE f/p does not.

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OSBA Model Sample Policy

Code: ECACB

Adopted:

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.~~501~~345 on the district’s website.

¹ [#85](http://www.osaa.org/governance/handbooks/osaa)

[Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent.

If permission is granted by the superintendent, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.]

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 837.300 - 837.390](#)

[OAR 738-080-0015 - 0045](#)

[ORS 174.109](#)

[ORS 837.995](#)

[ORS 192.501-345](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95 § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85-(2015-2016).

OSBA Model Sample Policy

Code: IICC

Adopted:

Volunteers *

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

¹[Any person authorized by the district for volunteer service into a position that ~~will have~~ allows direct, unsupervised contact with students shall be required to undergo an Oregon criminal records check.] [Any volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring fingerprinting, shall be required to undergo a nationwide criminal records check and fingerprinting. [(See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)]] [Any person authorized by the district for volunteer service that will not likely have direct, unsupervised contact with students [will] [will not] be required to undergo an Oregon criminal records check.]

[Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form [will] [may] be denied the ability to volunteer in the district.]

[Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services³ as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.⁴]

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

¹ [The district must make a determination on whether volunteers' positions will or will not ~~have~~ be allowed direct, unsupervised contact with students, and also decide if any of these volunteer positions will be identified by the district to require a nationwide criminal records check through fingerprinting. If the district allows volunteers direct, unsupervised contact with students, this language is required. Choose the appropriate bracketed options and align with bracketed language selections made in GCDA/GDDA and GCDA/GDDA-AR.]

² [There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.]

³ [Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.]

⁴ [Districts should review ~~with legal counsel~~ the use of non-exempt employees in extracurricular activity positions such as coaching, ~~and as advisers for~~ cheerleading advisors and other district-sponsored activities ~~with legal counsel~~ for FLSA district impact.]

9/28/17 6/21/18 | PH

Volunteers * – IICC

1-2

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)
[ORS 332.107](#)

[OAR 839-020-0005](#)
~~HB 2992 (2017)~~

[OAR 581-021-0502](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Lebanon Community Schools

Code: **EFAA-AR**

Adopted: 5/6/10

Readopted: 6/16/11, 1/17/13, 11/13/14,
12/10/15, 6/9/16, 4/13/17,
10/9/18

Reimbursable Meals and Milk Programs

(National School Lunch Program, School Breakfast Program, Special Milk Program and other meal programs)

The district's nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
 - a. Nonpricing (serve SMP milk at no charge to all students);
 - b. Pricing programs without a free option (charge all students for SMP milk); or
 - c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household's application or direct certification from Supplemental Nutrition Assistance Programs (SNAP)).
2. Reimbursable meals will be priced as a unit.
3. Reimbursable meals will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.
4. Annually, the district will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.
5. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.
6. The district will implement claiming alternative Provision 2 at the following schools under its jurisdiction: Lacomb, Hamilton Creek & Lebanon High School for breakfast only.
7. The district will implement claiming alternative Community Eligibility at the following schools under its jurisdiction: Pioneer, Riverview, Seven Oak, Green Acres, and Cascades for lunch and breakfast.

Application Procedures

8. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals for the students listed on the official document. Districts must access this document at least three times per year.
9. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals for the students listed on the official documents.
10. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE template letter distributed to the district annually.
11. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
12. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged "paid" meal prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district's NSLP and SBP.
13. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
14. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP and SBP CACFP SFSP.

3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.¹
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP and SBP CACFP SFSP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, sexual orientation, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP CACFP SFSP benefits and services, and employment practices with regard to the operation of its NSLP and SBP CACFP SFSP. The district will forward

¹For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child-Nutrition Programs within three days of receiving the complaint.

5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced price meals or direct certification, including students' eligibility for free or reduced price meals and all household information. The district's NSLP and SBP CACFP SFSP operators are not required to release any information from a student's eligibility information. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, CACFP, SFSP or SNAP;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and snacks served for reimbursement will meet *nutrition standards established by the US Department of Agriculture (USDA) and Oregon Smart Snacks Standards*.
2. Meals served for reimbursement will meet at least the minimum NSLP and SBP CACFP SFSP requirements for food items and quantities.
3. Meals served for reimbursement will:
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum standards set for saturated fat;
 - c. Meet the maximum standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.

5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.

Use and Control of Commodity Foods

8. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, and SBP SFSP.
9. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
10. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or snacks shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. The district will claim reimbursement only for reimbursable meals served to eligible children.
2. All meals claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal meets NSLP and SBP CACFP and SFSP requirements for reimbursement.
3. The person responsible for determining reimbursability of meals will be trained to recognize a reimbursable meal under the menu planning approach used at the school.
4. The district official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

Food Safety and Sanitation Inspections

6. The district will maintain necessary facilities for storing, preparing and serving food and milk.

7. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
8. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP/SBP/SMP Requirements

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m whenever possible.
4. The district will provide substitute foods for students with a disability² that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.
7. The district's meal charging requirements are as follows:
 - Every LCSD student is eligible to receive a meal at school.
 - A meal account for all students is established with the District. Households are expected to pre-pay for meals. This can be done in the school cafeteria, in the Nutrition Services Office or online at www.mymealtime.com
 - Students who do not have funds will be allowed to charge meals. **The cost or balance of the received meals are the responsibility of the parent or guardian.**
 - Students will not be allowed to charge a la carte menu items or seconds. This includes a carton of milk.
 - Charging limits may be set by the parent or guardian and must be submitted in writing to the Nutrition Services Office.
 - LCSD may pursue payment through a collection agency if payment is not received in a reasonable time frame.
 - Adults will not be allowed to charge meals.

²To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Procedures for Notifying Parents of Account Balances

- Parents or guardians can inquire directly with the cafeteria about their account balances.
 - Parents or guardians can see their student balances, create alerts and make deposits to their student account online. Please visit www.mymealtime.com to register for your free account.
 - Automated phone calls will be made daily to alert parents and guardians of negative account balances.
 - Emails will be sent weekly from Meal Time by Nutrition Services Office to notify parents of negative balances.
 - A phone call or email call may be made to the parent or guardian from the Nutrition Services Office. Nutrition Services staff will make at least two attempts to contact the parent or guardian to offer payment options and recommend that an application for meal benefits be filled out.
8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.
9. Students will be charged for second servings of meals or portions of meals served.

Record Keeping

The following document will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audits has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;

7. Records to document compliance with Revenue from Non-program Foods: and

8. Internal program monitoring documents for NSLP, SBP, CACFP and SFSP.

R1/31/17 | PH

OSBA Model Sample Policy

Code: GCDA/GDDA

Adopted:

Criminal Records Checks and Fingerprinting *

In a continuing effort to ~~further~~ ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall ~~have~~ ~~submit to~~ criminal records checks and/or fingerprinting as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

As required by state law, a criminal records check and/or fingerprinting shall be required of the following ~~individual or~~ individuals¹ ~~(subject individuals and requirements are further outlined in GCDA/GDDA AR – Criminal Records Checks and Fingerprinting):~~

1. All district contractors ~~and/or~~ their employees, whether employed part-time or full-time, considered by the district to have ~~direct, unsupervised access to~~ contact with students;
2. All ~~district~~ contractors ~~and/or~~ their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program, ~~or at a school site as part of an early childhood program; or at a grade K through 12 school site during the regular school day;~~
4. Any individual who is an employee of a public charter school and not requiring licensure~~;~~ and~~;~~
5. ~~[²]~~Any individual considered for volunteer service with the district who is ~~allowed~~ to have direct, unsupervised contact with students~~].~~

~~[The district shall require a nationwide criminal records check based on fingerprinting for a volunteer with direct, unsupervised contact with students in the following positions³:~~

¹ Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

² [If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.]

³ [If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the needs of the district.]

1. [Head coach;]
2. [Assistant coach;]
3. [Overnight chaperone;]
4. [Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity] [;] [.]
5. [List of other positions subject to this fingerprinting, if any.]

The identity of a subject individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

A subject individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

The district [shall] [shall not] begin the employment of a subject individual or terms of a district contractor [on a probationary basis pending] [before] the return and disposition of the required criminal records checks ~~and/or fingerprinting~~.

A subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or will not be employed or contracted. A subject individual who ~~has failed~~ fails to disclose the presence of convictions that would not otherwise prohibit ~~his/her~~ employment or contract with the district as provided by law; [may] [will not] be employed or contracted with by the district. A subject individual who knowingly made a false statement as to the conviction of any crime [may] [will not] be employed or contracted with by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

[The service of a volunteer ~~with~~ allowed to have direct, unsupervised ~~access to~~ contact with students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]

[The service of a volunteer in a position identified by the district as requiring a nationwide criminal records check including fingerprinting [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of the nationwide criminal records check including fingerprinting.]

[A subject individual who knowingly made a false statement ~~as to the conviction of any crime on district volunteer forms, as determined by the district,~~ or has been convicted of a crime listed in ORS 342.143 [may] [will] result in immediate termination from the ability to volunteer in the district.]

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A ~~subject~~ individual ~~eligible~~ may appeal a determination that prevents ~~his/her~~ employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be ~~so~~ notified ~~of such~~ in writing by ~~the~~ ODE.

A volunteer required to submit to a fingerprint-based criminal records check may appeal a determination that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, if the results of the background check were provided by ODE or ODE's vendor and will be notified of such in writing by ODE.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)
[OAR 414-061-0010 - 0030](#)
[OAR 581-021-0500](#)

[OAR 581-021-0502](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Elementary Data

Three year trend % 3&4 (students considered to be at grade level)

%1 students (well below grade level)

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	48	46	47	29
Lebanon	39	46	42	32
Cascades	36	44	40	35
GA	37	33	39	44
HCR	46	46	43	26
Lacomb	53	75	74	11
Pioneer	37	55	29	36
RV	28	29	33	33

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	48	46	48	28
Lebanon	38	43	45	27
Cascades	34	37	50	35
GA	29	40	34	32
HCR	46	39	54	23
Lacomb	47	54	63	21
Pioneer	38	54	39	20
RV	30	31	37	33

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	44	44	44	26
Lebanon	44	40	42	27
Cascades	46	37	44	26
GA	43	29	24	43
HCR	35	23	31	34
Lacomb	46	64	74	15
Pioneer	46	36	49	18
RV	25	43	31	35

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	51	48	51	30
Lebanon	48	41	44	34
Cascades	51	43	43	43
GA	45	28	29	40
HCR	44	28	28	44
Lacomb	58	54	57	21
Pioneer	45	37	55	29
RV	33	43	43	32

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	41	39	40	33
Lebanon	41	34	41	35
Cascades	38	30	30	45
GA	17	24	37	44
HCR	51	44	24	30
Lacomb	54	45	48	28
Pioneer	37	42	51	25
RV	40	23	43	35

	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	57	54	56	24
Lebanon	53	44	47	33
Cascades	49	43	35	42
GA	25	33	38	51
HCR	70	39	35	44
Lacomb	80	42	56	22
Pioneer	42	45	58	19
RV	53	41	47	29

Grades 6-8

Three year trend % 3&4 (students considered to be at grade level)

%1 students (well below grade level)

Grade 6 Math	%3 &4			% level 1
	15-16	16-17	17-18	
Oregon	39	40	39	32
Lebanon	37	35	43	27
HCR	21	28	38	23
Lacomb	29	62	73	0
Pio			49	18
7Oak	32	25	38	33

Grade 6 LA	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	54	53	53	22
Lebanon	45	47	50	28
HCR	43	68	61	20
Lacomb	59	79	86	0
Pio	31	63	60	16
7Oak	38	36	40	36

Grade 7 Math	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	44	43	42	31
Lebanon	39	38	44	27
HCR	41	38	47	17
Lacomb	53	44	82	0
7Oak	28	33	38	31

Grade 7 LA	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	57	57	58	21
Lebanon	45	48	57	22
HCR	68	63	67	10
Lacomb	83	56	79	16
7Oak	28	41	50	26

Grade 8 Math	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	43	42	41	38
Lebanon	38	34	35	34
HCR	47	42	26	39
Lacomb	67	76	65	13
7Oak	38	28	31	35

Grade 8 LA	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	58	56	57	19
Lebanon	44	43	52	20
HCR	63	54	52	16
Lacomb	78	79	66	0
7Oak	43	33	49	22

High School Data

Three year trend % 3&4 (students considered to be at grade level)

%1 students (well below grade level)

HS Math	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	34	35	34	38
Lebanon	32	32	29	43

HS LA	% 3&4			% level 1
	15-16	16-17	17-18	
Oregon	71	71	72	11
Lebanon	60	58	61	17

LHS

4 year Grad Rate

	15-16	16-17	17-18
Oregon	74.8	77	77
Lebanon	65.7	72	73

5 year Completers

	15-16	16-17	17-18
Oregon	81.9	83.2	83
Lebanon	78.8	77.6	80.1

LHS

9th grade on-track

	15-16	16-17	17-18
Oregon			85
Lebanon	76.3	78.2	80

Composite School Achievement and Growth Data

School	Math Achievement		
	% 3&4		
	15-16	16-17	17-18
Cascades	43.2	37.2	37.9
GA	36.1	29.3	34
HCR	41.4	35.7	35.4
Lacomb	53.5	60.7	62.5
Pioneer	38.4	50	45.5
RV	29.9	31.5	35.1
7Oak	32.7	29.5	35.7
LHS	32	35.2	28.9

School	Math Growth		
	% 3&4		
	15-16	16-17	17-18
Cascades	56	37	46
GA	46	45	46
HCR	55	43	41.5
Lacomb	51	70	64
Pioneer	48	53	76
RV	45	61	51
7Oak	49	46	52.5
LHS	48	46	

School	LA Achievement		
	% 3&4		
	15-16	16-17	17-18
Cascades	46	41.7	42.2
GA	36.6	34.2	36
HCR	53.9	47.3	51.3
Lacomb	70.8	60.2	61.8
Pioneer	42.2	51.6	55
RV	37.6	38	41.1
7Oak	37.3	37.3	46.6
LHS	60	60.9	60.3

School	LA Growth		
	% 3&4		
	15-16	16-17	17-18
Cascades	42	45	40
GA	41	44	29
HCR	51.5	56.5	44.5
Lacomb	65	62	59
Pioneer	36	40	66.5
RV	49	52	53
7Oak	39	38.5	51
LHS	27	34.5	

School	Regular Attenders		
	OR % 80		
	15-16	16-17	17-18
Cascades	77.6	78.2	85.3
GA	81.9	78.6	77.6
HCR		81	81
Lacomb	78.2	84.2	83.1
Pioneer	86	84.2	80.9
RV		82	83
7Oak		79	80
LHS	73.2	71	70.9

School	%Students with Dissabilities
	17-18
OR	13.5
LCSD	16
Cascades	18
GA	27
HCR	14
Lacomb	14
Pioneer	14
RV	18
7Oak	17
LHS	15

200%

School	%Teacher turnover
	17-18
LCSD	20
Cascades	16
GA	24
HCR	9
Lacomb	16
Pioneer	22
RV	23
7Oak	32
LHS	16

Individual School achievement data three year trend % 3&4 at grade level
Individual School growth data three year trend 50% is the state average
Attendance % of regular attenders 80% is the state average

Cascades

	15-16	16-17	17-18
Math A	43.2	37.2	37.9
Math G	46	41.7	42.2
LA A	46	41.7	42.2
LA G	42	45	40
Att	77.6	78.2	85.3

Green Acres

	15-16	16-17	17-18
Math A	36.1	29.3	34
Math G	46	45	46
LA A	36.6	34.2	36
LA G	41	44	29
Att	81.9	78.6	77.6

Pioneer

	15-16	16-17	17-18
Math A	38.4	50	45.5
Math G	48	53	76
LA A	42.2	51.6	66.5
LA G	36	40	80.9
Att	86	84.2	80.9

Riverview

	15-16	16-17	17-18
Math A	29.9	31.5	35.1
Math G	45	61	51
LA A	37.6	38	41.1
LA G	49	52	53
Att	86	82	83

Hamilton Creek

	15-16	16-17	17-18
Math A	41.4	35.7	35.4
Math G	55	43	41.5
LA A	53.9	47.3	51.3
LA G	51.5	56.5	44.5
Att		81	81

Lacomb

	15-16	16-17	17-18
Math A	53.5	60.7	62.5
Math G	51	70	64
LA A	70.8	60.2	59
LA G	65	62	83.1
Att	78.2	84.2	83.1

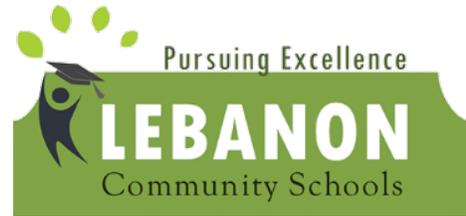
SevenOak

	15-16	16-17	17-18
Math A	32.7	29.5	35.7
Math G	49	46	52.5
LA A	37.3	37.3	46.6
LA G	39	38.5	51
Att		79	80

LHS

	15-16	16-17	17-18
Math A	32	35.2	28.9
Math G	48	46	
LA A	60	60.9	60.3
LA G	27	34.5	
Att	73.2	71	70.9

BOARD MEMORANDUM



To: Board of Directors

From: Rachel Cannon, Director of Alternative Education

Date: October 5, 2018

Meeting Date: October 9, 2018

Re: Alternative Education Program Update

Background

This is the current program components and requirements for staffing and facilities.

Recommendation

None; this is an informational item only.

LCSD Alt Ed Programs

Standard/Modified Diploma (Credit Recovery Program) Program Components:

“LCSD Alternative Program is a small, supportive setting for students who have struggled academically and personally in the regular education setting.”

Program Components:

- Student Target: 40 11th and 12th grade students.
- Schedule: This program will run from Monday- Thursday with the flexibility for 5 periods a day. Every student will have a full schedule of **direct-instruction** classes with no more than 15 kids per class.
 - Credit Recovery: Every student will have a credit recovery class built into their schedule to make up past failed credit (this is not a study hall).
 - Transition: Each student will have a transition class that focuses on their post high school plans.
 - Office Hours: Each teacher will have office hours from 1:40-2:35 (after 5th period) for any students who needs extra help. There will be 3 certified teachers available to the students during this time. Students can use this time for re-teaching, credit recovery, or homework. Office hours will be held in the collaborative space.
- Enrollment: The program will run 6 weeks. Students will only be enrolled at the end of the 6 week period. There will be an interview process to admit a new student.
- Curriculum: Students will be given direct Instruction using state standards through proficiency based grading.
- 100% students will graduate with a clear post-secondary plan.
- Students will be instructed by certified for core instruction.
- Counseling: Students will have access to a school counselor who is trauma informed, understands restorative justice, and can work with students on social and emotional skills.

Program requirements:

Staffing

- Program director to establish administrative direction and support
- LA/Special Education certified teacher (1)
- Math certified teacher (1)
- Science certified teacher (1)
- Credit Recovery certified teacher (1)
- Career development staffing (1 part- time)
- Counselor (1)
- Instructional assistant (1)
- Secretarial staff to be determined

Facilities

- Four classrooms for direct instruction
- Conference room for meetings
- Office for counselor
- Office for director
- Collaborative space/ lunch room
- A learning environment that creates a home base for this group of students

GED Program:

LCSD Alt Ed Programs

The GED program is a flexible student focused learning environment designed to accommodate the needs of non- traditional students.

GED Program Components:

- There will be block sessions
 - 10 students will be in the morning track
 - 10 students will be in the afternoon track
- Student Target: 20 students
- Curriculum: Students will use odysseyware
- 100% students will graduate with a clear post-secondary plan
- Students will be driven to take GED tests

Program Requirements:

Staffing

- Certified Teacher (1)
- Instructional Assistant (1)

Facilities

- A separate GED lab with the capacity for 10 students at a time

LCSD Alt Ed Programs

Tutoring Program:

The tutoring program is offered to students who need to access alternative education for behavior reasons.

Program Requirements:

- Students are offered given 1-1 tutoring for 1 hour a day or small group tutoring (up to 5 students per tutor) for 3 hours a day.
- For non expelled students, it is a 30 day placement with a step up plan in place for the student.
- Expelled students will be educated in this setting until their expulsion has finished.

Staffing

- Tutors for students requiring individual instruction (tbd)

Facilities

- A separate tutoring area for expulsion and high needs students (Teen Center)

2018															Yearly
2018 10-1 Attendance Rate	KG	1	2	3	4	5	6	7	8	9	10	11	12	ALL	RA
CASCADES ELEMENTARY SCHOOL	96.42	95.03	96.87	93.79	96.05	96.82	96.3							95.94	85.3
GREEN ACRES ELEMENTARY SCHOOL	94.32	95.24	94.51	94.54	97.56	93.06	94.12							94.7	77.6
HAMILTON CREEK	96.46	93.84	94.59	94.56	93.4	95.19	93.12	94.77	96.81					94.68	81
LACOMB	94.5	96.99	97.36	96.04	93.8	95.65	95.13	96.64	92.81					95.54	83.1
LEBANON HIGH SCHOOL										93.51	92.93	89.55	87.82	90.96	70.9
PIONEER SCHOOL	94.08	97.17	97.3	97.5	96.44	98.56	95.04							96.64	80.9
RIVERVIEW SCHOOL	95.92	96.58	95.91	95.18	97.44	95.99								96.22	83
SEVEN OAK MIDDLE SCHOOL							94.71	93.92	92.3					93.55	80
DISTRICT	95.51	96.01	96.29	95.53	96.36	95.97	94.62	94.32	93.17	93.51	92.93	89.55	87.82	94	80

2017															Yearly
2017 10-1 Attendance Rate	KG	1	2	3	4	5	6	7	8	9	10	11	12	ALL	RA
CASCADES ELEMENTARY SCHOOL	96.59	94.84	96.85	95.54	96.43	95.86								95.99	78.2
GREEN ACRES ELEMENTARY SCHOOL	95.24	92.47	93.8	96.12	94.65	94.66								94.41	78.6
HAMILTON CREEK	95.78	96.21	94.7	96.08	93.59	94.72	94.14	95.51	93.66					94.86	81
LACOMB	96.79	98.52	95.25	97.54	95.22	96.14	97.82	94.08	95.21					96.23	84.2
LEBANON HIGH SCHOOL										93.76	89.3	91.41	88.27	90.51	71
PIONEER SCHOOL	96.33	92.92	97.5	94.96	94.59	96.19	94.29							95.16	84.2
RIVERVIEW SCHOOL	95.28	95.58	95.14	96.11	94.69	94.24								95.14	82
SEVEN OAK MIDDLE SCHOOL							95.94	93.76	93.23					94.3	79
DISTRICT	95.94	94.72	95.5	96	95.05	95.08	95.57	94.14	93.37	93.76	89.3	91.41	88.27	93.62	79

A Proposal Prepared for

Lebanon
Community Schools
Lebanon, Oregon

for

*The Search and Selection of a
Superintendent of Schools*

submitted by

MCPHERSON  **JACOBSON, LLC**

EXECUTIVE RECRUITMENT & DEVELOPMENT



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September 24, 2018

Board of Directors
Lebanon Community Schools
485 South 5th Street
Lebanon, Oregon 97355

Thank you for the opportunity to respond to your request for information. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide Lebanon Community Schools in ensuring your superintendent search secures quality leadership for the district.

Our firm's five-phase protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the board and stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.

With over 100 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for governing boards since 1991.

Our contact information:

McPherson & Jacobson, L.L.C.
11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Telephone: 402-991-7031/888-375-4814
Fax: 402-991-7168
Email: mail@macnjake.com

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Thomas Jacobson

Thomas Jacobson Ph.D.
Owner/CEO, McPherson & Jacobson L.L.C.

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09/2018

The McPherson & Jacobson Difference

“It’s About the Kids”

- WE BELIEVE every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.
- OUR MISSION is to ensure your search results in quality leadership for education excellence.

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. In the *Transparency—The McPherson & Jacobson Difference* section of this proposal you will find a selection from the many articles discussing McPherson & Jacobson’s stakeholder involvement, and editorials from newspapers across the country praising boards for being open, transparent, and doing the public business in the public.

Qualifications and Background of McPherson & Jacobson, L.L.C.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 700 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 100 consultants** across the nation. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

Waters and Marzano review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **almost seventy-five percent** of administrators are in the position for which they were hired. **Over fifty percent** of administrators are still in the position for which they were hired within the past ten years. **Almost half** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

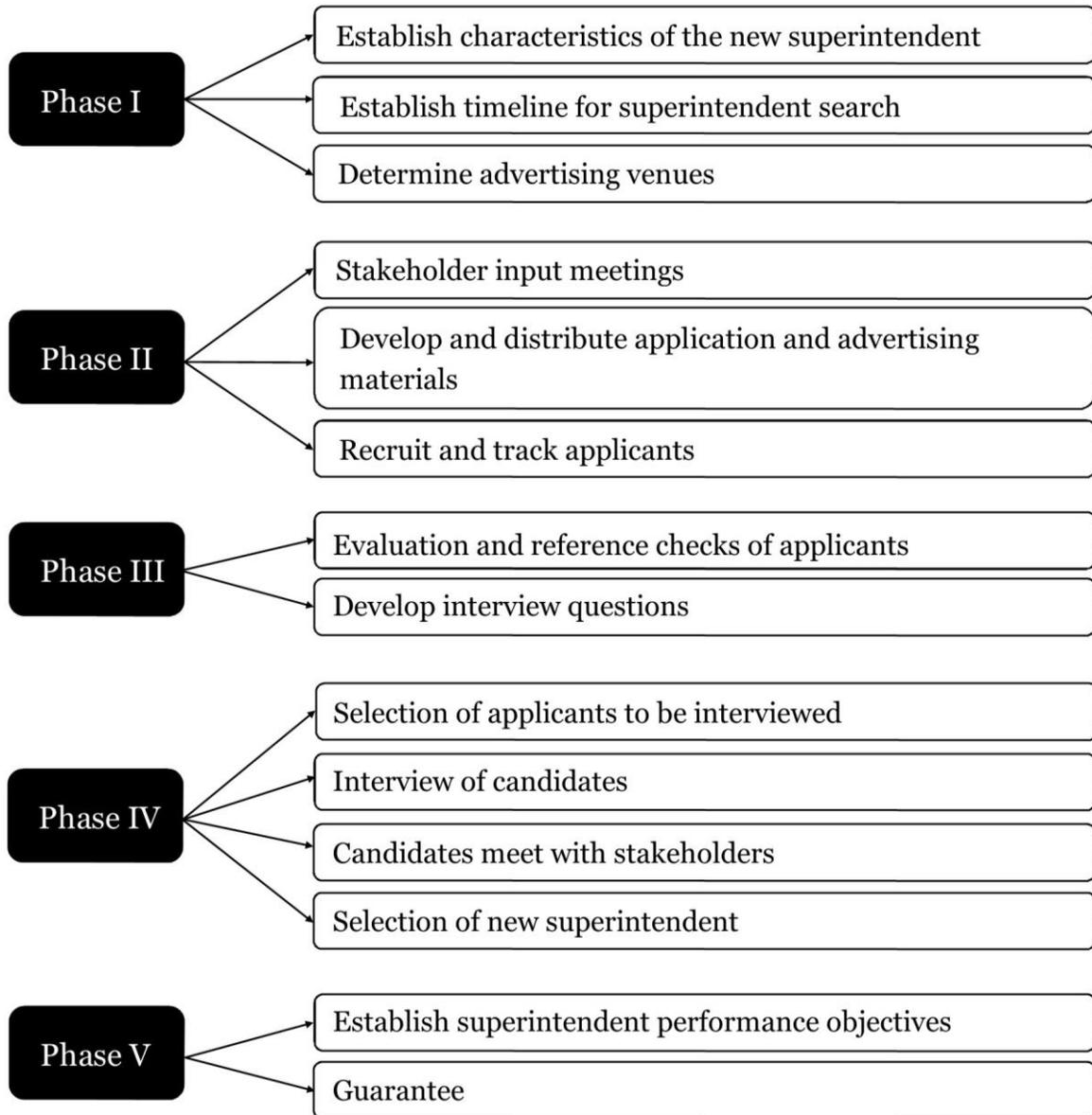
Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions.
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- We continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your superintendent leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

***Our mission is to ensure your search results in quality
leadership for education excellence.***

Five Phases of a Superintendent Search



Phase I

Working with the Board, and stakeholder groups identified by the Board, McPherson & Jacobson's consultants will:

✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

Using Nominal Group Technique, the consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

✓ **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

✓ **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

✓ **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

✓ **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

✓ **Identify the point of contact for the district**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure and coordinating details for stakeholder input and other meetings within the district.

Phase II

In Phase II McPherson & Jacobson's consultants will:

✓ **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to all state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply on line. The website averages over 150,000 hits per month.

✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

✓ **Actively recruit applicants who meet the district's needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

✓ **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with openness and transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time the names of the finalists are made public

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

✓ **Communicate with all Board Members in a timely manner**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

Phase III

In Phase III McPherson & Jacobson’s consultants will:

✓ **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant’s qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who can speak of the applicant’s qualification. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant’s strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the selection committee.

✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

“We were really impressed with the interview process. This was my third time in twenty years to select a superintendent and this was the best. We had an opportunity to meet informally and formally in a quiet setting and really get to know the candidates better.”

Priscilla Cox, Elk Grove Unified School District, CA

“Promptness, excellent candidate selection, timely service and professional manner” (what board member liked about the service)

Kevin West, Arkansas Arts Academy, Rogers, AR

Phase IV

In Phase IV McPherson & Jacobson's consultants will:

✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

✓ **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of the candidates will be made public upon confirming the interviews. During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

✓ **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

If the board chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

If the board chooses to involve stakeholder groups in the interview process, representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and

any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouse/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

✓ **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouse/significant others. To ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

✓ **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

✓ **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

✓ **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

✓ **Conduct background checks.**

Included in the fee is a criminal/financial/credential verification background check for the selected candidate. For an additional fee, the board can choose background checks for all of the finalists.

Phase V

In Phase V McPherson & Jacobson's consultants will:

✓ **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives. The action plan will be presented to the board for formal approval and forwarded to McPherson & Jacobson's home office.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process. If the person selected leaves the position, *FOR WHATEVER REASON*, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

"I am sure our Board would look to McPherson & Jacobson again the next time we are looking for a superintendent."

John Rice, Twin River Public Schools, Genoa, NE

Timeline

The timeline for the search process is established when we meet with the board, so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Search sequence:

- At the beginning of the search
 - Advertising decisions are made
 - The qualities for the new superintendent are identified
 - Application information is posted
 - A formal timeline is established
 - A brochure is created to advertise the district and the vacancy

- At the time designated by the board
 - Stakeholder group meetings are held
 - A summary of stakeholder input is presented to the board

- As applications arrive in our office
 - Applications are monitored and applicants are notified of the deadlines to submit their materials

- After the closing date
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process

- Approximately two to four weeks after the closing date
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles and video interviews of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - McPherson & Jacobson notifies each applicant not selected for an interview

- Soon after the board selects their candidates
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - A criminal/financial/credential verification background check is conducted on the selected candidate
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Responsibilities of Lebanon Community Schools and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks
1 st board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Characteristics for the new superintendent ○ The search calendar ○ Compensation parameters ○ Identify the appropriate constituent groups for stakeholder input ○ Advertising venues <input type="checkbox"/> The consultant works with the Point of Contact to compile: <ul style="list-style-type: none"> ○ Information to create the brochure announcing the vacancy ○ The list of names to be invited to the community input meetings
After 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Application link is posted online <input type="checkbox"/> Brochure announcing the vacancy is created <input type="checkbox"/> Advertising is started <input type="checkbox"/> Vacancy announcements are sent out <input type="checkbox"/> E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening <input type="checkbox"/> E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position <input type="checkbox"/> Opening is posted on social media and additional venues
During application period	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants recruit candidates that fit the position <input type="checkbox"/> Monitors applicants and where they are in the application process <input type="checkbox"/> Notifies applicants of the closing date for submitting their materials <input type="checkbox"/> Lead consultant keeps the board up-to-date on the search
Stakeholder meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district
Stakeholder meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants facilitate the stakeholder meetings, recording the input <input type="checkbox"/> An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post
Stakeholder meetings completed	<ul style="list-style-type: none"> <input type="checkbox"/> Consultant summarizes key themes and gives the results to the district <input type="checkbox"/> Copy of summary is sent to Home Office <input type="checkbox"/> The stakeholder input summary report is created
2 nd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review stakeholder input summary report and provide copies to the district <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Interview questions ○ Length of contract, moving and interview expenses ○ Spouse/significant other's involvement in interview process ○ District Interview Schedule ○ Candidate Daily Interview Schedule <input type="checkbox"/> Interview questions are sent to Home Office to be formatted
Prior to 3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant packets are reviewed by the consultants and reference checks are performed <input type="checkbox"/> Contact candidates on short list and verify their interest in the position <input type="checkbox"/> Meet with stakeholder group chairs to review schedule, procedures, and screen questions

Event	McPherson & Jacobson's Tasks
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant facilitates the board's <ul style="list-style-type: none"> o Review of the list of all applicants o Overview of candidates on short list o Selection of finalists o Finalizing of interview dates & schedule o Review of interview questions & procedures o Finalizing candidate & spouse/significant other arrangements <input type="checkbox"/> Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues <input type="checkbox"/> Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) <input type="checkbox"/> Send Candidate Daily Interview Schedule to each finalist <input type="checkbox"/> Notify the applicants who were not selected to be interviewed
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Call Point of Contact after 1st interview to learn how it went <input type="checkbox"/> Call 1st candidate to learn their perspective and how the interview went <input type="checkbox"/> Suggest any possible improvements <input type="checkbox"/> Be available for questions <input type="checkbox"/> Be present at interviews if request is made by school district (additional fee for this service)
Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Verify acceptance <input type="checkbox"/> Conduct criminal/financial/credential verification check on selected candidate <input type="checkbox"/> Call other finalists <input type="checkbox"/> Sends out letter of congratulations to candidate who was chosen
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept <input type="checkbox"/> Consultant reviews superintendent's plan

Lebanon Community Schools

Event	School District's Tasks
1 st Board Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Provides consultant with the necessary information to create the brochure; the name of the Point of Contact; and the board member list <input type="checkbox"/> Reviews the brochure
Community meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Names and addresses are sent to Home Office for community member stakeholder meeting invitations <input type="checkbox"/> Notifies internal stakeholders of times and locations for stakeholder meetings <input type="checkbox"/> Posts dates, times and locations of meetings and public forum(s) and encourages stakeholder attendance <input type="checkbox"/> Publishes link to online stakeholder input survey
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Board decides if they wish to conduct semi-finalist interviews <input type="checkbox"/> Assist with lodging arrangements and welcome gifts <input type="checkbox"/> Arrange for spouse/significant other tour <input type="checkbox"/> Arrange logistics for stakeholder focus groups
Semi-finalist Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> The board interviews each semi-finalist <input type="checkbox"/> The board determines the finalists to be interviewed
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> One candidate per day <input type="checkbox"/> Board member greets each candidate upon arrival to district <input type="checkbox"/> Coordinates candidate's meeting with stakeholder focus groups and retrieval of input forms <input type="checkbox"/> Informal interview-social setting <input type="checkbox"/> Formal interview <input type="checkbox"/> Spouse/significant other's visitation is coordinated
Meeting to Select Finalists/ Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Board members meet and discuss each candidate individually <input type="checkbox"/> Individually rank order candidates <input type="checkbox"/> Read input forms submitted by stakeholder focus groups <input type="checkbox"/> Select minimum of #1 and #2 candidates <input type="checkbox"/> Contact consultant with selection results <input type="checkbox"/> Send interview forms and files to the Home Office <input type="checkbox"/> Board completes an evaluation of the search service provided by McPherson & Jacobson
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent creates plan with target objectives and timelines <input type="checkbox"/> Board adopts plan <input type="checkbox"/> Send copy of plan to Home Office

Consultants for Search

Steven Lowder
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Vancouver, WA 98685
Email: s_lowder@macnjake.com
Phone: 951-719-6551

Educational Background

Ed.D.	1992	University of S. California	Educational Policy, Planning, and Admin.
M.A.	1985	Humboldt State University	Educational Supervision Emphasis
B.A.	1975	Humboldt State University	Liberal Studies: Math/Science Emphasis

Professional Experience

Dates		Title	District	Location	Enrollment
2014	to Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2012	to 2014	Superintendent	Stockton Unified School District	Stockton, CA	39,000
2010	to 2012	Superintendent	Hemet Unified School District	Hemet, CA	22,000
2005	to 2010	Superintendent	Lincoln Unified School District	Stockton, CA	8,000
2000	to 2005	Superintendent	Tigard-Tualatin School District 23J	Tigard, OR	12,000
1998	to 2000	Assistant Superintendent	Meridian Joint School District #2	Meridian, ID	30,000
1995	to 1998	Superintendent	McCall-Donnelly Joint School District #421	McCall, ID	1,000
1995	to 1998	Superintendent	Meadows Valley School District #11	Meadows Valley, ID	200
1985	to 1995	Superintendent	Rio Dell Elem. School District	Rio Dell, CA	200
1980	to 1985	Superintendent/ Principal	Cuddeback Union Elem. School District	Carlotta, CA	100
1978	to 1980	Chief District Admin./Teacher	Millville School District	Millville, CA	200
1977	to 1978	Vice-Principal/ Teacher	Millville School District	Millville, CA	200

Robert J. Clark
Box 53, 96 S. Andrea
Milton-Freewater, OR 97862
Email: r_clark@macnjake.com
Phone: 505-387-0234

Educational Background

Ed.D.	2001	Peabody College at Vanderbilt University	Educational Leadership
M.S.	1986	Washington State University	Physical Education
B.S.	1981	Washington State University	Physical Education

Professional Experience

Dates		Title	District	Location	Enrollment
2017	to Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2013	to Present	Superintendent	Milton-Freewater USD	Milton-Freewater, OR	1,750
2010	to 2013	Special Programs Director	Eastmont School District	East Wenatchee, WA	5,500
2006	to 2008	Adjunct Professor	Heritage University	Toppenish, WA	
2004	to 2010	Superintendent	Cascade School District	Leavenworth, WA	1,300
2002	to 2004	Adjunct Professor	Washington State University	Pullman, WA	
1997	to 2004	Superintendent	Reardan-Edwall School District	Reardan, WA	650
1995	to 1997	Superintendent	Quilcene School District	Quilcene, WA	300
1990	to 1993	Superintendent	Washtucna School District	Washtucna, WA	115

Professional Organization Memberships

Name of Organization	Dates	Offices Held
Confederation of Oregon Administrators (COSA)	2017 to 2020	OASE Executive Committee
Resolutions Committee (AASA)	2001 to 2003	Member
National Small and Rural School District Committee (AASA)	2000 to 2001	Chairman
National Small and Rural School District Committee (AASA)	1999 to 2002	Member

Dr. Nathan McCann
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Ridgefield, WA 98642
Email: n_mccann@macnjake.com
Phone: 520-609-6518

Educational Background

Ed.D.	2011	University of Arizona	Educational Leadership
Principal Certification Program	2004	University of Texas	
M.Ed.	2003	University of Vermont	Curriculum/Instruction
B.A.	1995	University of Vermont	Political Science

Professional Experience

Dates		Title	District	Location	Enrollment
2015	to Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2014	to Present	Superintendent	Ridgefield School District	Ridgefield, WA	3,000
2010	to 2014	Superintendent	Altar Valley School District	Tucson, AZ	1,000
2006	to 2010	H.S. Asst. Principal-Curriculum/Instruction	Flowing Wells Unified District	Tucson, AZ	5,000
2005	to 2006	Asst. Principal/Athletic Dir.	Flowing Wells Unified District	Tucson, AZ	5,000
1999	to 2005	Teacher/Coach	Multiple Districts		

Professional Recognition/Awards

Date	Name of Award	State
2015	All-Arizona Superintendent of the Year Award for Small-Size Districts	AZ
2012	Inside Tucson Business Up and Comer	AZ
2011	Arizona School Administrators Outstanding Dissertation Award	AZ
2010	Named a CNN Intriguing Person of the Day	
2010	Virco/NASSP National Assistant Principal of the Year	

Investment

The investment for conducting the superintendent search is \$12,500 for Phases I-V.

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

Expenses in addition to the consulting fee are: cost of media advertisement selected by the board; office expenses; telephone charges for reference checks; travel and expenses for consultants in district visits; consultants' attendance at the interviews or additional meetings. All expenses will be explained and agreed to prior to the commitment of the search process. **McPherson & Jacobson is willing to provide a maximum not to exceed amount, which includes the fee and expenses.**

Estimate of expenses:

Advertising Expenses	\$ 1,000*
Travel Expenses	\$ 2,440**
Office Expenses	\$ 800***
Video interviews of short list candidates (\$50/candidate)	\$ 250^
Criminal/Financial Background Checks	\$ *****

* Includes 30 days on American Association of School Administrators website (AASA.org) and 30 days on TopSchoolJobs.org, this amount will increase if the board chooses additional advertising media.

** Includes travel, lodging, and meals for all consultants for the trips included in the proposal to the district. *(This expense includes one (1) team of two (2) consultants for one (1) day of stakeholder meetings. This amount may decrease or increase dependent upon the number of stakeholder meetings the board chooses to have McPherson & Jacobson conduct.)*

*** Includes development and printing of Announcement of Vacancy, copying costs, telephone expenses, and postage

^Estimated based on a majority of searches having five shortlist candidates. The expense will vary based on the number of shortlist candidates.

***** Included in the fee is the criminal/financial/credential verification background check for the selected candidate. If the board chooses to conduct background checks on all the finalist candidates, the district will be charged the actual cost for the background check, a minimum of \$125 per candidate.

NOTE:

- Interview expenses for the candidates are not included in the expenses listed above.
- There is an additional fee and expenses for the consultants to attend the interview sessions.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home district.

Price Breakdown for Search Activities

Phase	Description of Services	Fee	Expenses	Additional Costs/Notes
I	Meet with board to start search process. Start development of application materials. Initiate advertising.	\$2,500	\$1,950	Expenses include consultant travel and \$1,000 in advertising costs. Advertising costs are determined by the media selected by the board; therefore, this amount is an estimate only.
II	Conduct stakeholder input meetings. Begin candidate recruitment.	\$3,000	\$800	Expenses are based on one (1) team of two (2) consultants conducting stakeholder meetings for one (1) day. If the board chooses additional meetings beyond the one (1) day, the expenses will increase. The fee for additional days of stakeholder meetings is \$500 per day per consultant plus expenses.
III	Continue candidate recruitment. Conduct reference checks on applicants.	\$3,000	\$300	Expenses include office expenses for candidate recruitment and conducting reference checks.
IV	Meet with the board to review applicants and identify finalists to be interviewed. Assist board with interview questions and schedule. Coordinate candidate visits to the district.	\$2,500	\$1,200	Expenses include preparation of materials, consultant travel expenses and video interviews of five (5) candidates. Fee does not include consultants being present for the interviews. If the board requests a consultant be present for the interviews, the additional fee is \$500 per day plus expenses.
V	Meet with the board to determine the superintendent performance objectives.	\$1,500	\$240	Expenses include preparation of materials and consultant travel expenses.
Totals		\$12,500	\$4,490	Fees and/or expenses will increase if <ul style="list-style-type: none"> • the board chooses advertising media over \$ 1,000; • the board requests more than one (1) day of stakeholder input sessions; • the board requests more than 5 shortlist candidate videos • the board requests consultants be present at meetings not included above, including interviews; • actual travel costs increase due to changing prices.
	Total*	\$16,990		<i>*based on parameters above</i>

Stakeholder Involvement

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input. Student input sessions are not scheduled during class time, they are normally held during lunch breaks.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

Process for Obtaining Online Stakeholder Input

McPherson & Jacobson will create an online input survey to allow stakeholders to submit their input. At the request of the district, surveys for multiple languages can be developed and posted.

Transparency—The McPherson & Jacobson Difference

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. The following articles discussing McPherson & Jacobson’s stakeholder involvement, and editorials from newspapers across the country praising boards for being open, transparent, and doing the public’s business in public.

An open process

“Any government entity wanting to conduct a model search for a high-profile executive would be well-served by the studying the hiring of a new superintendent by the Sioux City Community School District.”...

“As interested, affected observers and taxpayers, residents of the district should appreciate the openness with which the school system approached the stretch run of the search.

The public was provided with specific details about the last stages of the process, all the way through the final decision, which was announced Friday.”...

“When government does not act in proper open fashion, we criticize. Conversely, government deserves credit when it goes the extra mile to provide the public with information it wants and to which it is entitled.

Instead of cloaking its careful, thorough search for a superintendent in dark secrecy as a decision neared, the Sioux City school district opened it to the sunshine of public discourse. As a result, residents of Sioux City can feel comfortable with the choice...*and* with the process by which he was selected.”

Taken in part from the *Sioux City Journal*, April 15, 2008.

www.SiouxCityJournal.com

Open search process, solid choice

“....

“A lot has changed in the Fayette County Public Schools in the eight years since the school board smuggled in a candidate for superintendent under an umbrella to hide his identity from the public.

“The search that just culminated with the hiring of Tom Shelton was as commendable for its openness as that earlier search was memorable for its silliness — and its unfortunate outcome: the winner resigned after just eight months.

“Process does matter. It matters a lot when selecting the leader of a public institution. So, before moving on to the next chapter, the board deserves a shout out for the way this search was managed.

“... ”

“Having been chosen through an open process in which stakeholders had the chance to participate gives him a leg up on gaining that trust and respect. We wish him well.”

**Taken in part from *Open search process, solid choice* | Editorial | Kentucky.com
<http://www.kentucky.com/2011/06/15/1775505/open-search-process-solid-choice.html>**

Wake names three superintendent finalists

“Veteran career educators from North Carolina, Virginia, and Texas are the three finalists vying to replace Tony Tata as superintendent of Wake County school system.

“... ”

“The three will meet with the public at a forum scheduled for Tuesday. The board will interview them the next day with the final vote possibly coming during the June 4 meeting....

“.... ”

“Not since 1995 had the school board released the names of the finalists for superintendent. McPherson & Jacobson, the Nebraska-based search firm hired by the board, said that naming the finalists and having them meet with the public would make the process more transparent and lead to greater public support when the board makes its choice.

“The school board reviewed 23 applications, ultimately choosing semi-finalists who were on a short list recommended by the search firm. The board interviewed the four semi-finalists last week.

“... ”

**Taken in part from
www.newsobserver.com/2013/05/22/2908354/wake-names-superintendent-finalists.html
May 22, 2013**

Superintendent hiring process involves significant cross-section of G.I. [Grand Island]

“The Grand Island school board, and in fact the entire community, is in the midst of an extremely important process. That is selecting a new school superintendent.

The school board has set up a very open process in which each of the four finalists are coming to Grand Island this week for a full day, visiting with teachers, school officials, community members, business people, the media and being interviewed by the school board.

While it certainly makes for a full week, it is a good process that allows a variety of community members an opportunity to meet the finalists and give their input on the selection.

...

...The board has also taken the important step of opening the process to the community, rather than just keeping it among board members.

It’s important that the school board receive input from as much of the community as possible. Ultimately, it will be the board’s decision on whom to hire, but involving the community in the process was a wise move.

The timing of the selection of the finalists and the interviews also have been good. The Grand Island board is going through the process early enough in the school year so that whomever they select won’t be leaving their current school district in a lurch in finding a new superintendent.

...”

**Taken in part from *The Grand Island Independent*, December 1, 2010.
Grand Island, NE**

Opinion

“We ... want to salute the five school board members for the open and inclusive process they followed in narrowing the field of candidates and reaching out to the North Thurston community to come to the best choice [new superintendent] for the district and its 13,500 students.”...

“It was an excellent, open and transparent superintendent selection process and the board members deserve credit not only for the process but for listening to their community.”

Taken in part from *The Olympian*, April 8, 2009

An open superintendent search process is good for the community

“Now that the search is on for a candidate [superintendent], I believe the entire process could not be in better hands [McPherson & Jacobson]...When the CCEA [Culpeper County Education Association] executive board members met with them [McPherson & Jacobson], my first impression was one of complete relief.”...

“They [McPherson & Jacobson] explained that before any candidates come before the School Board, they will be vetted with deep background checks and will be matched up with the profile for the CCPS [Culpeper County Public Schools] position. Each candidate will not only be thoroughly interviewed by the School Board, but also will have a chance to meet with stakeholders before the final decision is made.”...

“...I commend the board for its decision to contract with McPherson and Jacobson to handle our superintendent search.

This is not just a corporate head-hunting firm seeking a field of generic candidates.”...

“The fact that the process had complete transparency is good for all stakeholders.”

Taken in part from Walker, Jeff, 2009. *Culpeper Star Exponent*, February 4

Conducting a super search

“We don’t know who will ultimately be selected to lead the South Bend Community School Corp. into the future, but we—and indeed the public—know plenty about the process leading up to the hiring of the next superintendent.

“...So far, the search has been transparent. It has been inclusive, not merely accepting public input, but firmly demanding it.

“..."

“From the start, members of the public were included in the search. A citizen advisory committee was formed and charged with soliciting input from community members about the challenges and strengths of the district, and the qualities the next super should possess.

“..."

“The search also included 29 community forums, in various locations across the community, for the public in general, as well as such specific groups as teachers, not-for-profits and government boards.

“In short, the process of finding South Bend’s schools chief has been a model for how such a search ought to be conducted...”

“..."

Taken in part from
southbendtribune.com/news/opinion/sbt-20111103sbtmicha-07-04-20111103,0,58885628.story

Board of Education Scores New Superintendent

“The process to find the new super [superintendent for the Marshalltown Community School District] was done in collaborated fashion over three months which included hiring the search firm McPherson & Jacobson to collect applications and put them through vigorous interviews in order to narrow the field to five finalists. In the home stretch, several focus groups (represented by community members, parents, teaching staff, students, businesses, central office staff, and building administrators) interviewed the five candidates in five days before the board rendered its choice Saturday afternoon....

“...remarked Macmillan [Board President Adrienne Macmillan] ‘The expertise and professionalism that McPherson & Jacobson brought into this process was phenomenal. They really made themselves an extension of our educational community and worked with us in a very detailed level to help work through our selection criteria. It really made our job very easy in the fact that we got 18 total candidates at this time of the year and with the vast majority having solid superintendent experience, it is a credit to their firm.’

“In all, the Board was pleased how the community and focus groups rallied around choosing the new leader, exhibiting a team effort, as well as spirit. Macmillan concluded. ‘It truly demonstrates that whole adage about how it takes a village to raise a child, and this was it.’”

Taken in part from Lawson, Tammy. *The Marshall County Sun*, May 15, 2008.

Fayette school board might announce superintendent finalists Tuesday

“The search for a new Fayette County Public Schools superintendent is entering its final, crucial phase, and the names of finalists for the post could be revealed Tuesday night.

“...

“...McPherson & Jacobson, the schools’ superintendent search firm, plans to notify probably finalists to stand by for calls Tuesday night, so notifying those selected could take only a few minutes. That would allow the board to make the names public soon after members make their decisions.

“....

“Board members plan to bring each finalist to Lexington for tours of the school district; interviews with the board, meetings with education, civic groups and the media; and a session with the public. One finalist would visit each day of that process.

“....”

**Taken in part from
<http://www.kentucky.com/2011/05/31/1758135/fayette-school-board-might-announce.html>
June 2, 2011**

Public or Secret: Districts Hire Top Leaders Differently

“Davenport, Iowa—Local school boards have been put to the test: pick a superintendent in the light of day or do it behind closed doors. When hiring a new leader in Iowa, it’s ultimately school board members who decide whether to involve the community that elected them.”...

“In the North Scott School District, board members decided to ... conduct their search in secret. Next door, the Bettendorf school board opted for another route: transparency. ... In Bettendorf’s case, the board made its final selection with input from an informed public that knew the candidates and their backgrounds.”...

“ ‘One of the arguments is that no one will apply if we do it publicly,’ said Charles Davis, executive director of the National Freedom of Information Coalition. ‘I guess that was refuted by the fact that you did have candidates for both jobs. There is not a (bit) of evidence out there supporting that thesis.’

From the beginning, Ray and Associates, the search firm hired by North Scott... promised applicants confidentiality, some finalists said. McPherson & Jacobson, a search firm hired by Bettendorf...told candidates the process would become public once the board selected finalists. Despite their different approaches, both attracted dozens of candidates from across the country. Both searches, members in Bettendorf and North Scott said, ended in the hiring of a qualified candidate.

Those who favor more open searches say the promise of confidentiality doesn’t dissuade a majority of applicants. Instead, it allows parents and other residents an opportunity to take part in the selection process, they said. ‘The people in Bettendorf know whether or not the applicant pool was diverse,’ Davis said. ‘They know whether the applicant pool was filled with experienced or inexperienced candidates. They know whether an insider candidate was rejected for an outsider candidate. They can compare one person’s resume against another. In North Scott, we don’t know anything, and we never will. There is certainly something that gets lost in that.’ ”...

“...The board [Bettendorf] decided early in the process after consulting with McPherson & Jacobson to keep the process open, something the search firm supported, said Wayne Rand, a search consultant for McPherson & Jacobson. To accommodate the board members’ decision, the district held public forums for each finalist so residents who wanted to could attend.

The board wanted to send a clear message that ‘the stakeholders’ input was valued,’ said Judy Miller, human resources director for Bettendorf. ‘There is no reason to keep that information from the public. They are interested in knowing who we are looking at and why.’

Rand said his experience in Bettendorf isn’t unique. Instead, every school board he’s dealt with during superintendent searches in Iowa has kept the process open for the public. And, each time, his search firm was able to land a large pool of qualified candidates... Taxpayers are interested in knowing because of the money being spent. If you exclude people, it’s natural that they feel left out, and they want to be involved in something like this.

Taken in part from *The Quad City Times*, March 9, 2009

Editorial

“Being involved in the search process for the new superintendent for Culpeper County Public Schools puts me a position that I do not mind being in. It is not a position of power, but I am involved, as are the other employees of CCPS and the community.”...

“...McPherson and Jacobson’s representatives...began the process of finding out what the School Board and other stakeholders were looking for, finding and vetting the potential candidates and presenting the narrowed field to the board.”...

“During this process, to my knowledge, the Culpeper County School Board has followed the recommendations of McPherson and Jacobson very closely. I believe they did this out of a sense of the importance of the situation and a respect for the professionals they charged with carrying out the task of helping match up a superintendent with our school system.”...

“...This executive search firm has either completed or is in the process of approximately 40 searches in 11 states for superintendent and other top administrators.”...

“Remember a school superintendent is not an elected official; he or she serves at the will of a School Board. The Culpeper County School Board has involved various segments of the school division and the public in the process. Veteran teachers who have been in Culpeper long enough to have worked under more than one superintendent have said the current process is the most open they have seen. By the end of this week, many individuals will have had a chance to see and hear and interact with the five candidates. Their input will be looked at. But, ultimately, the decision of whom to hire rests solely on the shoulders of the members of the elected School Board. That is one of the basic tasks of a School Board.”...

“Don’t we owe it to the 8,317 individuals under their [the new superintendent] leadership the opportunity for the process to find the right person for the job? And shouldn’t the manner in which we find the new superintendent be open and honest and without premature judgment?”

Taken in part from Walker, Jeff, 2009. *Culpeper Star Exponent*, April 1

Wake wise to announce superintendent final

“The Wake County school board is looking for a new superintendent of schools. Whether it will make the right choice remains to be seen, but it bodes well that it’s making the choice right away.

“The board, following the advice of its search firm, McPherson & Jacobson, has agreed to publicly identify its two or three finalists for the job of leading the state’s largest school district. The final candidates won’t only be named, they’ll come to Wake County and meet with the public.

“What a refreshing and sensible change from the secrecy that has surrounded the selection of new superintendents.....

“....”

**Taken in part from
www.newsobserver.com/2013/05/13/2890369/wake-wise-to-announce-superintendent.html
May 13, 2013**

Superintendent—District hires firm to assist in search; student provide input through student interview panel

“... The Board of Education...chose to hire the executive recruiting and development service, McPherson and Jacobson, to find Westside’s next leader.

“ ‘The board, in an open meeting, defined what we saw as our key objectives—what are the criterial? What are the qualities we would like to see in our next superintendent?’ said Scott Hazelrigg, one of the directors on the Board of Education...

“McPherson and Jacobson used the criteria the board established and the Stakeholders input report to select certain individuals to encourage applying.

....

“From Jan 16-20, Westside hosted the five finalists of the superintendent search for a series of interviews. Each day, a different candidate was welcomed into the Westside community by a coffee with school board members. The candidates then went on to participate in interviews with students, community members, teachers, administrators and the Board of Education.

...

“Though the board will ultimately make the decision about who the next superintendent will be, students received the opportunity to be involved in the process.

“ ‘One of the things we liked about the consultant was that they historically engaged a student group in the process,’ Hazelrigg said.

“Every morning a small group of juniors and seniors gathered in the conference room to meet the candidates....

“The questions the student panel asked included, ‘Why/how do you feel the input from the students is necessary when making choices?’ and ‘How do you make sure all students’ needs are met with so much diversity?’

“Junior Maddie Ryan led the student panel. Ryan prepared for the interviews by compiling questions suggested by the search firm in addition to those students requested, and doing preliminary research on the candidates.

“ ‘I think that it’s a really great opportunity that they are asking students, and I hope that whoever the superintendent is will continue to have student involvement,’ Ryan said.

“During the interviews, all students were engaged by asking candid questions and diligently taking notes.

“ ‘Everyone is pretty engaged; they are asking intelligent, thoughtful questions,’ Ryan said.

“...Other focus groups include teachers, key community members and members of the Westside Foundation.

“The student interviews allowed the board not only to get insight into what the students thought of the candidates, but also provided the candidates with an opportunity to hear from the students.

“ ‘There aren’t any adults here, which is really nice because I think students are more open, and I feel the candidates are more receptive because you’re not worried about what sounds good or what would offend someone,’ Ryan said.

“ ‘I think it gives [the candidates] really good insight, and us a really good insight too,’ Ryan said.”

Taken in part from Goodman, Maddie, Westside *Lance*, Spring 2012

A Community Effort for a Community Superintendent FIRM DECISION

District hires unbiased executive search firm

“The school district hired the firm McPherson and Jacobson to assist in the search for our next superintendent. The firm specializes in executive searches and has helped with both the advertising and interview processes.

...

“Five different panels—a student, Westside Foundation, volunteer, teacher and administrative panel—interviewed each candidate separately.

“All five panels submitted a formal write-up detailing their opinions of the five candidates. The school board will take the panels’ opinions into consideration when making the final decision.

...

“...we believe hiring an experienced firm to help with selecting our next superintendent was a great idea

“McPherson and Jacobson was responsible for bringing in 28 candidates from all over the country, giving the district greater variety than it would have had choosing a superintendent internally.

“The firm also oversaw a more extensive selection process. It suggested the district create the five panels to interview each candidate, helped choose the panels and provided questions the panels should ask the candidate.

“The superintendent deals with the entire community, so it is only logical that the decision is a community effort.

...

“ ‘[The school board] gained a student opinion, a thoughtful, careful consideration of us and what we want in a superintendent, which they can’t always get themselves,’ senior and student panelist Jacob Lehr said.

“This process allowed each group to offer its unique perspective and will encourage the school board to choose a well-rounded candidate.

...

“In addition, this extensive process will hopefully produce an unbiased decision.

“ ‘I was very pleased with how with how it went,’ [Principal Maryanne] Ricketts said. ‘I like how all the Stakeholder groups were involved. I liked that we had a student group who met with each candidate. Everybody took this very seriously. The groups gave the school board good feedback.’

“Every part of the process went through the firm, and, as a result, the process went smoothly.

“The *Lance* believes the school board made the correct decision in hiring McPherson and Jacobson to assist in the superintendent search.”

Taken in part from Westside *Lance*, Spring 2012

Report details what community members want in new Elk Grove district superintendent

Residents, teachers and students in the Elk Grove Unified School District are all looking for the same characteristics in a new superintendent, according to report from McPherson & Jacobson LLC, an executive search firm hired by the district.

They want someone who is collaborative, culturally competent, approachable, has integrity and strong communication skills and is visible at schools. They also want someone who can lobby for legislation, policy and resources at the state and federal level, according to the report.

...

The report, compiled from more than 20 meetings with community members and stakeholders, was distributed to board members and others at a school board workshop Wednesday afternoon.

“It’s a good process – to get a feel for the community, employees and students,” said board President Priscilla Cox.

The report also says that stakeholders are in sync about issues at the district that they would like a new superintendent to know about. They list the achievement gap at the top of their list of concerns, as well as institutional racism and equity in the distribution of resources between schools.

They want the new superintendent to know that there is a split on the school board that makes it difficult for staff to work with trustees and that there is a need to re-establish trust between the administration and staff, according to the report.

The report will be used to help select a superintendent and will be distributed to the candidates so they can understand the community’s needs, said Bob Ferguson, a consultant for McPherson and Jacobson LLC. The new superintendent also will receive a copy as a guide to taking the helm of the district.

The process is very effective, said William Huyett, a consultant for McPherson and Jacobson. By the third or fourth meeting, common themes began to emerge.

“It’s a healthy thing to talk to your stakeholders and to find out what the issues are,” Huyett said.

The school board adjourned to a closed session with the expectation that it would identify finalists for interviews that will begin Friday.

...

The entire board will conduct formal interviews of candidates in closed sessions. Interviews could continue Monday if the board selects more than four finalists. Representatives of employee, district and community organizations have also been selected to participate in the interviews.

**Taken in part from Lambert, Diana, *Sacramento Bee*,
Wednesday, Sep. 3, 2014 - 9:30 pm**

From: Nancy VanBeek [<mailto:NVanBeek@WashingtonPavilion.org>]

Sent: Wednesday, November 29, 2006 4:24 PM

To: t_jacobson@macnjake.com

Subject: Thank you

Mr. Jacobson

Thank you so much for your time with us yesterday. The meeting was (surprisingly enough) enjoyable and the way you were able to draw out our ideas, insecurities, needs and wishes. The meeting once again gave me hope for the future of the work we do here.

I look forward to meeting the candidates you feel will be able to meet our varied needs and I am very grateful that you will be with the new Director as he/she takes the position. This transition time will be made much easier with a mentor to provide insight into all the different expectations of the position.

Thank you for being a good listener and a super facilitator.

Nancy Van Beek

KSDC Education Manager

Washington Pavilion of Arts and Science

301 S. Main Ave.

Sioux Falls SD 57104

(605_ 367-7307 ext 2374

www.washingtonpavilion.org

From: Laura Bednar

Sent: Thursday, December 20, 2007 12:05 PM

To: t_jacobson@macnjake.com

Subject: thank you

Dear Dr. Jacobson

.....

Your company has been extremely helpful to me as I have stepped into the superintendency, and I certainly recommend McPherson and Jacobson to anyone that I can! More than anything else, I have no doubt that the follow-up work that is done with School Boards and Superintendents is the most essential piece. I cannot thank you and your consulting team enough for how your leadership and guidance has truly turned our district around! I wish every school district had the opportunity to experience what we have with McPherson and Jacobson.

Thank you again,

Laura Bednar
Superintendent
Stuttgart School District

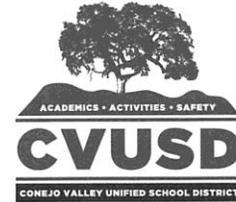
What Board Members Say About the Service of McPherson & Jacobson, L.L.C.

BOARD OF EDUCATION

Betsy Connolly, D.V.M., President
Pat Phelps, Vice President
Mike Dunn, Clerk
Peggy Buckles, Member
John Andersen, Member

SUPERINTENDENT

Jeffrey L. Baarstad, Ph.D.



June 3, 2015

To Whom It May Concern:

We have just completed a successful search for our new superintendent with the able assistance of Anita Johnson and Ed Velasquez, our consultants from the search firm McPherson & Jacobson, LLC.

The entire process was handled in a highly professional manner. Every question was answered, every concern addressed. Rather than following a scripted process, the board remained in control of the style and substance of the search but without the burden of its execution. As board president, I worked closely with our consultants and came to depend on them for insight and advice. Their experience, with the search process and with the issues faced by education agencies was invaluable.

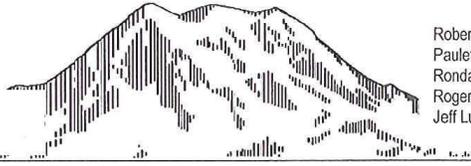
We were on a tight timeline and, like many board members, I have a demanding schedule outside of my school board responsibilities. Anita and Ed were available to me in the evening and on weekends when questions and conflicts arose. They did the detail work and planning so that we didn't have to. The level of support and encouragement provided was extraordinary. I cannot imagine doing a search without them.

The number and quality of the applicants was reassuring to the board and spoke to the success of the initial planning process and the skillful execution of our plan. I believe that our consultants represented us enthusiastically to potential candidates, thus helping to develop a high quality candidate pool. Our board constructed a rigorous candidate assessment that no doubt placed additional burdens on our consultants. They didn't waiver or complain. During our post interview discussion of the applicants, our consultants provided insight and guidance without attempting to influence the final outcome. Honestly, with such a difficult and important decision, it was critical to have their advice and support.

That support didn't stop with the selection of a finalist. Anita kept in touch with me, and with our selected candidate, as we worked through the contract development and public announcement process. It is for these reasons, and many more, that I give our consultants and their firm, my enthusiastic endorsement.

Betsy Connolly DVM

**EATONVILLE
SCHOOL DISTRICT**
Superintendent Rich D. Stewart



Robert Homan, President
Paulette Gilliard, V-President
Ronda Litzenberger, Director
Roger Andrascik, Director
Jeff Lucas, Director

Together, we commit to excellence in education and preparation for life.

June 21, 2013

Dr. Thomas Jacobson
McPherson & Jacobson
7905 L Street Suite 310
Omaha NE 68127

Dear Dr. Jacobson,

My name is Robert Homan and I am the School Board President with the Eatonville School District. I just wanted to drop you a note of extreme satisfaction about, Al Cohen and Mike Boring, two of your consultants. We have enlisted their services twice now in the last three years and I wanted to let you know what outstanding individuals they are and what a pleasure it has been to work with them!

Al and Mike impressed our Board with their knowledge of the process in hiring a qualified Superintendent. Their ability to advise us on timelines, qualities to look for and experience levels that will work well in our district was invaluable. Finally their professionalism is unmatched when it comes to their ability to work with people and understand perspectives. Their skills to assimilate information and to apply that information to attain the best outcome for the needs of our district was impressive.

Needless to say, that we are and were very happy with the candidate pool along with the selections we have made for our Superintendents of Eatonville Public Schools. I would have no problem recommending either one or both of these men to any District looking for consultants for this process.

We will definitely keep your firm at the top of the list when it comes to consulting on this and any other pertinent service you offer.

On behalf of myself and the rest of the Board of Eatonville School District, we wish to express our appreciation.

Respectfully,

Robert Homan
Board President
Eatonville School District #404

Equal Employment & Educational Opportunities • Eatonville School District #404 • PO Box 698 • Eatonville, WA 98328 • Telephone (360) 879-1000 • Fax (360) 879-1086



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

March 1, 2013

Dr. Thomas Jacobson
McPherson & Jacobson, LLC
7905 L Street, Suite 310
Omaha, NE 68127

Dear Dr. Jacobson:

On behalf of the Little Rock School District Board of Directors, I would like to thank you for the professional manner in which the search process for our next superintendent has been conducted. I commend our lead consultant, Ms. Loe Dunn, and her assistants, Dr. Kieth Williams and Dr. John Smith, for guiding us through the process of selecting and interviewing our next leader.

I would recommend your organization to anyone who requires the services of an executive firm to coordinate their search process.

Again, thank you for the professionalism demonstrated by your team. Your service has been invaluable to us.

Sincerely,


Dianne Curry, President
LRSD Board of Directors

Date: Wednesday, September 26, 2012, 10:33 PM

“....

“The entire process of a Superintendent search firm from start to finish has been a learning experience for me and I strongly believe it was made easier because of your knowledge, expertise, just being excellent to work with as well as the over professionalism of the firm.

“Again, thank you for all the assistance you provided to our district....”

Thanks,
Connie McElyea
Moline [Illinois] Board of Education



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

April 26, 2012

To Whom It May Concern:

I am the Chair of the Reynolds School District, serve on the Board of a non-profit Women's Shelter, am a Consumer Arbitrator, a very active community advocate, and have extensive Executive and Human Resource Management experience. I am compelled to write on behalf of the firm McPherson & Jacobson's Executive Search Consultant Services.

This year our district contracted with the McPherson & Jacobson to conduct a national search to replace our retiring Superintendent. As promised, they delivered excellent, comprehensive services from start to finish. The fact that we were assigned a senior partner and two regional consultants created synergy and success in the process. Their multi-pronged protocols ensured that all stakeholders both internal and external experienced high levels of confidence in both the process and the outcome.

The range and quality of the service delivery was superior. From facilitating widespread community input for design and delivery of a professional search brochure, to national advertising, screening committee management, a survey, stakeholder forums and press releases our board, staff and community strongly supported the process and are very satisfied.

The individuals assigned to us were Dr. Tom Jacobson, Dr. Bill Dean and Mr. Rich Parker. Their varied skills and years of educational experience is an excellent match for any district. They spent tireless hours of support to address staff, citizen and community involvement concerns. They innovatively united diverse processes and combined their energies to accomplish our goals on an extremely tight timeline during a difficult time for our district. Through it all they remained highly organized, exhibited excellent verbal, written and interpersonal skills, while remaining versatile and reliable. Their services were not only strategic but enthusiastic, effective and solution oriented. They delivered results.

In conclusion, their professional services combined with a caring style made our search robust and effective. Your organization would be fortunate to have them provide the same service.

Please share this information with any parties that are interested or may affect decisions regarding this matter. If you require elaboration, please feel free to contact me. I would be happy to share more information.

Respectfully,

Theresa Delaney Davis

Theresa Delaney Davis
Chair



Great Valley School District

47 Church Road
Malvern, PA 19355
Phone 610-889-2100, ext. 2112
www.gvsd.org



BOARD OF SCHOOL DIRECTORS

November 10, 2009

Mr. Tom Jacobson
McPherson & Jacobson, LLC
7905 L St., Suite 310
Omaha, NE 68127

Dear Tom:

I wanted to take a moment to offer my sincere appreciation for all your help in our recent superintendent search.

While hiring a superintendent may be a Boards' most important responsibility, it isn't something any of us do on a regular basis if ever at all. I can't imagine trying to make our way through this without your guidance. You brought us a process that was able to meet the needs of our community. You told us to trust the process, we did, and it worked.

On behalf of the Board and the entire District, I want to extend our thanks to you and all your colleagues at McPherson & Jacobson for a job well done.

Sincerely,

Beth McGarrigle
Board President

From: Zweiback, Rose [<mailto:zweibackr@unmc.edu>]
Sent: Monday, November 05, 2012 8:25 AM
To: Thomas Jacobson, Ph.D.
Subject: Testimonial

Working with McPherson & Jacobson made our superintendent search a smooth and organized process. Our consultants were our partners. We set the parameters and the goals and they provided the expertise. We wanted the search to invite input from our stakeholders and involve them as much as possible. At the same time, the board had full responsibility for the selection.

I found the consultants from McPherson & Jacobson to be outstanding professionals who provided services of the highest quality. They presented our board with a slate of excellent candidates and then let us do the work of interviewing and selecting the best choice for our district. We appreciated their work, especially the follow-up services in setting evaluation goals for our new superintendent.

I heartily endorse McPherson & Jacobson.

Rosie Zweiback

Vice President

Westside Community Schools Board of Education

Rzweiback@weatside66.org



MCIPHERSON *MJ* JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

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FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

Comments/references from Westside Community Schools, Omaha, Nebraska

November 6, 2012

*Dr. Thomas Jacobson
McPherson & Jacobson, LLC
7905 L Street, Suite 310
Omaha, NE 68127*

Dear Tom:

McPherson & Jacobson's guidance and support were invaluable throughout Westside Community Schools' superintendent search in 2012. Time and perspective have enabled me to identify what for me were your most important contributions to the process.

- ***Focus:*** *The Board discussion and consensus on the key attributes to be sought in candidates for our position - a key step in McPherson & Jacobson's recommended process - maintained the focus of the search on the Board's top priorities.*
- ***Responsiveness:*** *McPherson & Jacobson responded to our requests for assistance, predictable or last minute, in a timely and professional manner.*
- ***National Reach:*** *The benefits of your national network of consultants were evident both in the field of candidates you were able to access as well as in your ability to vet those candidates effectively.*
- ***Integrity:*** *Superintendent searches are notoriously stressful for school boards. McPherson & Jacobson dealt with the difficult and unexpected turns in the process with unwavering integrity and professionalism.*

Although my term on the Westside School Board concluded prior to our new superintendent taking office, by all reports he has distinguished himself already in the first few months of what will hopefully be a long tenure. It is no exaggeration to say that we could not have found such an outstanding and experienced leader without you. My sincere thanks to you and Dr. Randy Nelson for your support.

Best regards,

Kathleen Bradley



Leslie Fye

6 hrs · 🌐

I just have to brag on my school district and the process they have adopted to select our next School District Superintendent. SOCSO hired an awesome firm - McPherson and Jacobson - to conduct our Superintendent search. Under their guidance the district has had listening sessions in the community to gather input for what our vision was/is for the next Superintendent. Applications are in and the Board selected their top 3. Interviews began today. The candidates are being interviewed by faculty focus groups and community stakeholder focus groups. The focus groups participated in creating the main group interview questions and were allowed to ask other questions at the end of the interview. Feedback from the focus group was documented and will be given to the School Board. The School Board will hold their own private interview. Whatever the result, the process has been a positive one for our community!

2 Shares



*Starkville Oktibbeha Consolidated School District, Starkville, Mississippi,
February 2017*

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

Over 25 percent of McPherson & Jacobson consultants are minorities or female. We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

McPherson & Jacobson has placed numerous minority/female candidates; our most recent placements are listed below:

<u>Search Year</u>	<u>School District/Entity</u>	<u>Person Placed</u>
2017-2018	Foreman School District, AR	Mrs. Patricia Tankersley
2017-2018	Jackson Public Schools, MS	Dr. Errick Greene
2017-2018	McCleary School District, WA	Ms. Shannon Ramsey
2017-2018	Fort Sage Unified School District, Herlong, CA	Dr. Christopher Bonn
2017-2018	Madison County School District, Ridgeland, MS	Ms. Kimber Halliburton
2017-2018	Roseville Joint Union High School District, CA	Dr. Denise Herrmann
2017-2018	Mabton School District, WA	Mr. Joseph Castilleja
2017-2018	Saugus Union School District, Santa Carlita, CA	Dr. Colleen Hawkins
2017-2018	Denair Unified School District, CA	Dr. Teresia Chevalier-Metzger
2017-2018	Reynolds School District, Fairview, OR	Dr. Danna Diaz
2017-2018	Soap Lake School District, WA	Ms. Darnella Pray
2017-2018	East End School District, Bigelow, AR	Ms. Lori Edgin
2017-2018	Ogden Community School District, IA	Dr. Pamela Dodge
2017-2018	Webster City Community Schools, IA	Dr. Amanda Ross
2017-2018	Liberty Elementary School District, Buckeye AZ	Dr. Lori Shough
2017-2018	South Central Nebraska Unified #5, Fairfield, NE	Ms. Julie Otero
2017-2018	Ellensburg School District, WA	Mrs. Jinger Haberer
2017-2018	Parlier Unified School District, CA	Mr. Jamie Robles
2016-2017	Cold Spring School District, Santa Barbara, CA	Dr. Amy Alzina
2016-2017	New Haven Unified School Dist., CA	Dr. Arlando Smith
2016-2017	Carlsbad Municipal Schools, NM	Dr. Gregory Rodriquez
2016-2017	School District of Fort Atkinson, WI	Dr. Beverly Brown
2016-2017	Starkville Oktibbeha Consolidated School District, MS	Dr. Eddie Peasant
2016-2017	Richland School District, CA	Dr. Dagoberto Garcia
2015-2016	Oxnard Union High School Dist., CA	Ms. Penelope DeLeon

2015-2016	Alisal Union School District, CA	Dr. Hector Rico
2015-2016	Johnstonville Elem. School Dist., CA	Dr. Melanie Spears
2015-2016	East Dubuque School District, IL	Mrs. Tori Lindeman
2015-2016	Hemet Unified School District, CA	Ms. Christi Barrett
2015-2016	Ottumwa CSD, IA	Ms. Nichole Koolker
2015-2016	Charlotte-Mecklenburg Schools, NC	Dr. Clayton Wilcox
2015-2016	Rapid City Area School District, SD	Dr. Lori Simon
2015-2016	Francis Howell School District Saint Charles, MO	Dr. Mary Hendricks-Harris
2015-2016	Glendale Unified School District, CA	Mr. Winfred Roberson
2015-2016	Grand Island Public Schools, NE	Dr. Tawana Grover
2015-2016	Othello School District No. 147, WA	Dr. Kenneth Hurst
2014-2015	Penn Valley Union Elementary School District, CA	Dr. Torie England
2014-2015	Newcastle Elem. School District, CA	Ms. Denny Rush
2014-2015	Seattle Public Schools, WA (Director of Enrollment Planning)	Ms. Ashley Davies
2014-2015	Caney Valley USD 436, KS	Mr. Blake Vargas
2014-2015	Birmingham City Schools, AL	Dr. Kelley Gacutan
2014-2015	Cherokee Community School Dist., IA	Ms. Kimberly Lingenfelter
2014-2015	Chief Leschi Schools, Puyallup, WA	Dr. Amy Eveskcige
2014-2015	Colts Neck Township Schools, NJ	Ms. Mary Jane Garibay
2014-2015	Conejo Valley Unified School District Thousand Oaks, CA	Dr. Ann Bonitatibus
2014-2015	El Monte Union High School Dist., CA	Dr. Irella Perez
2014-2015	Gustine Unified School District, CA	Mr. William Morones
2014-2015	Hot Springs School District, AR	Mr. Mike Hernandez
2014-2015	San Juan Island School District Friday Harbor, WA	Dr. Danna Diaz
2014-2015	Sunnyside Unified School District Tucson, AZ	Mr. Steven Holmes
2014-2015	Unity Charter School, Morristown, NJ	Ms. Connie Sanchez
2014-2015	Watson Chapel School District Pine Bluff, AR	Dr. Connie Hathorn
2013-2014	Arkansas Arts Academy(Benton County School of Arts), AR	Mrs. Mary Ley
2013-2014	Caddo Parish Public Schools Shreveport, LA	Dr. Theodis Lamar Goree
2013-2014	Fallbrook Union High School District, CA	Dr. Hugo Pedroza
2013-2014	Gardner Public Schools, MA	Ms. Denise Clemons
2013-2014	Hermitage School District, AR	Dr. Tracy Tucker
2013-2014	Mary M. Knight School Dist., WA	Dr. Ellen Perconti
2013-2014	Winship-Robbins Elem. Schools, CA	Dr. Laurie Goodman
2013-2014	Valley Springs School Dist., AR	Ms. Judy Green

McPherson & Jacobson, L.L.C. Consultants

McPherson & Jacobson, L.L.C. maintains a vast cadre of professionally trained consultants across the United States. All our consultants are actively involved in recruiting quality candidates for all searches.

All our professionally trained consultants are involved with education. Every consultant believes that every child in every district is entitled to the highest quality educational opportunities. They also believe that quality education begins with quality leadership.

Following is a list of all our consultants, listed by state:

Dr. Thomas Jacobson, CEO/Owner
McPherson & Jacobson, L.L.C.
Omaha, Nebraska

Dr. Steve Joel, National Recruiter
Superintendent
Lincoln, Nebraska

Alabama Consultants

Dr. Barry Carroll
Educational Consultant
Athens, Alabama

Dr. Paul McKendrick
Retired Superintendent
Tuscaloosa, Alabama

Alaska Consultants

Mr. Harry Rogers
Retired Superintendent
Petersburg, Alaska

Arizona Consultants

Dr. William Dean
Retired Superintendent
Tucson, Arizona

Ms. Barbara Dean
Retired from AASA
Tucson, Arizona

Dr. Mary Kamerzell
Superintendent
Catalina Foothills School Dist.
Tucson, Arizona

Dr. Les Huth
Retired Professor
Scottsdale, Arizona

Mr. Lawrence Mason
Retired Superintendent
Gold Canyon, Arizona

Ms. Jennifer Tanner
Board Member
El Mirage, Arizona

Arkansas Consultants

Mr. Wayne Gibson
Board Member
El Dorado, Arkansas

Dr. Diana Julian
Professor
Benton, Arkansas

Mr. Terry Julian
Retired Administrator
Benton, Arkansas

Mr. Bobby Lester
Retired Superintendent
Jacksonville, Arkansas

Dr. John H. Moore
Retired Superintendent
Magnolia, Arkansas

Dr. Tony Thurman
Superintendent
Cabot, Arkansas

Mr. Andrew Tolbert
Retired Superintendent
Warren, Arkansas

Mr. Mitch Walton
Professor
Searcy, Arkansas

Mr. Jerrod Williams
Superintendent
Bauxite, Arkansas

Dr. Kieth Williams
Retired Superintendent
Bald Knob, Arkansas

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Retired Superintendent
Benicia, California

Mr. Edward Agundez
Retired Superintendent
Nuevo, California

Mrs. Nicole Anderson
Educational Consultant
Vallejo, California

Ms. Aida Buelna
Retired Superintendent
Woodland, California

Mr. Robert Challinor
Retired Superintendent
Victorville, California

Mr. Julian Diaz
Retired Superintendent
Oroville, California

Mr. Robert Ferguson
Retired Superintendent
Napa, California

Mr. William Huyett
Retired Superintendent
Lodi, California

Mr. Benjamin Johnson II
Board Member
Riverside, California

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Retired Superintendent
Murrieta, California

Dr. Steven Lowder
Retired Superintendent
Stockton, California

Dr. Michael McCoy
Superintendent
Bakersfield, California

Mr. Dennis Murray
Retired Superintendent
Murrieta, California

Dr. Marilyn Shepherd
Retired Superintendent
Friant, California

Dr. John Sugiyama
Retired Superintendent
Indio, California

Mr. Edward Velasquez
Retired Superintendent
Chino, California

Ms. Teri Vigil
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Falls River Joint Unified School Dist.
McArthur, California

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Parachute, Colorado

Dr. Norman Ridder
Retired Superintendent
Arvada, Colorado

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Palm Harbor, Florida

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Ms. Barbara Dean
Retired from AASA
Post Falls, Idaho

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Mr. Edward Velasquez
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Dr. Paul Gausman
Superintendent
Sioux City Comm. Schools
Sioux City, Iowa

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Retired Professor
Davenport, Iowa

Mr. Gary McAndrew
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Goddard, Kansas

Mr. Von Lauer
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Sabetha, Kansas

Dr. Bradley Rahe
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Topeka, Kansas

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Ms. Lorethie Dunn
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Dr. T. Lamar Goree, Jr.
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Shreveport, Louisiana

Dr. Gerald Keller
Past Superintendent/Board Member
Reserve, Louisiana

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LSBA Staff Member
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Mr. John Smith
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Mr. Ronald Walker
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Gravois Mills, Missouri

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South Central Nebraska Unified 5
Clay Center, Nebraska

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New Mexico Consultants

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Superintendent, Sidney Central
Binghamton, New York

Dr. Martin Handler
Superintendent, Pine Planes
Elizaville, New York

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Retired Superintendent
Bismarck, North Dakota

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Superintendent
Northern Cass School District
Hunter, North Dakota

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Superintendent, Richmond Heights
Willoughby Hills

Oklahoma Consultants

Dr. Robert Neel
Retired Superintendent
Norman, Oklahoma

Oregon Consultants

Dr. Robert Clark
Superintendent
Milton-Freewater, Oregon

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Retired IU Director
Waterford, Pennsylvania

Dr. Candis Finan
Retired Superintendent
Matamoras, Pennsylvania

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Mr. Jack Broome
Retired Superintendent
Burke, South Dakota

Dr. Henry Kosters
Retired ASBSD Asst. Executive Director
Pierre, South Dakota

Dr. Robert Mayer
Retired Professor
Sioux Falls, South Dakota

Dr. Augustine (Gus) Scully
Professor
South Dakota State University
Rapid City, South Dakota

Texas Consultants

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Educational Consultant
Cypress, Texas

Virginia Consultants

Dr. John Gratto
Professor
Virginia Tech
Blacksburg, Virginia

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Vancouver, Washington

Dr. Nathan McCann
Superintendent
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Mr. Michael Parker
Retired Superintendent
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Mr. Richard Parker
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Mukilteo, Washington

Mr. Richard Stewart
Superintendent
Ferndale, Washington

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Superintendent
Oregon, Wisconsin

Dr. Brian Hanes
Superintendent
Ashwaubenon, Wisconsin

Mr. Damian La Croix
Superintendent
Suamico, Wisconsin

Dr. Dennis Pauli
Superintendent
Edgerton, Wisconsin

Dr. Melissa Thompson
Superintendent
Swallow School District
Hartland, Wisconsin

Wyoming Consultants

Mr. David Barker
Superintendent
Platte County School Dist. #2
Guernsey, Wyoming

Dr. Chuck Grove
Retired Superintendent
Pinedale, Wyoming

McPherson & Jacobson, L.L.C. References (last five years of searches)

Note: All searches listed are for school superintendents unless otherwise noted

<u>Alaska</u>	<u>Enrollment</u>
Valdez City Schools, Valdez (2017/18)	650
<u>Arkansas</u>	
Van Buren School District, Van Buren (2014/15)	5,900
Marion School District, Marion (2016/17)	4,113
Jacksonville-North Pulaski School District, Jacksonville (2014/15)	4,000
Pine Bluff School District, Pine Bluff (2015/16)	4,000
Hot Springs School District, Hot Springs (2014/15)	3,689
Batesville School District, Batesville (2016/17)	3,372
Vilonia Public Schools, Vilonia (2013/14)	3,000
Harrison School District, Harrison (2016/17)	2,800
Watson Chapel School District, Pine Bluff (2014/15)	2,721
Berryville School District, Berryville (2013/14)	1,925
Star City School District, Star City (2015/16)	1,645
Highland School District, Hardy (2016/17)	1,571
DeWitt School District, DeWitt (2017/18)	1,335
Fountain Lake School District, Hot Springs (2015/16)	1,300
Harrisburg School District, Harrisburg (2017/18)	1,300
McGehee Public Schools, McGehee (2016/17)	1,186
Valley Springs School District, Valley Springs (2013/14)	934
Arkansas Arts Academy (formerly Benton County School of the Arts), Rogers (2013/14)	780
East End School District, Bigelow (2017/18)	650
East End School District, Bigelow (2014/15)	622
Junction City School District, Junction City (2013/14)	600
Magazine School District, Magazine (2014/15)	520
Foreman School District, Foreman (2017/18)	509
Midland School District, Pleasant Plains (2013/14)	500
Hermitage School District, Hermitage (2013/14)	430
<u>Arizona</u>	
Tucson Unified School District--General Counsel, Tucson (2015/16)	48,000
Tucson Unified School District--Internal Auditor Position, Tucson (2016/17)	48,000
Peoria Unified School District #11, Glendale (2017/18)	37,000
Dysart Unified School District, Surprise (2017/18)	25,000
Kyrene Elementary School District No. 28, Tempe (2015/16)	18,000
Sunnyside Unified School District No. 12, Tucson (2014/15)	17,400
Liberty Elementary School District, Buckeye (2017/18)	3,500
Tucson Unified School District--Tucson High Magnet School Principal, (2013/14)	3,000
Salt River Schools, Scottsdale (2017/18)	1,000

<u>California</u>	<u>Enrollment</u>
Elk Grove Unified School District, Elk Grove (2014/15)	62,000
Glendale Unified School District, Glendale (2015/16)	26,200
Hemet Unified School District, Hemet (2015/16)	21,000
Conejo Valley Unified School District, Thousand Oaks (2014/15)	19,500
Ventura Unified School District, Ventura (2016/17)	17,000
New Haven Unified School District, Union City (2016/17)	12,148
Roseville Joint Union High School District, Roseville (2017/18)	10,300
Berkeley Unified School District--Executive Director for Special Education (2017/18)	10,000
Saugus Union School District, Santa Clarita (2017/18)	10,000
El Monte Union High School District, El Monte (2014/15)	9,500
Alisal Union School District, Salinas (2015/16)	9,000
Calexico Unified School District, Calexico (2017/18)	8,966
Paso Robles Joint Unified School District, Paso Robles (2013/14)	6,500
Benicia Unified School District, Benicia (2014/15)	5,000
Soledad Unified School District, Soledad (2016/17)	4,870
Richland School District, Shafter (2016/17)	3,504
Parlier Unified School District, Parlier (2017/18)	3,435
Fallbrook Union High School District, Fallbrook (2013/14)	2,600
Nevada Joint Union High School District, Grass Valley (2017/18)	2,600
Golden Valley Unified School District, Madera (2017/18)	1,950
Alpine Union School District, Alpine (2015/16)	1,700
Old Adobe Union School District, Petaluma (2013/14)	1,700
Red Bluff Joint Union High School District, Red Bluff (2013/14)	1,622
Academy of Arts & Sciences--CEO Search, Thousand Oaks (2015/16)	1,600
Denair Unified School District, Denair (2017/18)	1,500
Lakeside Union School District, Bakersfield (2014/15)	1,310
Sonora Union High School District, Sonora (2017/18)	1,000
Pollock Pines Elementary School District, Pollock Pines (2015/16)	800
Newcastle Elementary School District, Newcastle (2014/15)	796
Penn Valley Union Elementary School District, Penn Valley (2014/15)	700
Sausalito Marin City School District, Marin City (2015/16)	524
Fort Sage Unified School District, Herlong (2016/17)	310
Johnstonville Elementary School District, Susanville (2016/17)	212
Winship-Robbins Elementary School District, Meridian (2013/14)	200
Cold Spring School District, Santa Barbara (2016/17)	175
<u>Colorado</u>	
Thompson School District R2-J, Loveland (2017/18)	16,000
Morgan County School District, Fort Morgan (2017/18)	3,300

Iowa**Enrollment**

Marshalltown Community School District, Marshalltown (2015/16)	5,085
Ottumwa Community School District, Ottumwa (2015/16)	4,595
Western Dubuque Community School District, Farley (2014/15)	2,991
Webster City Community Schools, Webster City (2017/18)	1,800
Center Point-Urbana Community School District, Center Point (2015/16)	1,543
West Liberty Community School District, West Liberty (2016/17)	1,307
Cedar Rapids Community School District, Cedar Rapids (2016/17)	1,300
Clear Lake Community School District, Clear Lake (2015/16)	1,200
Saydel Community School District, Des Moines (2013/14)	1,200
PCM Community School District, Monroe (2014/15)	1,100
Monticello Community School District, Monticello (2015/16)	1,096
Cherokee Community School District, Cherokee (2014/15)	940
West Branch Community School District, West Branch (2017/18)	844
Belmond-Klemme Community School District, Belmond (2015/16)	801
MMCRU Schools (Marcus Meridian Cleghorn Remsen Union), Marcus (2017/18)	800
North Cedar Community School District, Stanwood (2015/16)	800
Colfax-Mingo School District, Colfax (2014/15)	746
North Kossuth CSD & North Union CSD (shared supt), Swea City/Armstrong (2015/16)	743
North Butler Community Schools, Allison (2013/14)	707
Ogden Community School District, Ogden (2017/18)	700
AGWSR Community School District, Ackley (2017/18)	624
AGWSR Community School District, Ackley (2013/14)	600
PCM Community School District--Principal Search, Monroe (2014/15)	

Idaho

Coeur d'Alene Public Schools, Coeur d'Alene (2016/17)	11,000
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Illinois

East Dubuque School District #119, East Dubuque (2017/18)	718
Scales Mound Community Unit School District #211, Scales Mound (2014/15)	245

Kansas

Kansas State Department of Education--Commissioner of Education, Topeka (2013/14)	
Lawrence Public Schools USD 497, Lawrence (2015/16)	11,716
Lansing Unified School District 469, Lansing (2015/16)	2,600
Ottawa USD 290, Ottawa (2017/18)	2,386
Independence USD #446, Independence (2014/15)	2,000
Chapman USD 473, Chapman (2015/16)	1,065
Burlington USD 244, Burlington (2015/16)	854
Caney Valley USD #436, Caney (2014/15)	810
Wellsville USD 289, Wellsville (2017/18)	782
Lyndon USD 421, Lyndon (2016/17)	400
Rawlins County Schools USD 105, Atwood (2013/14)	317
Stafford USD 349, Stafford (2016/17)	200

<u>Louisiana</u>	<u>Enrollment</u>
Caddo Parish Public Schools, Shreveport (2013/14)	41,000
<u>Massachusetts</u>	
Gardner Public Schools, Gardner (2013/14)	2,528
<u>Missouri</u>	
Francis Howell School District, Saint Charles (2015/16)	17,000
Webster Groves School District, Webster Groves (2015/16)	4,500
Willard Public Schools, Willard (2016/17)	4,500
<u>Mississippi</u>	
Jackson Public Schools, Jackson (2017/18)	27,062
Madison County School District, Ridgeland (2017/18)	13,225
Starkville Oktibbeha Consolidated School District, Starkville (2016/17)	5,200
<u>Montana</u>	
Shepherd School District #37, Shepherd (2016/17)	750
<u>North Carolina</u>	
Charlotte-Mecklenburg Schools, Charlotte (2015/16)	145,363
Dare County Schools, Nags Head (2016/17)	5,500
<u>Nebraska</u>	
Learning Community of Douglas and Sarpy Counties, Omaha (2015/16)	
Grand Island Public Schools, Grand Island (2015/16)	9,607
Waverly School District 145, Waverly (2016/17)	1,920
Crete Public Schools, Crete (2015/16)	1,800
Seward Public Schools, Seward (2016/17)	1,406
Fairbury Public Schools, Fairbury (2014/15)	901
Broken Bow Public Schools, Broken Bow (2014/15)	810
Central City Public Schools, Central City (2013/14)	690
South Central Nebraska Unified #5, Fairfield (2017/18)	681
Chase County Schools, Imperial (2017/18)	620
Gibbon Public Schools, Gibbon (2016/17)	598
Wood River Rural Schools, Wood River (2013/14)	549
Bridgeport Public Schools, Bridgeport (2013/14)	500
Centura Public Schools, Cairo (2017/18)	486
Twin River Public Schools, Genoa (2013/14)	480
Yutan Public Schools, Yutan (2014/15)	477
Doniphan-Trumbull Public School, Doniphan (2017/18)	465
Superior Public Schools, Superior (2017/18)	435
Southern Public Schools, Wymore (2016/17)	395
Pawnee City Public Schools, Pawnee City (2015/16)	297
Axtell Community School, Axtell (2016/17)	264
Creek Valley Public Schools, Chappell (2014/15)	252
Meridian Public Schools, Daykin (2013/14)	200
Potter-Dix Public Schools, Potter (2014/15)	191

	<u>Enrollment</u>
<u>New Jersey</u>	
Colts Neck Township Schools, Colts Neck (2014/15)	969
Harding Township School, New Vernon (2014/15)	330
Unity Charter School--Director of Schools, Morristown (2014/15)	205
<u>New Mexico</u>	
NM Carlsbad Municipal Schools, Carlsbad (2016/17)	6,410
<u>Oregon</u>	
Bend-La Pine Schools, Bend (2014/15)	17,300
Reynolds School District, Fairview (2017/18)	11,200
<u>Pennsylvania</u>	
Bishop McCort Catholic High School--Principal, Johnstown (2013/14)	400
<u>South Carolina</u>	
Jasper County School District, Ridgeland (2015/16)	3,000
<u>South Dakota</u>	
Rapid City Area School District 51-4, Rapid City (2015/16)	13,320
Meade School District, Sturgis (2017/18)	2,800
Sisseton School District 54-2, Sisseton (2016/17)	925
<u>Virginia</u>	
VA Culpeper County Public Schools, Culpeper (2014/15)	8,001
<u>Washington</u>	
WSSDA--Executive Director, Olympia (2015/16)	
Seattle Public Schools--Director of Enrollment Planning, Seattle (2014/15)	52,999
Bellevue School District--Exec. Dir of Human Resources, Bellevue (2013/14)	19,000
Battle Ground School District, Battle Ground/Brush Prairie (2013/14)	13,000
Tahoma School District No. 409, Maple Valley (2017/18)	8,200
Tumwater School District, Tumwater (2014/15)	6,700
Longview School District No. 122, Longview (2014/15)	6,320
Kelso School District, Kelso (2013/14)	4,500
Shelton School District, Shelton (2014/15)	4,115
Othello School District No. 147, Othello (2015/16)	4,000
Centralia School District #401, Centralia (2013/14)	3,522
Ellensburg School District #401, Ellensburg (2017/18)	3,300
Ridgefield School District, Ridgefield (2013/14)	2,200
Port Townsend School District, Port Townsend (2015/16)	1,214
Tonasket School District, Tonasket (2014/15)	1,200
Tenino School District, Tenino (2013/14)	1,180
Chimacum School District, Chimacum (2014/15)	1,100
Okanogan School District, Okanogan (2017/18)	1,100
Mabton School District, Mabton (2017/18)	1,000
Coupeville School District, Coupeville (2017/18)	980
Kalama Schools, Kalama (2014/15)	950
Chief Leschi Schools, Puyallup (2014/15)	890

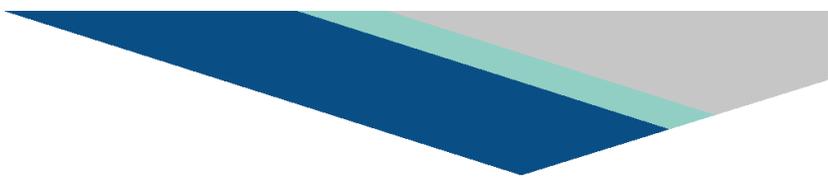
<u>Washington (continued)</u>	<u>Enrollment</u>
Chewelah School District, Chewelah (2017/18)	815
San Juan Island School District, Friday Harbor (2014/15)	750
Quilcene School District, Quilcene (2017/18)	650
Kittitas School District, Kittitas (2016/17)	600
Ocosta School District, Westport (2016/17)	600
Mossyrock School District, Mossyrock (2015/16)	530
Soap Lake School District #156, Soap Lake (2017/18)	490
Kittitas School District--Secondary Principal, Kittitas (2014/15)	350
McCleary School District, McCleary (2017/18)	325
Morton School District No. 214, Morton (2013/14)	310
McCleary School District (grades PreK-8), McCleary (2014/15)	290
Crescent School District, Joyce (2015/16)	250
Kittitas School District--Elementary Principal, Kittitas (2014/15)	250
Mary M Knight School District #311, Elma (2013/14)	195
Thorp School District, Thorp (2017/18)	170
Wishkah Valley School District, Aberdeen (2014/15)	140
Skykomish School District, Skykomish (2015/16)	45
 <u>Wisconsin</u>	
West Bend School District, West Bend (2017/18)	6,909
DeForest Area School District, DeForest (2015/16)	3,625
School District of Fort Atkinson, Fort Atkinson (2016/17)	2,900
Clinton Community School District, Clinton (2014/15)	1,101
Bristol School District No. 1, Bristol (2015/16)	770



LEBANON
Community Schools

*A Proposal for a
Superintendent Search*

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES



INTRODUCTION

Hazard, Young, Attea and Associates, (HYA) Proposes to conduct a national search for talented and highly qualified candidates for the position of Superintendent of Schools for Lebanon Community Schools.

This document serves to clearly outline the specific services, deliverables and costs proposed for Lebanon.

SCOPE OF SERVICES

Full descriptions of each phase in our search process are available in our *HYA Signature Search Process* brochure. HYA shall provide the following services and deliverables.



Engage Phase

- Conduct a Planning Meeting with the Board and provide a summary of said meeting which will detail the timeline and steps of the search process and decisions made by the board;
- Survey community constituents electronically and provide a report of findings;
- Provide for up to four individual consultant days for interviews, focus groups, and/or town hall meetings to gather in-person input from constituent groups as decided by the board; additional days are billed at \$1000/day;
- Present a *Leadership Profile Report* to the Board, and propose *Desired Characteristics* based on the data from the survey, interviews with district and community representatives and other material made available to the associates;



Recruit Phase

- Prepare and place advertisements as selected and paid for by the Board;
- Recruit and contact candidates utilizing national networks;
- Correspond with candidates regarding the search process, timeline, *Leadership Profile Report* and *Desired Characteristics*;
- Interview candidates;
- Conduct reference checks;
- Identify best qualified candidates;
- Prepare application materials of selected slate of candidates for Board consideration;



Select Phase

- Present a slate of candidates, the number of candidates to be determined by the Board with a recommendation from HYA;
- Conduct the Interview Workshop and provide materials and protocol to ensure informative effective Board interviews;
- Schedule interviews for the Board with selected semi-finalists and finalists;
- Facilitate Board discussion to narrow candidate pool after each round of interviews;
- Coordinate and provide third party, independent investigative background check(s) of candidates as selected and paid for by the Board;
- The Board's decision to hire or not hire a particular candidate is at the sole discretion of the Board; and the Board takes responsibility for that decision.



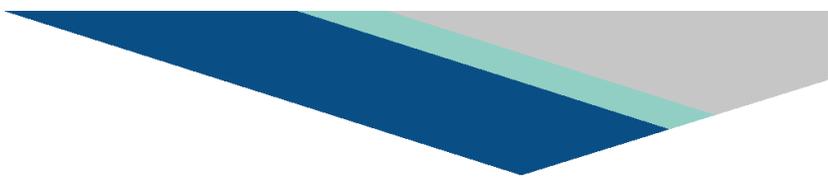
Transition Phase

- Communicate with all unsuccessful candidates at the close of the search and the appointment of the new Superintendent;
- Hold a debriefing meeting with the new Superintendent and Board regarding information learned throughout the search process;
- Offer other transition services to be considered by the Board and if desired, paid for by the Board.

FEES

In consideration for Services, the District will pay to Hazard, Young, Attea and Associates:

- A. Consulting Fee for the search in the amount of \$22,500. This fee is due in three installments:
 - 50% will be invoiced upon execution of the contract/agreement
 - 25% will be invoiced upon presentation of the Leadership Profile Report
 - 25% will be invoiced upon presentation of the slate
- B. Associate Expenses for travel will be reimbursed by the Board. Mileage reimbursement is based on current IRS guidelines.
- C. If the Board chooses to reimburse candidates for travel for interviews, HYA will coordinate the reimbursement.

- 
- D. Based on past experience, HYA has designed advertising packages to maximize exposure for the vacancy. The Board will choose the package that best suits their needs. The cost ranges from \$1950 - \$5000. See Appendix A in the *HYA Signature Search Process* for additional details.
 - E. Background checks/Executive Due Diligence Services as selected by the Board. The cost ranges from \$1100 - \$1950 per candidate. See Appendix B of the *HYA Signature Search Process* brochure for investigative procedures and options.
 - F. Printing and Postage; HYA is a green corporation whereby all documents related to the search will be provided via a Board portal. If the Board wishes to have hard copies, 3% of the Consulting Fee will be added to the agreement as an additional fee to cover the costs associated with printing, binding and shipping all materials.
 - G. The Community and Leadership Profile Survey is offered in English and Spanish. If the district wishes to offer the survey in additional languages, the fee is \$315 per language. Please allow up to two weeks for translation. Custom requests will be quoted based on scope of customization.

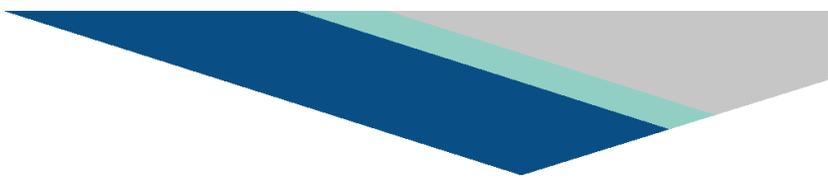
Optional Transition Services

The Transition Phase consists of assisting the Board and new Superintendent to assure a successful transition. HYA associates will meet with the new Superintendent and Board leadership regarding the information learned throughout the search process. HYA offers additional Transition Services, please see appendix C of *HYA Signature Search Process* brochure for a full description of transition services.

- \$3000 Board Governance Workshop
- \$5000 Board Goal Setting and Superintendent Evaluation
- \$15,000 Comprehensive First Year Support (includes Governance Workshop and Board Goal Setting and Superintendent Evaluation)
- Executive Coaching (quoted based on desired frequency)

Other transition services, such as Strategic Planning, are quoted based on student population:

- Strategic Planning
- Board Governance Dashboard
- Program Evaluation



THE SEARCH TEAM

HYA assigns an individual management team to each executive search that it conducts. Upon the concurrence of the Board, HYA proposes the following search team.

Hank Harris, Senior Associate, will serve as your Search Consultant. Hank can be reached at 202.735.6665 and hankharris@hyasearch.com.

Executive oversight for the search is provided by the HYA president, Dr. Max McGee (224-234-6129, maxmcgee@hyasearch.com).

Therese Meyer, serves as project manager and can be reached at 847-744-5640 and theresemeyer@hyasearch.com.

GUARANTEES

Fixed Price

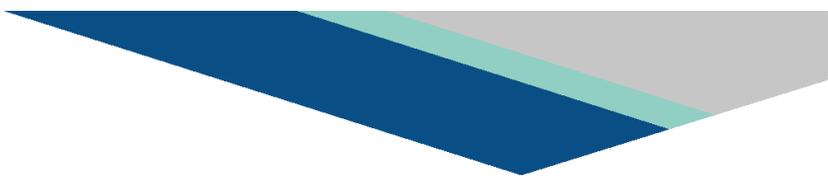
Throughout the search process the Associates will be available to counsel with the Board about the search. The consultants will assist the Board until the Board determines it has found the appropriate candidate for the position.

Non-Solicitation of Selected Candidate

The Superintendent appointed with HYA's assistance will not be presented to another Board as a candidate if it would result in the Superintendent leaving the District within three (3) years of employment unless the Board provides written authorization to HYA that they may do so.

Client-Satisfaction

If the Superintendent departs from the position during the first year under any circumstances or within two (2) years if a majority of the Board is still in place and departure is due to dissatisfaction and not personal or familial reasons, HYA will recruit new candidates for the Board at no additional cost barring travel, advertising and due diligence expenses.



Price Match

HYA will agree to match the price of any competitive bid as long as the bid is for a comparable level of services and support (both time and process).

REFERENCES

HYA's reputation for effectiveness and integrity is extremely important. All of the Districts listed below have worked with our Senior Associate Hank Harris. The reference contact information includes the Board President of the District. In addition to the references listed below, an extensive list of national searches our firm has completed since 2013 is attached.

District Name and State	Board President	Contact Information
Beaverton School District	Anne Bryan	503-679-5040
Portland Public Schools	Rita Moore	971-222-4805
Richland (WA) School District	Rick Jansons	509.528.3488
Linn-Benton-Lincoln ESD	Heather Search	541-258-5261

HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 847-724-8465 or at hya@hyasearch.com with questions or requests for additional information.

Hazard, Young, Attea & Associates
1475 E. Woodfield Rd, 14th Floor
Schaumburg, IL 60173
(847) 724-8465

www.hyasearch.com

September 28, 2018

Tom Oliver, Board Chairman
Lebanon Community Schools
485 South 5th Street
Lebanon, OR 97355

Dear Members of the Lebanon Community Schools' Board of Education:

Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates, (HYA) can provide to Lebanon in your search for a new Superintendent. Why is HYA exceptional amongst educational search firms? We believe it is due to the following factors:

NATIONAL REACH – LOCAL KNOWLEDGE: We have conducted over 1200 searches across the United States and are represented by associates in every region of the nation. Our Lead Consultant, Hank Harris, has provided consulting services to more than twenty-five Oregon and Washington school districts.

THE BOARD PORTAL: Communication and organization are critical to successful searches. Our web-based delivery system gives the Board anytime, anywhere access to all documents regarding the search. Whether through a tablet, smart phone, laptop or desktop computer, the Board and the search Associates have confidential access to all information associated with the search in an organized, transparent, and timely manner.

RESEARCH BASED COMMUNITY ENGAGEMENT: HYA's community engagement process and online survey employ research-based approaches to identifying the goals, needs, and priorities of the school system along with the desired characteristics of its next leader. The survey was developed based on research on effective leadership.

MORE THAN A BACKGROUND CHECK – EXECUTIVE DUE DILIGENCE: HYA's comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read.

Our technical proposal, which follows, was written and coded based on the requirements defined in your RFP. Additionally, the brochure entitled, HYA Signature Search Process, defines a prototypical search, but please know that HYA customizes each search to the District's and Board's specific needs and wishes.

Sincerely,



Glenn "Max" McGee, PhD
President
Hazard, Young, Attea & Associates



HYA Signature Search Process

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

The HYA Difference

National Reach – Local Focus

Established in 1987, Hazard, Young, Attea & Associates (HYA) is one of the oldest and largest search firms having assisted more than 1000 school boards select exceptionally talented leadership in school systems across the nation, large and small, urban and rural. HYA's reputation and experience make it one of the preeminent school search firms in the nation and a standard which others often emulate. HYA Associates are located across the country to conveniently serve clients and are thus uniquely qualified to bring local - as well as national - perspectives, knowledge, experience, and connections to each search.

The Board Portal

Communication and organization are critical to successful searches. Our web-based delivery system gives the Board anytime, anywhere access to all documents regarding the search. Whether through a tablet, smart phone, laptop or desktop computer, the Board and the search Associates have confidential access to all information associated with the search in an organized, transparent, and timely manner.

Executive Oversight

Every HYA search has executive oversight by a Regional President, and HYA's Director of Operations serves as project manager to ensure all details are carefully managed. HYA has professionally staffed offices, a technological infrastructure, and a staff of full-time employees. Our tech team serves as a resource to school districts for linking the online community survey and other search materials to their website. These resources make HYA capable of responding to Board's requests in a very timely fashion.

Research Based

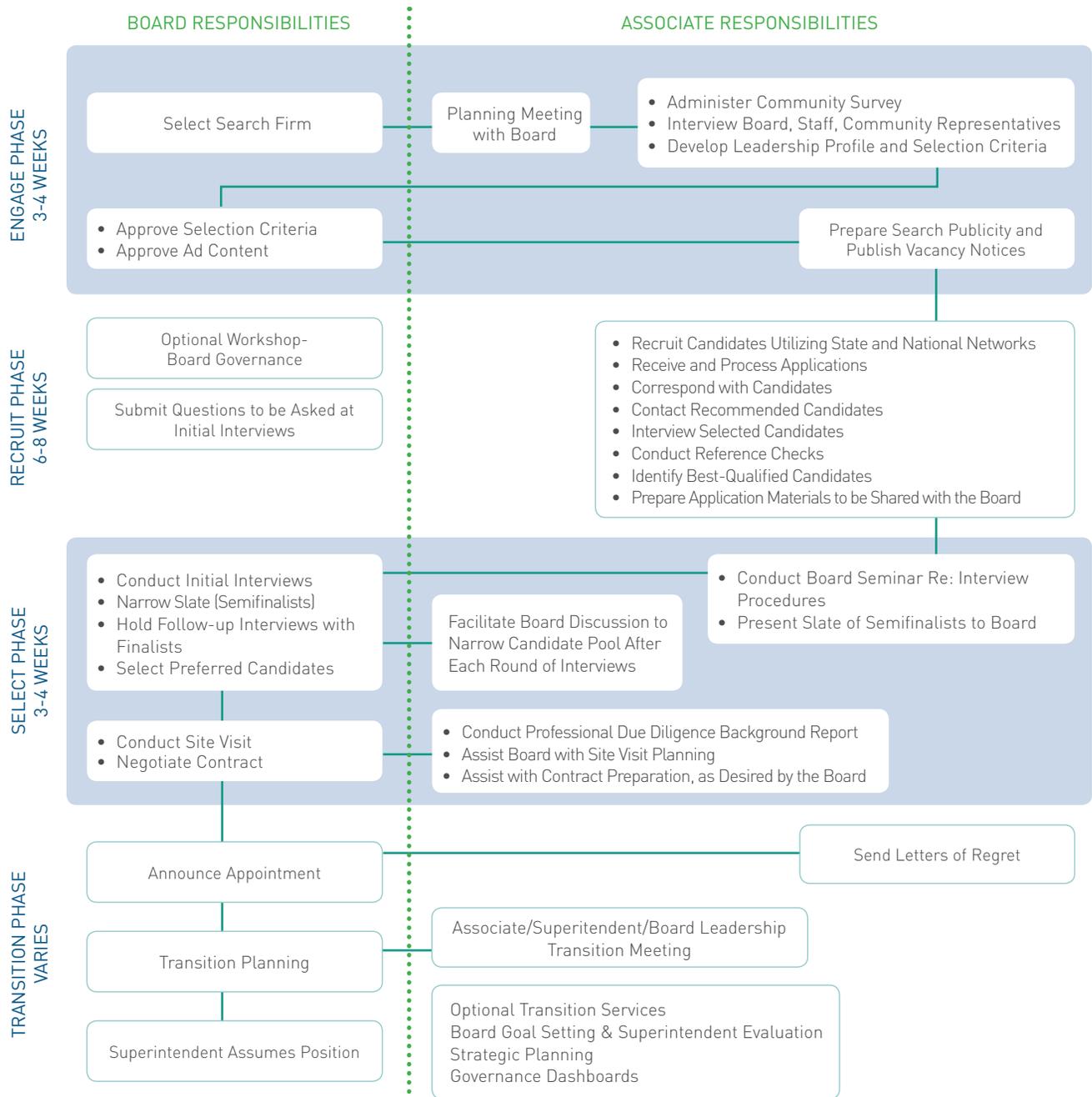
HYA is the leadership division of ECRA group, a premier research and analytics firm with over 35 years of experience supporting school districts in improving student outcomes. HYA's community engagement process and online survey employ research-based approaches to identifying the goals, needs, and priorities of the school system along with the desired characteristics of its next leader. The survey was developed based on research on effective leadership. The resulting Community and Leadership Profile Survey Report provides information on the current state of the District, essential information the Board will use in the selection process and the new leader can use day one of employment. Furthermore, by blending consulting, professional service, and technology, HYA/ECRA group offers transition services and an analytics infrastructure to help the Board and their new leader better understand the interrelationships among school functions, and the impact of decisions and expenditures on student outcomes.



More Than a Background Check – Executive Due Diligence

HYA’s comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read. The investigative procedures are comprehensive and thorough with a focus on the public school landscape - well beyond what constituents could produce through a simple internet search. This includes on-site research of primary source documents at relevant county court houses for civil and criminal record history. Additionally news and social media investigations provide a better understanding of a candidate’s leadership style, public relations skills, and reputation.

HYA Signature Search Process



The Four Phases of HYA's Signature Search

The process outlined represents a prototypical search. Upon selection, the Associates will meet with the Board to discuss this process and modify it to meet the Board's unique needs. The following is a description of each phase in the search:

The Engage phase consists of designing and planning a process of engaging the Board and stakeholders through interviews, online surveys (available in world languages), and focus groups. Information from these interactions assists the Board in developing a leadership profile and selection criteria that match the priorities of the community and that meet the unique needs of the local district. This disciplined, inclusive and research-based approach ensures all stakeholders have the opportunity to be a part of the search process and provides valuable feedback about the school district based on HYA's local research and professional understanding of the district's standing in the broader marketplace. In an effort to be fully transparent to the community, an internet link is provided to the HYA website which details the search process and the vacancy announcement.



Engage





Recruit

The Recruit phase consists of leveraging HYA’s extensive national network of Associates across multiple offices and incorporating advertising strategies (as selected and paid for by the Board pursuant to Appendix A) that results in the identification and recruitment of exceptionally talented leaders. HYA can also recruit non-traditional candidates, i.e. executives that have worked in business, military, private or public sector. HYA works in close partnership with state and national organizations with numerous Associates serving on those Boards.



Select

The Select phase consists of providing the Board with a slate of candidates that were interviewed by HYA Associates using the Leadership Profile established by the Board. HYA Associates are committed to spending the necessary time and energy on the details to find the right candidates to bring to the Board. The search team then facilitates the Board interviews and appointment process including reviewing candidates’ references. HYA’s ability to gain important background information regarding candidates - beyond what appears on an individual’s resume - is a unique and distinguishing characteristic of HYA, and is attributable to the integrity of the firm, Associates, and the vast networks of professional relationships built through years in the education field. A workshop on interviewing and construction of interview questions is facilitated by the Associates for the Board. Executive due diligence including formal background and media checks complete the Select phase (as selected and paid for by the Board pursuant to Appendix B).



Transition

The Transition phase consists of assisting the Board and new Superintendent to assure a successful transition. Appointing a new leader is the first step toward accomplishing organizational and student goals for success. Included in the search fee is a transition meeting with the new Superintendent and representative(s) of the Board regarding the information learned throughout the search process, in particular, the Community and Leadership Profile Survey. Additional transition services are available (as selected and paid for by the Board pursuant to Appendix C).

The Search Team

Presently, HYA is represented by Associates across the United States who assist with the firm's mission to provide proactive, thorough and quality assistance to School Boards in need of identifying and recruiting highly qualified executives for superintendencies and other administrative positions. HYA Associates bring extensive executive search experience and broad educational backgrounds to its practice. Through continuing involvement in school and university work, HYA Associates are aware of current educational issues and have strong relationships with educational leaders and opinion-makers in administrative leadership and management. HYA is committed to engaging a diverse and gender balanced cadre of Associates. Among HYA Associates are members of NABSE (National Alliance of Black School Educations) and ALAS (Association of Latino Administrators and Supervisors).

HYA assigns an individual management team to each executive search that it conducts. Associates assume direct responsibility for the search and coordinate the activities of all individuals engaged in the project. In addition to the Associates assigned to the search, all nation-wide Associates in the firm are tasked with identifying prospective candidates. Board members will receive the business, home and cell phone numbers, as well as the email addresses of the Associates.

HYA has professionally staffed offices, a technological infrastructure and a full-time employed staff; thus, HYA is capable to respond to any request the Board may have on the Board's time schedule. Finally, each search has executive oversight by a Regional President and HYA's Director of Operations serves as project manager to ensure no detail is overlooked. HYA's office staff, which is highly knowledgeable and pleased to assist at any time, is available to the Board from 9:00 a.m. to 5:00 p.m. CST, Monday through Friday.

HYA believes that communication and organization are critical to successful searches. Our delivery system gives the Board anytime, anywhere access to all documents regarding the search. HYA has adopted a green process whereby all materials are delivered via a dedicated search portal so the Board and its Associates can have confidential access to all information associated with the search in an organized and timely manner.

All materials are delivered via a dedicated search portal giving the Board immediate and organized access to all information

Appendices

- A Advertising Services
- B Executive Due Diligence
- C Transition Services

Advertising Services

HYA Associates work with their clients to consider the many approaches to advertising vacant position(s). The HYA staff creates and coordinates all advertisements at the Board's direction. The National Plan ensures exposure in the most frequently read print, e-publication journals, and job boards of educational leaders across the country. HYA has created other more focused advertisement options for the Board to consider as add-ons to the National Plan, including state and region-specific options. Whatever the Board chooses, HYA staff will write, place, and coordinate all the details.

Package 1	Package 2	Package 3
HYA group print ad in Ed Week	Two HYA group print ads in Ed Week	Monthly HYA group print ad in Ed Week for length of search
Online listing on EdWeek's TopSchoolJobs site for 30 days	Online listing on EdWeek's TopSchoolJobs site for 30 days	Dedicated District specific print ad in Ed Week
Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days	Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days	Online listing on EdWeek's TopSchoolJobs site for 30 days
Online listing on AASA's site for 30 days	Online listing on AASA's site for 30 days	Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days
Posted on ECRA, Twitter, and LinkedIn	Online Spotlight and Preferred upgrades on AASA's Site for 30 days	Online listing on AASA's site for 30 days
	Posted on ECRA, Twitter, and LinkedIn	Online Spotlight, Preferred, and Featured upgrades on AASA's Site for 30 days
		Posted on ECRA, Twitter, and LinkedIn



Options to Complement the Advertising Packages

(Choose as many as desired.)

Careerbuilder Network	ALAS & NABSE	LinkedIn
<p>Careerbuilder ad, linked to ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days</p>	<p>Association of Latino Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps</p> <hr/> <p>National Alliance of Black School Educators (NABSE) for 30 days</p>	<p>LinkedIn listing for 30 days</p>

Regional Packages

(Choose one of the following.)

California	Northeast	State Specific
<p>2 advertisements (5X4) in EdCal/ACSA (Association of CA School Administrators), print and e-publication</p> <hr/> <p>CALSA (CA Association of Latino Superintendents and Administrators) online advertisement for 30 days</p> <hr/> <p>Posted on ECRA, Twitter, and LinkedIn</p>	<p>NJASA (New Jersey Association of School Administrators)</p> <hr/> <p>NYSCOSS (New York State Council of School Superintendent) online and newsletter</p> <hr/> <p>CAPSS (Connecticut Association of Public School Superintendents)</p> <hr/> <p>Posted on ECRA, Twitter, and LinkedIn</p>	<p>Three state association advertisements as decided by the associate and the board</p> <hr/> <p>Posted on ECRA, Twitter, and LinkedIn</p>

Executive Due Diligence

HYA incorporates executive due diligence in the search process. The comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read. The investigative procedures are comprehensive and thorough with a focus on the public school landscape - well beyond what constituents will produce through a simple internet search. This includes on-site research of primary source documents at relevant county court houses for criminal record history. Each background search requires 7-10 working days to complete.

Two packages are offered. The Comprehensive Package includes a news and social media analysis. The news media investigation provides a better understanding of a candidate's leadership style, public relations skills and priorities. The news media investigation draws upon over 28,000 specialized publications and 900 newswires in 200 countries and includes 30 years of credible archived information. Special focus is given to publications in communities where the candidate has lived or worked. The social media review includes a review of text and images on sites such as Twitter, LinkedIn, personal blogs and industry websites. The analysis provides a summary of candidate generated activity with highlights of negative alerts.

The Basic package was designed in response to requests for a simpler cabinet or principal position background check; it does not include the news and social media analysis.

	Comprehensive	Basic
Personal Profile Summary	x	x
Social Security Trace	x	x
County Criminal Record History	x	x
Federal Criminal Record History	x	x
County Civil Record History	x	x
Department of Motor Vehicles License Information	x	x
Education (Degree) Verification	x	x
Transunion Credit Report	x	x
Investigation of all Aliases Identified within Past 7 Years	x	x
Investigation of all Jurisdictions of Residence, Education, and Employment within Past 7 Years	x	x
University and Academic Program Accreditation	x	x
National Criminal Record History	x	x
National Sex Offender Search	x	x
Executive Summary	x	x
News Media Review (5 year timeframe and up to 20 relevant articles)	x	
Social Media Review	x	

Transition Services

HYA offers optional transition services that would benefit Boards and new Superintendents during the transition period and the Superintendent's first year in the school district.

Board Governance Workshop

The Board Governance Workshop requires 3-4 hours and provides the Board the opportunity to clarify the respective roles of the Board and the Superintendent. The workshop addresses the concepts of trusteeship, governance, management, continuous improvement and systematic change. Developing and maintaining effective Board-Superintendent relations, the need for long and short range planning, consensus decision-making, and other components of successful Board service are also discussed at this workshop.

Board Goal Setting & Superintendent Evaluation

To develop and maintain effective Board-Superintendent relations and provide the Board with an opportunity to determine what it desires to have the Superintendent achieve during his/her first two years in the position, goals and the evaluation process must be codified and understood with great clarity. The evaluation process should reinforce the concept of continuous improvement, and should monitor the achievement of the Board's goals. Processes and instruments for performance evaluation will be provided.

Comprehensive First Year Support

This service includes both the Board Governance Workshop and the Board Goal Setting & Superintendent Evaluation service in addition to ongoing mentoring for the new Superintendent. The mentoring relationship will be designed with the HYA Associate and the new Superintendent with input from the Board. There is a focus on monitoring progress towards attainment of Board goals and facilitation of the Superintendent's first year evaluation.

Strategic Planning

Improving student outcomes begins with a clear and compelling vision for student success. When a new leader is appointed, a clear and concise strategic plan helps guide decisions and ensures energy is directed toward advancing the priorities of the community as directed by the Board. A disciplined strategic planning process allows school systems to engage stakeholders, build a consensus around what matters, and channel resources accordingly in order to ensure a maximum return on investments. A disciplined strategic planning process provides clarity of purpose as well as a structure to align the organization, its structures, and its policies. This service is typically a 3-6 month engagement.

Governance Dashboards

Governance dashboards help to facilitate, launch, and govern implementation of the district's strategic plan and give meaningful data for the Board to evaluate the impact and return on investment that strategic goals are having on student achievement, financial, and other system outcomes. The strategic dashboard provides a framework for the Board and Superintendent to communicate the priorities and progress of the school system to the community. This service is a continued service from year to year.

HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 847-318-0072 or at hya@hyasearch.com with questions or requests for additional information.

Hazard, Young, Attea & Associates

1475 E. Woodfield Rd., 14th Floor
Schaumburg, IL 60173
(847) 318-0072

East Coast Regional office

Jersey City, NJ

West Coast Regional office

Palo Alto, CA

www.hyasearch.com

HANK HARRIS

Mobile: 202.735.6665

1341 Q Street NW, Unit A
Washington, DC, 20009

hank@humancapitalenterprises.com

HUMAN CAPITAL ENTERPRISES

Founder and President.

11/2011 - present

Serve as a human capital consultant to school districts across the United States. Coach Superintendents, Human Resources leaders, and educational stakeholders on human capital concerns.

- Serve as a strategic planning consultant within the Human Capital arena.
- Assist K-12 school districts to improve productivity by auditing and informing HR practice.
- Serve as a nationwide public speaker/spokesperson on the topics connected to PK-12 Human Capital.
- Serve as executive search consultant and an associate for HYA (Hazard Young Attea) serving districts as diverse as Prince George's County, Maryland; Portland, Oregon; and Richmond, Virginia.
- Serve as compensation consultant to the CEO and senior leadership for multiple school districts.
- Serve as a mentor to new human resources leaders.
- Serve as interim Human Resources Director on an ad-hoc basis.
- Serve as a labor relations consultant to a Superintendent and senior leadership team.
- Serve as a thought leader on K-12 Human Capital issues nationally.

VIRGINIA ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS (VASPA)

Executive Director.

07/2015 – 10/2017

Serve as Executive Director of a professional association of K-12 Human Resources professionals across Virginia. Increased net reserves 1000% since July, 2015; expanded membership by 60%; expanded corporate sponsorship by 400%.

- Manage a dues-paying professional association as the Executive Director, and only staff member.
- Plan coordinate, and oversee professional development including two annual conferences.
- Interface on human resources/human capital needs on behalf of Virginia's 133 school divisions.
- Innovate new programming.
- Engage with members, would-be members, sponsors, and would-be sponsors.
- Support the governance and policies enacted by a six-person Board.
- Ensure financial compliance.
- Organize quarterly board meetings and keep board members engaged throughout the year.
- Interpret policy for Board and members.
- Explore new opportunities to build membership and support the development and advocacy of members.
- Serve as a thought leader on K-12 Human Capital issues in the state of Virginia.

AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS (AASPA)

Interim Executive Director.

01/2014 – 03/2014

Served as Interim Executive Director/CEO of AASPA for three months, representing 1400 school district human resources leaders and staff nationwide.

- Increased membership and oversaw the most-attended "Boot Camp" in AASPA History (as of 2014)
- Oversaw the general operations of the association until a permanent Executive Director was named.

BELLINGHAM (WASHINGTON) SCHOOL DISTRICT

Executive Director of Human Resources/Consultant.

11/2011 – 5/2015

Served as a Consultant from 11/2011 through 06/2012. Employed as Executive Director of Human Resources from 07/2012 through 06/2013. Served again as a Consultant from 07/2013 through early 2015.

- Served as a senior leader of the organization and member of the Executive Team.
- Managed budget of approximately \$1M.
- Oversaw reorganization of department protocols and improved customer relationships.

PORTLAND (OREGON) PUBLIC SCHOOLS

Executive Director of Human Resources.

07/2009 – 11/2011

Served as a Chief Human Resources Officer, assuming all aspects of human resources leadership for a workforce of 6800 employees.

- Served as chief advisor to the Superintendent and member of the Executive Team.
- Managed budget of approximately \$7M.
- Oversaw all aspects of Human Resources/Talent Management including managing seven directors and a department of 40 FTE.

CANBY SCHOOL DISTRICT

Executive Director of Human Resources.

07/2005 – 06/2009

Served as Chief Human Resources Officer, assuming all aspects of human resources leadership for a workforce of 550 employees.

EDUCATION

- University of Washington. Certificate of School Leadership, 1997.
- University of Michigan. Masters of Arts in Secondary Education, 1993.
- Harvard University. Bachelor of Arts in English and American Language and Literature, cum laude, 1990.

PROFESSIONAL ACCOMPLISHMENTS

- Board Member, Pride Fund, 2018 –
- Board Member, REALSchool Gardens, 2016 –
- Governing Board Member, American Association of School Personnel Administrators, 2012-2015.
- “*Leveraging HR in the Board Room & Building Internal Capacity*,” American Association of School Personnel Administrators Human Capital Leadership Academy, December 2016, New Orleans, LA.
- “*Analyzing and Aligning Compensation for your Classified and non-Represented Staff*,” American Association of School Personnel Administrators annual conference, October 2016, Orlando, FL.
- Keynote Speaker, Oregon School Personnel Association Annual Conference, Eagle Point, Oregon, April 2014; Welches, Oregon, July 2015.
- “*Teacher Absence: Research Review and Ideas for Action*,” American Association of School Personnel Administrators annual conference, October, 2014, Portland, OR and Texas Association of School Personnel Administrators, December 2014, Austin TX.
- Keynote Speaker, Frontline Live – Substitute Systems, San Francisco, California, December 2014.
- “*An Outstanding Educator in Front of Them Every Day*,” *District Administration Magazine*, February, 2014.
- President/Executive Board member, Oregon School Personnel Association 2009-2011.
- Alumni Interviewer, Harvard College

**SELECT HYA SUPERINTENDENT SEARCH HISTORY
WITH REFERENCES**

2017

0 – 3,000 Students	3,001 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
<p>Bexley City SD (OH) 2,274 Students, K-12 Melissa LaCroix Melissa.Lacroix@bexleyschools.org</p> <p>Harvard CUSD 50 (IL) 2,400 Students, PK-12 Sandra Theriault stheriault@cusd50.org</p> <p>Hunterdon Central Regional HS (NJ) 2,990 Students, 9-12 Deborah Labbadia 908.616.8588</p> <p>Madison SD (NJ) 2,604 Students, K-12 Lisa Ellis 201.400.2349</p> <p>Orinda Union Elementary SD (CA) 2,529 Students, K-8 Julie Rossiter 925.408.1780 jrossiter@orinda.k12.ca.us</p> <p>Pelham Public Schools (NY) 2,800 Students, K-12 Madeline Smith 646.209.5213</p> <p>Piedmont City USD (CA) 2,706 Students K-12 Andrea Swenson 510.697.8567 aswenson@piedmont.k12.ca.us</p> <p>Richland SD88 (IL) 915 Students, K-8 Julie Starasinich 815.690.0674</p> <p>Valhalla UFSD (NY) 1,517 students K-12 Bob Ierace, 914.522.9581 rierace@valhallaschools.org</p>	<p>Beacon City Schools (NY) 3,600 Students, K-12 Meredith Heuer 917.447.6562</p> <p>Chappaqua Central SD (NY) 4,000 Students, K-12 Allison Gardner 914.409.7696</p> <p>Concord Public Schools & Concord-Carlisle Regional School District (MA) 3,355 students, K-12 Johanna Boynton 978.318.1500</p> <p>Duxbury Public Schools (MA) 3,250 students, PK-12 Anne Ward, awarddux@verizon.net</p> <p>Manhasset Union Free SD (NY) 3,300 Students, K-12 Regina Rule 914.602.1483</p> <p>North Shore SD 112 (IL) 4,309 Students, PK-8 Eric Ephraim 847.541.0076</p> <p>Rescue Union SD (CA) 3,766 Students, PK-8 Nancy Brownell, 916.769.7417</p> <p>Rye City SD (NY) 3,384 Students, K-12 Katy Keohane Glassberg glassberg.katy@ryeschools.org</p>	<p>Franklin Public Schools (MA) 5,447 students, PK-12 Kevin O'Malley 774.571.8486</p> <p>Hempstead Union Free School District (NY) 6,000 Students, PK-12 Maribel Touré 516.434.4000</p>	<p>Clarke County SD (GA) 13,500 students, PK-12 Charles Worthy, 706.255.7795</p> <p>Crowley ISD (TX) 15,200 Students, PK-12 June W. Davis 817.292.6092</p> <p>Cupertino USD (CA) 18,000 students, PK-12 Anjali Kausar 408.827.8336</p> <p>El Rancho USD (CA) 8,800 students, PK-12 Dr. Aurora Villon, 562.965.8636</p> <p>Helena School District (MT) 8,200 students, PK-12 Sarah Sullivan 406.465.1472</p> <p>L'Anse Creuse PS (MI) 12,000 Students, K-12 Amy Servial 586.822.9302. amyservial@gmail.com Dr. Terri Spencer 248.520.0334 tmsedd@gmail.com</p> <p>Richland SD (WA) 13,400 Students, K-12 Rick Jansons, 509.528.3488 rick.jansons@rsd.edu</p> <p>Sequoia Union HSD (CA) 9,000 Students, 9-12 Carrie DuBois, cdubois@cbtnorcal.com</p>	<p>Fairfax County PS (VA) 183,000 students, PK-12 Sandy Evans, 571.423.1083</p> <p>Garland ISD (TX) 57,400 Students, PK-12 Larry H. Glick 972.475.4000</p> <p>Midland ISD (TX) 25,000 Students, PK-12 Rick Davis 432.683.6686</p> <p>Portland Public Schools (OR) 49,200 students, PK-12 Amy Kohnstamm 503.913.3945</p> <p>Richmond City SD (VA) 22,000 Students, PK-12 Dawn Pope 804.402.5000 Thomas Farrell 804.513.0523</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY
WITH REFERENCES**

2016

0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
<p>Brisbane SD (CA) 450 students, TK-8 Leo Tingin 415.269.4149 ltingin@brisbanesd.org</p> <p>Carlisle Public Schools (MA) 620 students PK-8 Melissa McMorrow 978.369.6550</p> <p>CCSD 89 – Glen Ellyn (IL) 2,000 students PK-8 Mike Nelson 773.469.7750</p> <p>Gravenstein Union SD (CA) 748 students K-8 Jim Horn 707.823.1052</p> <p>Harvey School District 152 (IL) 2,300 students PK-8 Gloria Johnson gjohnson@harvey152.org</p> <p>Soquel Union Elementary SD (CA) 1,900 students PK-8 Judy McGooden 408.818.1263</p> <p>South Bend Community School Corporation (IN) 1,039 students K-12 Jay Caponigro 574.274.7269 jay@jaycaponigro.com</p> <p>Woodbridge School District (CT) 780 students, PK-6 Margaret Hamilton, 203.494.7591 mannham@sbcglobal.net</p>	<p>Bedford Central School District (NY) 3,600 students K-12 Jennifer Gerken 914.262.3526</p> <p>Jefferson UHSD (CA) 5,000 students 9-12 Rosie Tejada 415.250.5123</p> <p>Laguna Beach USD (CA) 3,037 students K-12 Carol Normandin 949.497.7700 ext. 5202</p> <p>Minooka Community HSD #111 (IL) 2,700 students 9-12 Mike Brozovich mbrozovich@mchs.net</p> <p>New Albany-Plain Local SD (OH) 4,882 students PK-12 Debra Kalinosky dkalinosky@earthlink.net</p> <p>Walnut Creek ESD (CA) 3,600 students K-8 Katie Peña 925.287.0494</p>	<p>Westport Public Schools (CT) 5,770 students PK-12 Michael Gordon mgordon@westport.k12.ct.us</p>	<p>Campbell Union HSD (CA) 8,000 students 9 - 12 Linda Goytia 408.230.7414</p> <p>Carlsbad USD (CA) 11,000 students, K-12 Claudine Jones 760.331.5000</p> <p>Fairfield Public Schools (CT) 10,000 students PK-12 Philip Dwyer dwyer_philip@yahoo.com</p> <p>Manchester School District (NH) 15,000 Students PK-12 Debra Langton 603.669.8338</p> <p>Santa Barbara Unified SD (CA) 15,500 students PK-12 Kate Parker kparker@sbunified.org</p> <p>Stamford SD (CT) 16,000 students K-12 Geoff Alswanger 203.968.0233</p>	<p>Beaverton School District (OR) 40,725 students K-12 Anne Bryan 503.679.5040</p> <p>Blue Valley SD 229 (KS) 22,000 students PK-12 Mike Seitz 913.226.7765</p> <p>Houston ISD (TX) 215,000 students PK-12 Manuel Rodriguez 713.498.5649</p> <p>Humble ISD (TX) 41,000 students PK-12 Robert Sitton 281.450.2472</p> <p>Los Angeles USD (CA) 640,000 students PK-12 Steve Zimmer 213.241.6387</p> <p>Northwest ISD (TX) 21,000 students PK-12 Mark Schluter 817.948.6425 Josh Wright 682.472.1846</p> <p>Phoenix Union HSD (AZ) 27,000 students 9-12 Lela Alston 602.278.2002</p> <p>Providence PSD (RI) 24,000 students PK-12 Nicholas Hemond 401.453.8600</p> <p>Santa Ana Unified SD (CA) 56,000 students PK-12 John Palacio 714.542.0589</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY
WITH REFERENCES**

2015				
0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
<p>Galt Joint Union High SD (CA) 2,300 students 9-12 Terry Parker Owing 209.810.0720</p> <p>Highland Falls-Fort Montgomery CSD (NY) 1,000 students K-12 Anne Lawless 914.588.0384</p> <p>Northbrook/Glenview SD 30 (IL) 1,130 K-8 students Chuck Gitles 847.498.4190 cgitles@district30.org</p> <p>Rockridge CUSD #300 (IL) 1,100 students PK-12 Jeff Widdop 309.793.8001</p> <p>Salem Elementary SD111 (IL) 970 students PK-8 Terry Barnfield 618.267.0514</p> <p>Saratoga Union School District (CA) 2,100 students K-8 Arati Nagaraj 408.656.9137</p> <p>Trevor-Wilmot Consolidated SD (WI) 565 students PK-8 Tom Steiner 262.862.2356</p>	<p>City Schools of Decatur (GA) 4,200 students PK-12 Annie Caiola 404.371.3601</p> <p>Fayetteville-Manlius Central SD (NY) 4,420 students K-12 Marissa Joy Mims 315.682.3231</p> <p>Freeport School District 145 (IL) 4,187 students PK-12 Janice Crutchfield janice.crutchfield@fsd145.org</p> <p>Mahopac Central School District (NY) 5,000 students K-12 Michael Sclafani 914.939.1256</p> <p>Montville Twp School District (NJ) 3,700 student K-12 Dr. Karen Cortellino Karen.Cortellino@Montville.net</p>	<p>Cambridge Public Schools (MA) 7,000 students PK-12 Mayor David Maher 303.249.6575 Barbara Allen 617.349.6441 ballen@cpsd.us</p> <p>Centinela Valley Union HSD (CA) 6,600 students 9-12 Hugo M. Rojas II 310.263.3200</p> <p>Flint Community Schools (MI) 7,000 students PK-12 Isaiah Oliver 810.210.6823 isaiah.m.oliver@gmail.com</p> <p>Hudson School District #2611 (WI) 5,600 students K-12 Jamie Johnson 751.381.7105</p> <p>Oak Park Elementary SD 97 (IL) 5,900 students PK-8 Bob Spatz bspatz@op97.org</p> <p>Pemberton Township Schools (NJ) 5,000 students 9-12 Sandy Glawson glawson@pemb.org</p> <p>Union Elementary SD (CA) 5,000 students K-8 Sheila Billings 408.888.3268</p>	<p>Bridgewater-Raritan RSD (NJ) 8,800 students K-12 Ann Marie Mead 732.216.7268 amead@brrsd.k12.nj.us</p> <p>Eugene School District 4J (OR) 16,000 students K-12 Jim Torrey 541.790.7707</p> <p>Franklin Township PS (NJ) 8,300 students PK-12 Edward Potosnak 732.745.1866</p> <p>Jefferson County Schools (WV) 9,000 students PK-12 Scott Sudduth scottsud@gmail.com</p> <p>Montgomery County PS (VA) 9,500 students PK-12 James Lyons 540-831-9864 joeylyons@mcps.org</p> <p>Orleans Parish School Board (LA) 11,000 students PK-12 Nolan Marshall, Jr. 504.460.1496</p> <p>San Mateo-Foster City SD (CA) 12,000 students PK-8 Audrey Ng 626.862.4582</p> <p>South San Francisco USD (CA) 9,375 students PK-12 Rosa Acosta 650.754.3672</p> <p>West Allis-West Milwaukee SD (WI) 9,877 students PK-12 Patricia Kerhin 414.604.3000</p>	<p>Boston Public Schools (MA) 57,300 students PK-12 Michael O'Neill 617.947.2967</p> <p>Colorado Association of School Executive (CO) Executive Director Diana Sirko 970.618.1829</p> <p>Montgomery County PS (MD) 154,000 students PK-12 Mike Durso 240.401.0674</p> <p>Sioux Falls School District (SD) 23,000 students PK-12 Kent Alberty 605.941.3740</p>

SELECT HYA SUPERINTENDENT SEARCH HISTORY WITH REFERENCES

2014

0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
Clarke County Schools (VA) 1,950 students PK-12 Janet Creager Alger 540.664.1163	Asheville City Schools (NC) 4,081 students PK-12 Jacquelyn Hallum 828.258.8118	Accomack County Schools (VA) 5,200 students PK-12 Ronnie Holden 757.710.1830	City SD of New Rochelle (NY) 11,600 students PK-12 David Lacher 914.671.2171	Loudoun County Schools (VA) 70,000 students PK-12 Eric Hornberger 571.291.5685
Green Brook Township PS (NJ) 930 students K-8 James Benscoter benscoter@gbtps.org	Katonah-Lewisboro SD (NY) 3,200 students, K-12 Marjorie Schiff 516.972.3614	Baldwin Union Free SD (NY) 5,000 students K-12 Mary Jo O'Hagan 516.589.2994 ohaganmaryjo@gmail.com	Eanes ISD (TX) 7,803 students K-12 Rob Hargett 512.415.4656 rhargett@eanesisd.net	Virginia Beach City PS (VA) 70,259 students K-12 Dan Edwards 757.263.1016
Haldane Central School District (NY) 883 students K-12 Jennifer Daly 917.450.1630	North Plainfield School District (NJ) 3,152 students K-12 Linda Bond-Nelson 908.922.0377	Cleveland Heights-University Heights City School District (OH) 5,800 students PK-12 Ron Register 216.403.4708 r_register@chuh.org	East Brunswick PS (NJ) 8,309 students K-12 Brad Cohen 732.613.6700	
Maple Dale-Indian Hill SD (WI) 500 students K-8 Chris Soyke 414.540.4092	Princeton Public Schools (NJ) 3,800 students PK-12 Timothy Quinn 609.921.0428	Evanston-Skokie SD 65 (IL) 7,082 students PK-8 Traci Quattrocki 847.859.8005	Portsmouth Public Schools (VA) 15,200 students PK-12 James Bridgeford 757.434.2567	
Moffat County SD RE-1 (CO) 2,402 students PK-12 J.B. Chapman 970.846.2671	Somerville Public Schools (MA) 4,987 students PK-12 Paul Bockelman 617.833.8883	Lexington Public Schools (MA) 6,600 students PK-12 Margaret Coppe mcpope@sch.ci.lexington.ma.us	Rowland Unified SD (CA) 14,000 students K-12 Heidi Gallegos heidigallegos@gmail.com	
Palos CCSD 118 (IL) 1,882 students PK-8 Sheila Pacholski 312.835.3589	Summit Public Schools (NJ) 4,100 students K-12 Celia Colbert 908.399.6131	Linn-Mar Community SD (IA) 7,000 Students PK-12 Tim Isenberg, tisenberg@linnmar.k12.ia.us	Shoreline District #412 (WA) 9,000 students PK-12 Mike Jacobs or Debi Ehrlichman 206.393.6111	
Ross Valley School District (CA) 2,200 students PK-8 Anne Capron 415.686.2926	Wilton Public Schools (CT) 4,320 students PK-12 Bruce Likly 203.722.6474	Parsippany-Troy Hills SD (NJ) 7,300 students PK-12 Fran Orthwien 973.263.7200 orthweinr@aol.com	Toms River Regional Schools (NJ) 17,000 students K-12 Joseph Torrone jtorrone@trschoos.com	
Roselle School District #12 (IL) 690 students K-8 Lisa Mondo 630.240.1709		Ridgefield Public Schools (CT) 5,500 students K-12 Austin Drukker 203.894.5550		
		Woodstock CUSD 200 (IL) 6,145 students PK-12 Paul Meyer 815.337.2503		

**SELECT HYA SUPERINTENDENT SEARCH HISTORY
WITH REFERENCES**

2013				
0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
<p>Fox Point-Bayside Schools (WI) 500 students PK-8 Deb Friberg deb_friberg@hotmail.com</p> <p>High Point Regional HS District (NJ) 800 Students 9-12 Paul Derin 973.875.7205</p> <p>Nicolet High School (WI) 1,300 students 9-12 Marilyn Franklin 414.352.1180</p> <p>Portola Valley School District (CA) 700 students PK-8 Jocelyn Swisher 650.851.1777</p> <p>Public Schools of the Tarrytowns (NY) 2,100 students PK-12 Mimi Godwin 914.564.9621</p> <p>Secaucus School District (NJ) 2,190 students PK-12 Jack McStowe jmcstowe@sboe.us</p> <p>Sunnybrook SD 171 (IL) 1,015 students K-8 Lance Lape 708.895.7790</p> <p>Tuckahoe Union Free SD (NY) 1,100 students K-12 Julio Urbina 212.239.3030</p> <p>Watchung Hills Regional HS (NJ) 2,068 students 9-12 Robert Horowitz 732.563.1122</p>	<p>Belmont-Redwood Shores SD (CA) 3,600 students K-8 Robert Tashjian 650.520.5354</p> <p>Monona Grove School District (WI) 3,121 students PK-12 Susan Fox 608.222.5015</p> <p>Tukwila School District (WA) 2,920 students K-12 Mark Wahlstrom wahlsea@yahoo.com</p>	<p>Oconomowoc Area Schools (WI) 5,100 students PK-12 Don Wiemer 262.490.0804</p> <p>Passaic City SD (NJ) 7,000 students PK-12 Byron Bostos 973.470.5500</p> <p>Piscataway Twp Schools (NJ) 7,200 students K-12 Tom Mosier tmosier@pway.org</p> <p>Shaker Heights City Schools (OH) 5,500 students K-12 Annette Sutherland 216.991.8573</p> <p>St John the Baptist Parish SD (LA) 6,253 students PK-12 Gerald Keller 504.628.5277</p> <p>Syosset Central SD (NY) 6,527 students K-12 Michael Cohen 516.567.7780 mcgrateful@gmail.com</p>	<p>Alvord Unified SD (CA) 19,812 students K-12 Art Kaspereen artjr@gmail.com</p> <p>Decatur Public Schools (IL) 9,000 students PK-12 Brian Hodges 217.877.8901</p> <p>Portage Public Schools (MI) 8,700 students K-12 Robert Snyder 269.381.3585</p> <p>San Leandro Unified SD (CA) 8,800 students K-12 Diana J. Prola 510.483.0744</p>	<p>Fairfax County Schools (VA) 186,000 students PK-12 Ilryong Moon 703.409.0270</p> <p>Fort Bend ISD (TX) 69,000 students PK-12 Jim Rice 832.563.2942</p> <p>Indianapolis Public Schools (IN) 30,000 students PK-12 Diane Arnold 317.679.8844</p> <p>Jersey City Public Schools (NJ) 26,000 students PK-12 Suzanne Mack 201.344.7599</p> <p>Round Rock ISD (TX) 47,328 students PK-12 Catherine Hanna 512.731.6604</p> <p>Stafford County PS (VA) 27,463 students PK-12 Stephanie Johnson 540.295.0233 johnsonsj@staffordschools.net</p>

A Proposal for the Selection of a Superintendent

Presented To:



Submitted By:

Ray and Associates, Inc.

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Ray and Associates, Inc.
Leaders in Executive Searches

September 24, 2018

Lebanon Community Schools
ATTN: Mr. Tom Oliver, Board Chair
485 South 5th Street
Lebanon, OR 97355

Dear Mr. Oliver and Members of the School Board:

This letter is in response to a request regarding the need for our services to assist you in the search for a new Superintendent. We are confident the Board will be quite pleased with the services we can provide. We have been very successful in providing Superintendent search services for districts that are similar in terms of size, cultural diversity and geographic location.

As I am sure you are aware, the selection of Superintendent will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school district's education program for years to come. It is extremely important to find the "right fit" for the District.

We are familiar with Oregon as we are currently conducting the Superintendent search for the Lake Oswego School District and previously conducted Superintendent searches for Gresham-Barlow School District, Salem-Keizer Public Schools, Eugene School District 4J, Hood River County School District and Medford School District 549C, Oregon. In the Western region we previously assisted Snoqualmie Valley School District, Lake Washington School District, Seattle Public Schools, Mercer Island School District, Bellevue School District, Northshore School District, Kent School District and Federal Way Public Schools, Washington; Clark County School District, Nevada; Los Alamos Public Schools, Albuquerque Public Schools, Santa Fe Public Schools and Roswell Independent School District, New Mexico; Deer Valley Unified School District, Roosevelt Elementary School District, Gilbert Public Schools, Paradise Valley Unified School District, Camelback Desert Sands, Tempe Union High School District and Cartwright Elementary School District, Arizona; Palos Verdes Unified School District, Poway Unified School District, San Ysidro School District, Albany USD, Berkeley USD, Pasadena USD and Emery USD, California; Blaine County School District, Idaho; Hawaii School of Deaf and Blind, Hawaii; Sheridan School District No. 2., Colorado Springs School District 11, Boulder Valley School District, Douglas County School District, Jeffco Public Schools, Flagstaff Academy and Eagle County Schools, Colorado.

Nationally we have assisted Waterbury Public Schools, Greenwich Public Schools, Bridgeport Public Schools, Hartford City Public Schools and the Consolidated School District of New Britain, Connecticut; Wyandanch Union Free School District and Amityville Union Free School District, New York; Anne Arundel County Public Schools, Howard County Public School System, Wicomico County Public Schools and Prince George's County Public Schools, Maryland; Woodland Hills School District, Lewisburg Area School District, Wissahickon School District, Millville School District, Montgomery County Intermediate Unit and Benton

Area Public School District, Pennsylvania; Teaneck Public Schools, Paterson Public Schools, Trenton Public Schools, East Orange School District, Camden City Public Schools and Marlboro Township Public Schools, New Jersey; Dover School District, New Hampshire; Lynchburg City Schools, Montgomery County Public Schools, Mecklenburg County Schools, Bedford County Schools, Newport News Public Schools, Hampton City Schools, Prince William County Public Schools and Williamsburg-James City Schools, Virginia; Savannah-Chatham County Public School System, Georgia; Maury County Public Schools, Knox County Schools, Oak Ridge Schools and Sumner County Schools, Tennessee; Pulaski County Special School District, Rogers Public Schools, Cotter Public Schools, Mountain Home Public Schools and Fayetteville Public Schools, Arkansas; The School District of Palm Beach County, Florida State University Schools, Brevard Public Schools and Collier County Public Schools, Florida; Austin ISD, Plano ISD, Lewisville ISD, Fort Worth ISD, Killeen, ISD and Socorro ISD, Texas; Beaufort County School District, Jasper County School District and Richland County School District One, South Carolina; Cincinnati Public Schools and Lorain City Schools, Ohio; Lakeville Area School District, Minnesota; Williston Public School District 1, Dickinson Public Schools and Fargo Public Schools, North Dakota; Vermillion School District, South Dakota; Detroit Public Schools Community District, Ecorse Public Schools, Benton Harbor Area Schools and Ann Arbor Public Schools, Michigan; Kansas City Kansas Public Schools, Shawnee Mission School District, Lawrence Public Schools, Kansas; Joplin Schools and Kansas City Public Schools, Missouri; and Glenbrook North and Glenbrook South High Schools, Joliet School District and Township School District #113, Illinois.

We have also assisted the Alabama Department of Education, Hawaii Department of Education, Colorado Department of Education, West Virginia Department of Education, Ohio Department of Education, Florida Department of Education, Rhode Island Department of Education, Michigan Department of Education and Wyoming Department of Education with their State Superintendent searches.

We are currently assisting Lake Oswego School District, Oregon; Westside Community Schools, Nebraska; Rock Island-Milan School District #41 and Hazel Crest School District 152½, Illinois; Geary County Schools USD 475, Kansas; and many others across the nation.

We are a national search firm that is uniquely equipped to assist you in the selection of a Superintendent who meets your particular needs and qualifications. We will not only advertise, but also actively recruit potential candidates that will meet the criteria established by your Board, including women and minorities. Most other search firms do not seek out candidates for a position as we do for our clients. With our extensive regional and national associate base, Ray and Associates, Inc. will be able to recruit quality candidates from around the country, as well as within the state. We have often found excellent in-state candidates who would not otherwise have applied for the position due to a possible conflict of interest with a state or local firm. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Superintendent position. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the Association of Latino Administrators and Superintendents (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty (40) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients.

It is our goal to make the selection process professional, efficient and successful to assure your complete satisfaction with our services. It is quite common for a Board to be concerned about the quality of candidates who might be available in today's job market. Outstanding administrators will need to be

recruited regardless of the time of year or the position needing to be filled because many of these school leaders already have good jobs. We feel that our firm can be very successful in attracting candidates that will meet or exceed your expectations. With a consulting firm of over one hundred sixty (160) associates located nationwide, Ray and Associates, Inc. has been able to develop the most comprehensive pool of candidates of any executive search firm in the country. Our reputation for success is built upon providing school districts precisely the type of candidate that satisfies not only the Board but the community and faculty as well.

Ray and Associates, Inc. strives to provide the District with the best match possible based on what we learn in our extensive interaction with the Board and key players in the search. It is our desire to activate our network on your behalf to locate individuals that can effectively assume the top executive post in your District.

We welcome the opportunity to make a presentation of our services at your convenience. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,

A handwritten signature in black ink, appearing to read "R.M. Ray". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Ryan M. Ray
President

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INTRODUCTION

THE SEARCH

This Proposal is an example of the quality of our work for a state, regional and national search. Our firm is committed to spending the time and energy on the details necessary to perform a proper search. *We actively seek out and screen all candidates who are recruited during the search to identify those who are superior and who meet or exceed the qualifications set by the Board.*



RA
Ray and Associates, Inc.

BRIEF OVERVIEW

This document is designed to demonstrate that we desire to provide you with a complete, detailed package customized to Lebanon Community Schools in a performance contract regarding our professional services for your Superintendent search.

Our Proposal consists of our consultant services, general provisions, confidentiality, satisfaction guarantee and consultant cost.

PERFORMANCE

We have developed highly effective procedures to assist schools, step by step, in selecting a Superintendent whose qualifications meet its criteria. This Proposal outlines the detailed procedures and steps that make our searches successful. *We have been highly successful in delivering outstanding candidates in all of our searches.*

MISSION STATEMENT

RA
Ray and Associates, Inc.
Leaders in Executive Searches

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet District specific needs and positively impact the education of all students.

HISTORY AND OVERVIEW OF THE ORGANIZATION

PROFILE OF THE FIRM

Ray and Associates, Inc. is a professional organization that specializes in school executive leadership searches. The firm has been in the school executive search business since 1975 and has established an outstanding reputation. The firm has been recognized by *The School Administrator* journal as one of the top search firms in the country. Our professional consultants, including women and minorities, are persons with long-term experience in the school executive search field, with extensive backgrounds as school administrators, business executives, school board members, university professors and attorneys. All of the consultants within the firm have years of experience in the school executive search field.

Ray and Associates, Inc. is an independent and objective firm that does not accept placement fees from any candidate. We have designed a highly effective procedure that allows us to impartially assist schools in selecting the best individual for their particular needs.

In addition to our corporate office located in Cedar Rapids, Iowa, we have a National Executive Director, eight (8) Regional Search Directors and over one hundred sixty (160) Associates located throughout the country. Therefore, distance is not a factor to our firm when meeting with our clients.

The corporate office also maintains a full-time administrative staff to assist in the executive search business.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the Association of Latino Administrators and Superintendents (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty (40) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients. We also have associates who are affiliated with the Council of Great City Schools, Urban Superintendents Association of America, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE), as well as other professional organizations.

Exhibiting at state and national conventions allows the firm to meet and recruit outstanding administrators for our client districts. As a result, Ray and Associates has access to the most comprehensive pool of candidates of any executive search firm in the country.

It is only a matter of reality that outstanding administrators already have good jobs and need to be recruited. We are familiar with Oregon as we are currently conducting the Superintendent search for the Lake Oswego School District and previously conducted Superintendent searches for Gresham-Barlow School District, Salem-Keizer Public Schools, Eugene School District 4J, Hood River County School District and Medford School District 549C, Oregon. In the Western region we previously assisted Snoqualmie Valley School District, Lake Washington School District, Seattle Public Schools, Mercer Island School District, Bellevue School District, Northshore School District, Kent School District and Federal Way Public Schools, Washington; Clark County School District, Nevada; Los Alamos Public Schools, Albuquerque Public Schools, Santa Fe Public Schools and Roswell Independent School District, New Mexico; Deer Valley Unified School District, Roosevelt Elementary School District, Gilbert Public Schools, Paradise Valley Unified School District, Camelback Desert Sands, Tempe Union High School District and Cartwright Elementary School District, Arizona; Palos Verdes Unified School District, Poway Unified School District, San Ysidro School District, Albany USD, Berkeley USD, Pasadena USD and Emery USD, California; Blaine County School District, Idaho; Hawaii School of Deaf and Blind, Hawaii; Sheridan School District No. 2., Colorado Springs School District 11, Boulder Valley School District, Douglas County School District, Jeffco Public Schools, Flagstaff Academy and Eagle County Schools, Colorado. Our network and recruiting efforts are second to none. We bring a wealth of experience and knowledge to your District focused upon our goal to make the selection process professional, efficient and successful so we can state, without reservation, that you will be quite pleased with our services.



THE TEAM

Ray and Associates, Inc. is a professional organization which specializes in the field of educational leadership searches. We are uniquely equipped to assist you in the selection of a Superintendent who meets the particular needs and qualifications of Lebanon Community Schools. We have:

1. Highly trained and experienced staff that includes:
 - *Active school administrative leaders*
 - *A balance of gender and minority representatives*
2. Expertise and extensive background in:
 - *The school superintendency*
 - *School administration at all levels*
 - *Private business, higher education and law*
3. Experienced speakers at state, regional and national conferences.
4. Conducted workshops and seminars in school related matters such as:
 - *Building the successful Board/Administrator relationship*
 - *Establishing an evaluation process that yields results*
 - *Interviewing for a Superintendent position*
 - *What Boards should consider when selecting a Superintendent*
 - *School district assessment*
 - *Effective hiring practices*
 - *Staff and organizational development*
 - *Recruiting, selecting and retaining excellent teachers*
 - *Enhancing school climate by shared decision making/dealing with special interest groups*
 - *Developing the compensation package or contract*

KEY ASSOCIATES FOR THE PROJECT

The following principal/project coordinators will be actively involved in working with the school district. The associates listed below will be assisting in recruitment, screening and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for Lebanon Community Schools. In addition, we have professional contacts throughout the Western region and nationally. The following is only a partial list of associates who will be involved in the recruitment and screening of candidates. The firm will actually involve many more associates for the project.

Mr. Ryan M. Ray, President

President/Cedar Rapids, IA

Ryan is President of Ray and Associates, Inc. He supervises and oversees all searches conducted by the firm and will directly interact with Lebanon Community Schools and any committee that may be established on all details of this search. He has an earned Master's degree from Lindenwood University in St. Louis and a Bachelor's degree from the University of Missouri in Columbia, Missouri.

Dr. Bill Newman

National Executive Director/Mountain Home, AR

Bill serves our firm as the National Executive Director and assists the president with all aspects of our executive searches. He also assigns all background investigative work on candidates and supervises the teams work. He has an earned Ph.D., is a former Superintendent of schools and is a retired military veteran.

Dr. James Hager

Regional Search Associate/Renton, WA

Jim serves our firm as a Regional Search Associate and will monitor and direct search team efforts as well as recruiting and screening candidates. Dr. Hager received his Bachelor of Science Degree in Science from St. Benedict's College in Atchison, Kansas; a Master of Science Degree in Educational Administration from Kansas State University, Manhattan, Kansas; and a Doctor of Philosophy Degree in Educational Administration and Curriculum from the University of Iowa, Iowa City, Iowa. Jim served in the education field for over 30+ years.

Dr. Tony Apostle

Regional Search Director/Fox Island, WA

Tony serves our firm as a Regional Search Director and will monitor and direct search team efforts as well as recruiting and screening candidates. Dr. Apostle graduated from the University of Washington with a Bachelor's degree in English/Political Science and from Washington State University he earned a Master's degree in Educational Administration and a Doctorate degree in Elementary/Secondary Education. Tony served as an educator in Washington for over 30+ years serving as an English Teacher, Principal, Director and Superintendent.

SUMMARY OF PROJECT ASSOCIATES

Dr. Roy Brooks
Little Rock, AR

Mr. Dale Caldwell
New Brunswick, NJ

Mr. Rick Mills
Chicago, IL

Dr. Gloria Davis
Chicago, IL

Dr. Richard Christie
Council Bluffs, IA

Dr. James Davis
Plano, TX

Mr. Ricardo Medina
Bridgeport, MI

Dr. Brenda Dietrich
Topeka, KS

Dr. Mary Fasbender
St. Charles, IL

Mr. Dale Monroe
Marion, IA

Mr. Don Long
Hendersonville, TN

Ms. Sandi Gero
Rock Hill, SC

Dr. Paige Fenton-Hughes
Douglas, WY

Mr. Robert Alfaro
Hutto, TX

Dr. Carl Davis
Powder Springs, GA

Dr. Bob Hammon
Sycamore, IL

Dr. Jim Hager
Renton, WA

Dr. Michael Rush
Lakewood, NJ

Mr. Alvin Johnson
Sandy Springs, GA

Dr. Tom Williams
Scottsdale, AZ

Dr. Bob Mata
Cathedral City, CA

Ms. Linda Brock
Packwood, IA

Dr. Lane Plugge
Council Bluffs, IA

Dr. Karen Stinson
Platteville, WI

Other associates throughout the country will be actively recruiting, screening, and investigating finalist candidates.

SECTION I

CONSULTANT SERVICES PROVIDED FOR LEBANON COMMUNITY SCHOOLS THE CONSULTANT WILL:

STAGE 1 - BOARD INPUT AND PREPARATION

1. Provide all services as outlined in Sections I, II, III and IV.
2. Customize the search process to meet the needs and expectations of Lebanon Community Schools.
3. Conduct individual Board member interviews to assess the Board's priorities, goals and objectives to aid in the development of the criteria and qualifications for the Superintendent position.
4. Work with the Board to establish a timeline that lists each step in the search process.
5. Discuss with the Board the requirements and salary range for the Superintendent position.
6. Work with the Lebanon Community Schools staff and those selected by the Board in the development of an accurate informational flyer and online application form. If desired, our office staff has the experience and capability to create the District's promotional flyer.

STAGE 2 - PROFILE DEVELOPMENT AND PROCESS

7. If desired, provide a proven consensus building mechanism for obtaining input from various constituencies, staff members, other stakeholders and the Board. In addition, our firm has the resources to offer an online survey option in many languages at no additional fee. We will provide a link to the survey to post on the District's website. The consultants will receive and organize all input data and then report the results to the Board.
8. Provide the Board with cost saving options to minimize expenses by utilizing Skype, conference calls or gotomeetings to reduce paper copies, travel expenses and shipping costs.
9. Develop all required forms for the application and screening process.

STAGE 3 - RECRUITING AND SCREENING

10. Conduct all aspects of the recruitment process on a statewide, regional and national basis as follows:
 - Notify all associates to actively recruit potential candidates.
 - Contact individuals in our firm's database whose interests match District criteria.
 - Actively recruit applications from qualified individuals.
 - Solicit nominations from knowledgeable people in the profession.
 - Contact other professional consultants in private and public sectors.
 - Discuss with all candidates the District's characteristics and the Board's profile and criteria for the new Superintendent position.
 - Advertise nationally in the following as selected by the Board: AASA Website, Education Week Newspaper and Website, Ray and Associates Website, the Confederation of Oregon School Administrators and Oregon School Boards Publications, The School Administrator Publication, Executives Only Website, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE) and other publications selected by the Board.

STAGE 3 - RECRUITING AND SCREENING – CONTINUED

11. Develop and manage the candidate screening process. All applicants are screened from the perspective of a viable match with District criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with District expectations. Those who emerge successfully from this screening are deemed viable candidates.
12. Check references provided and conduct additional background investigation of top candidates. Our firm interviews each viable candidate that meets Board criteria and verifies their qualifications and experience. Our background research team then conducts extensive investigations on those individuals. The investigations go well beyond listed references and their current position. A complete check of a candidate's work history is also completed utilizing online resources such as Google, Yahoo, Facebook, Twitter and other social media sources as well as checking for blogs.

STAGE 4 - CANDIDATE PRESENTATION

13. Provide the Board with an opportunity to observe each top candidate interviewed with questions specifically designed by Ray and Associates, Inc. through video technology. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. By offering this opportunity, this will save the Board members on expenses and their time.
14. Provide an impartial and objective consensus building matrix instrument developed by Ray and Associates to assist the Board in determining the finalists for an interview. We have been extremely effective working with Boards who are divided on issues and candidates.
15. Assist the Board in establishing the interview format and in developing interview questions.
16. Determine and coordinate constituent and staff involvement in the interview process, if desired by the Board.
17. Help arrange the details of interviews for leading candidates.
18. Provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.
19. Coordinate with the Lebanon Community Schools Business Office the procedure for reimbursement of candidate's expenses.

STAGE 5 - SELECTION OF FINALIST AND FUTURE PLANNING

20. Assist District legal staff in negotiating the contract with the successful candidate at no additional cost to the District.
21. After the appointment, dispose of the files and send appropriate communications to the candidates not interviewed by the Board.
22. If desired, assist the District in preparing a press release, upon request, announcing the appointment of the new Superintendent.
23. Provide the Board with a report of the Board Self-Assessment Survey Results at no additional cost.

The Superintendent search services and process provided above can be adjusted to meet the specific needs of the Lebanon Community Schools.

WORKING WITH BOARD THROUGH EACH STAGE OF SEARCH

Stage One is Board Input and Preparation. The firm will meet with each Board member individually to obtain input for the profile development and meet with the entire Board to set the timeline for the search, finalize procedures and services desired by the Board, establish the Board contact person(s), discuss the application process, set the advertising and determine the salary.

Stage Two is the Profile Development and Process. Our firm takes the development of the profile very seriously. We will meet with employees and stakeholders as identified by the Board. We also will hold morning and evening open forums to collect input from the community. The purpose of the interviews and meetings are to gather and organize information that will contribute to the development of an accurate profile for the position. The Board will have the opportunity to review our recommendations and make the final decision on the desired profile.

Stage Three of the process is Recruiting and Screening. The firm's dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and screening of applicants.

Stage Four is Candidate Presentation. Ray and Associates will bring before the Board 8-12 top candidates for their consideration. Board members will have the opportunity to not only review the application packet submitted by each top candidate but they will also have the opportunity to observe each top candidate interviewed with questions specifically designed to the search through video technology. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. In addition to the top candidate packets provided to the Board, we will have available to the Board each and every completed file for their perusal if they so choose.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process. Ray and Associates will assist the Board in establishing the interview format and in developing interview questions.

Stage Five is the Selection of the Finalist and Future Planning. At the conclusion of the last interview, the representative from Ray and Associates will once again be onsite to lead the Board through a similar consensus building activity which has proven to be very successful in assisting Board members to reach a final determination of their finalist(s). It is also requested by some of our client school boards that the top two (sometimes three) finalists are brought back to the District for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

We believe strongly that this process allows the final selection of candidates to be in the control of the Board. When Boards are provided with a limited number of candidates from whom to consider, the Board has only limited involvement in the search process. Through the outstanding discussions fostered by the consensus building instrument provided by Ray and Associates, Board members have overwhelmingly been appreciative of their strong involvement.

LEBANON COMMUNITY SCHOOLS

SUPERINTENDENT SEARCH *SUGGESTED* PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation	<p>_____ Consultant planning meeting with the Board and individual Board member interviews. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)</p> <p>_____ Begin preparing information for the District promotional flyer and online application form with the District liaison representative(s).</p> <p>_____ Notify all associates and other professional contacts of vacancy.</p> <p>_____ Contact constituents and stakeholders for input meetings on _____.</p>
Stage 2 Profile Development & Process	<p>_____ Online survey link, for input on developing the profile, available on District website from _____ to _____.</p> <p>_____ Meetings with constituent and stakeholder group representatives.</p> <p>_____ 8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.</p> <p>_____ Promotional flyer draft due.</p> <p>_____ Board to finalize Superintendent profile for the promotional flyer and online application form. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)</p>
Stage 3 Recruiting & Screening	<p>_____ Print promotional flyer. Forward to consultant.</p> <p>_____ E-mail promotional flyer and online application instructions to interested candidates.</p> <p>_____ Deadline for all application materials. <i>(*See note below.)</i></p>
Stage 4 Candidate Presentation	<p>_____ Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. <i>(Time: TBD)</i></p> <p>_____ Interview candidates (1st round).</p> <p>_____ Meeting with consultant following the last interview. <i>(Time: TBD)</i></p>
Stage 5 Selection of Finalist & Future Planning	<p>_____ Interview finalist candidates (2nd round). <i>(Optional)</i></p> <p>_____ Final meeting with consultant following the last interview. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)</p> <p>_____ Consultant will discuss contract terms with the finalist.</p> <p>_____ Offer the contract.</p> <p>_____ Press release of new Superintendent.</p> <p>_____ Board Self-Assessment Survey Results presented to the Board.</p>

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

(Actual dates to be determined in the first meeting with the Board.)

BUILDING THE PROFILE

Ray and Associates, Inc. firmly believes in parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. We are eager to interview each Board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the Board. Our firm also offers the opportunity for the community, staff and parents to participate in morning and evening forums that are organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Superintendent. The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, for those stakeholders unable to attend scheduled meetings, our firm offers an online profile survey option with space for written comments/recommendations which is available in various languages at no additional fee. We will provide you with a link to place on the District website. Our office will maintain, collect and analyze all information received and include this in the report to the Board.

Our process consists of Q and A sessions and the administration of our own 33 Desirable Characteristics Survey. This is culminated in an open meeting report to the Board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board. At the encouragement of the consultants, many survey respondents will provide additional comments to the Board which are presented as a part of this report. Our dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

INTERVIEW PROCESS – COMMUNITY INPUT

Boards that have chosen the option to involve the public and employees during the interview phase of the search have found that we have been very effective in organizing this part of the process. Serious candidates who submit to being interviewed by personnel other than the Board itself are prepared for this by our consultants. Participants in these groups are requested to complete a "Candidate Impressions" form that is duplicated for each Board member's review and are requested not to rank the candidates.

It is also requested by some of our client school Boards that the top two (sometimes three) finalists are brought back to the District for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

RECRUITMENT

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university or any other organization. This allows our firm to be extremely objective in the search process. We stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large pre-screened database of top candidates who are interested in new and challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. However, it is important for our clients to know we are not a placement service that owes any favors to prospective candidates. Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Superintendent as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country
- Inform the firm's 160 associates of the position and seek recommendations
- Advertise in local, regional and national venues known for high readership by school leaders
- Consult our extensive database for precise matches between District and candidate profiles
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the position at Lebanon Community Schools
- Contact other organizations at state, regional and national levels regarding the position
- Proactively seek out potential candidates at state and national conventions



SCREENING, REFERENCE CHECKS, INTERVIEWS AND FINAL SELECTION

Once recruited, all applicants are screened from the perspective of a viable match with Board criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with Board expectations. Those who emerge successfully from this screening are termed viable candidates, and our background research team then conducts extensive background investigations and internet checks on those individuals. The investigations go well beyond listed references and their current position to include contacts with state associations and national leadership organizations such as American Association of School Administrators (AASA), Association of Latino Administrators and Superintendents (ALAS) and National Association of Black School Educators (NABSE). Our firm also checks current and past relationships with administrators and verifies candidate's education and work history utilizing multiple internet sites and social media feeds. We not only vet candidates extensively in their professional career, but it is also important for us to be familiar with their personal life as that can have an impact in their profession. The candidates who meet the qualifications selected by the Board become top candidates.

As part of the candidate presentation to the Board, Ray and Associates will bring before the Board 8-12 top candidates for the Board's consideration. Board members will have the opportunity to observe each top candidate interviewed with questions specifically designed to the Superintendent search through video technology. The Board will also have a chance to review the application packet submitted by each top candidate.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process.

Ray and Associates will conduct criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees on the top 2-3 candidate(s) through an outside service at no additional cost.



SECTION II

MONITORING THE SEARCH PROCESS - CLIENT CHECKPOINTS

The Board's role is the most important one in the search process. Although we assist you in the process by actively recruiting, identifying and recommending qualified candidates, you alone will determine which candidate you will hire.

Our search process is set up in a manner that provides the Board with a continuous monitoring capability which features clearly defined checkpoints:

Timeline	• Establish a timeline for the process
Input	• Determine the input process
Qualifications	• Set the Superintendent qualifications
Flyers	• Review and approve informational flyers and application forms
Progress Reports	• Receive regular progress reports from the consultant
Interview Process	• Approve format and questions for the interview process
Candidates	• Select candidates for final interview
Hiring	• Hire the candidate
Contract	• Determine and approve the contract
Press Release	• Approve the press release

These check points assure that you know the progress of the search and have the information to be fully informed and in control of the search.

SECTION III

SEARCH COST – THE COMPLETE PROCESS

The cost of our Proposal is for a complete search. The Board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new Superintendent. Our process is flexible. If the Board desires a different approach or would prefer certain options other than those provided in our Proposal, we can adjust our process to meet your specific requirements.

COST BREAKDOWN

The Consultant Fee. The base fee for the performance of the Superintendent search by the consultant as provided in this Proposal will be seventeen thousand dollars (\$17,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when the Superintendent is officially hired by the District.

We will provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.

There is no charge by Ray and Associates for the services to assist the Board in negotiating a contract with the new Superintendent and the development of the contract terms.

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, shipping, and other search related expenses will be kept to a minimum and are to be reimbursed by the District. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Candidate Expenses. **If the District determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the District and said expenses will be paid by the District as they occur.**

Cost Saving Expense Options. Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Skype, conference call or gotomeetings, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Skype to reduce candidate travel expenses. Once the Board narrows the candidates down to two or three finalists, the finalists will interview in-person with the Board.

PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the Board and the consulting firm which will contain the provisions of this Proposal and any modifications or changes mutually agreed by the parties.

ESTIMATED COST SHEET – PREPARED FOR: LEBANON COMMUNITY SCHOOLS

Ray and Associates, Inc. will spend as much time as needed to conduct a successful search for Lebanon Community Schools. Please Note: Our flat fee is inclusive of all services. The only hourly rates that would apply would be for requests above and beyond this Proposal and would be at the following rates:

Consultant \$100.00/hr
Administrative Asst. \$25.00/hr

Travel

Ground transportation (billed at \$0.545 per mile).....	2,600.00
Hotel (if needed for stakeholder meetings)	500.00
Meals	250.00
** Travel Subtotal.....	3,350.00

****Expenses may be less if district utilizes local consultant or cost saving meetings.**

Shipping: (Federal Express to the District, materials to search coordinator, candidate information after the candidates have been selected from the screening process)..... 500.00

Ray and Associates, Inc. Estimated Expense Total:3,850.00
Ray and Associates, Inc. Base Fee 17,000.00

***ESTIMATED SEARCH COST** \$20,850.00

***Does not include estimated advertising or candidate expenses for interviews.**

**The actual number of candidates interviewed is the Board’s decision. The estimate per candidate for interview expenses is \$2,000; however, it is dependent on the candidate’s geographic location. Candidate travel expense reimbursement is the responsibility of the District.

All expenses are estimates, based on past experiences. Lebanon Community Schools will be billed for only the actual expenses incurred.

Board Approved Advertising

We exhibit advertising as a separate entity because the cost is based on Lebanon Community Schools decisions on how extensive the need. Our associates make recommendations and the Board has the final authority on frequency and dollars spent. **(Estimated Advertising is \$5,000.00)**

Ray and Associates, Inc. does not collect a commission for placing the ads.

SECTION IV

GENERAL PROVISIONS

CONFIDENTIALITY

The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. *The firm will preserve the confidential nature of any information which becomes available to the firm resulting from the services rendered to the Board.*

As our client, you also need to maintain the confidentiality of information provided by Ray and Associates, Inc.

FOLLOW-UP AFTER THE SEARCH: BOARD SELF-ASSESSMENT SURVEY FOCUS ON FUTURE PLANNING

Included in the base fee, the consultants from Ray and Associates, Inc. will spend time with the Board reflecting upon current Board governance procedures. In respect to governance and District initiatives, we have found that there is really no better time than very early in the tenure of a new Superintendent to assess issues and expectations.

ROUND 1: At the conclusion of the search, we will provide the Board with a link to an online survey concerning current District governance practices as well as key District challenges and opportunities for improvement. Assessment results are then analyzed and shared with the Board and the new Superintendent. The results can be emailed, presented in-person or via Skype.

ROUND 2: About six months after the new Superintendent begins, we will provide the survey again to be completed by the current Board and the Superintendent. As in round one, at no cost to the District, the results will be analyzed and shared with the Board and Superintendent to assist with teambuilding every year thereafter as long as that Superintendent is in tenure.

Through the aforementioned process, we are afforded an in-depth view of your school district. As part of our presentation, we will also provide insight and suggestions for organizational improvements. Ray and Associates has developed several training/workshops targeted at increasing organizational performance and efficiency which may be of interest to your school district at this time of significant leadership transition. Our firm belief is the workshops/training can increase the effectiveness of both the Board and Superintendent, enhance their relationship, and provide for an optimum learning environment to improve student achievement.

SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with Lebanon Community Schools. If Lebanon Community Schools or Ray and Associates, Inc. terminate this agreement, Lebanon Community Schools will be charged only for the work performed and expenses incurred up to the date of termination.

If the Board is dissatisfied with the new Superintendent within two years from the date of employment of the Superintendent and if either party dissolves that relationship by resignation or termination within a two-year period of the initial employment, the firm of Ray and Associates, Inc. will conduct a new Superintendent search at no cost to the District, except for expenses.

REFERENCES

We have chosen several clients from our past and recent search list to demonstrate that we have been successful in various geographic locations.

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
Woodland Hills School District	North Braddock, PA	Jamie Glasser	Board President	Cell: 412-874-0161 glasja@whsd.net
Tangipahoa Parish School System	Amite, LA	Therese Domiano	Board President	Cell: 985-974-2955
Lawrence Public Schools	Lawrence, KS	Shannon Kimball	Former Board President	Cell: 785-840-7722 skimball@usd497.org
Pittsburg Community Schools USD 250	Pittsburg, KS	Marlene Willis	Former Board President	Cell: 602-404-8835 mwillis@usd250.org
Savannah-Chatham County Public Schools	Savannah, GA	Mary Davis-Brown	Board Secretary	Work: 912-395-1014 Mary.Davis-Brown@sccpps.com
Trenton Public Schools	Trenton, NJ	Perry Lattiboudere	Attorney	Work: 973-735-2742 plattiboudere@asgllaw.com
Gresham Barlow School District	Gresham, OR	John Hartsock	Board Member	Cell: 503-780-4806 hartsock7@gresham.k12.or.us
Mercer Island School District	Mercer Island, WA	David D'Souza	Former Board Chair	Cell: 206-202-0894 david.dsouza@mercerislandschools.org
Durham Public Schools	Durham, NC	Minnie Forte-Brown	Board Member	Cell: 919-452-2177 minnie.forte-brown@dpsnc.net
Roosevelt Elementary School District	Phoenix, AZ	Jeff Gadd	Former Interim Chief Financial Officer	Work: 602-243-4843 jeff.gadd@rsd.k12.az.us
Council Bluffs Community School District	Council Bluffs, IA	Troy Arthur	Board President	Cell: 402-651-0956 Troyarthur4cb@gmail.com
Flagstaff Academy	Longmont, CO	Wayne Granger	Executive Director	Work: 303-651-7900 x 204 wgranger@flagstaffacademy.org
Poway Unified School District	San Diego, CA	Michelle O'Connor-Ratcliff	Former Board President	District: 858-521-2704 moconnorratcliff@powayusd.com
Bellevue School District	Bellevue, WA	Chris Marks	Former Board President	Cell: 425-941-9573
Howard-Winneshiek Community School District	Cresco, IA	Clint Farlinger	Business Manager/Board Secretary	Wk: 563-547-2762 cfarlinger@howard-winn.k12.ia.us
Olathe Public Schools	Olathe, KS	Rick Schier	Former Board President	Home: 913-530-3644 rickschierboe@gmail.com
Joplin Schools	Joplin, MO	Jeff Koch	Former Board President	Work: 417-529-1236 jeffrykoch@hotmail.com

Austin Independent School District	Austin, TX	Vince Torres	Former Board President	Cell: 512-784-0620 Wk: 512-414-2550 trustees@austinisd.org
Fort Worth Independent School District	Fort Worth, TX	Jacinto Ramos Jr.	Former Board President	Work: 817-814-1920 Jacinto.Ramos@fwisd.org
Northshore School District	Bothell, WA	Amy Cast	Former Board President	Cell: 206-601-7909 Sbdistrict5@nsd.org
Des Moines Public Schools	Des Moines, IA	Dick Murphy	Former Board President	Cell: 515-250-5567 Hm: 515-278-6048 rmurphyia@earthlink.net
Maury County Public Schools	Columbia, TN	Jim Morrison	Former Board President	Wk: 615-350-7637 Cell: 931-446-2438 jement@cpws.net
Brevard Public Schools	Viera, FL	Robert Jordan	Former Board Chairman	Cell: 321-698-7110 Work: 321-383-4813 Robert.Jordan@genesisvii.com
Collier County Public Schools	Naples, FL	Allun Hamblett	Former Deputy Chief Administrative Officer	Cell: 239-398-0761 ARHAssociates@comcast.net
Howard County Public School System	Ellicott City, MD	Brian Meshkin	Former Board Member	Cell: 949-812-0081 brian@brianmeshkin.com
Fargo Public Schools	Fargo, ND	Jim Johnson	Former Board President	Cell: 701-200-4794 Work: 701-232-7481 johnsj@fargo.k12.nd.us
Glen Ellyn School District 41	Glen Ellyn, IL	Erica Nelson	Former Board President	Work: 630-452-4349 npdnelson1@gmail.com
Green Bay Area Public Schools	Green Bay, WI	Jean Marsch	Former Board President	Cell: 920 883-9394 Hm: 920 336-6835 jean.marsch@gmail.com
Paradise Valley Unified School District	Phoenix, AZ	Anne Greenberg	Board Member	Cell: 602-751-6642 Hm: 602-493-6642 asgpvusdBoard@cox.net
Manheim Township School District	Lancaster, PA	Hannah Bartges	Former Board President	Hm: 717-569-4484 jonbartges428@comcast.net
Roosevelt Union Free School District	Roosevelt, NY	Dr. Gerald Lauber	Financial Rep to NY State Commissioner	Cell: 516-917-5131 drgerry@me.com
Willingboro Township Public Schools	Willingboro, NJ	Dennis Tunstall	Former Board President	Cell: 609-405-0242 Hm: 609-877-7056 dennis.tunstall@comcast.net Dtunstall@wboe.net
Sumner County Schools	Gallatin, TN	Don Long	Former Board President	Cell: 615-349-6768 Hm: 615-826-6173 donlong.hville@gmail.com

This is not a complete list, and more references can be provided upon request.

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**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
SEPTEMBER 20, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

The following individuals were present:

Tom Oliver, Chair

Nick Brooks, Vice Chair

Tammy Schilling, Member

Richard Borden, Member

Mike Martin, Member

Bo Yates, Interim Superintendent

Nancy Hall, Interim Director, Business Services

Jennifer Meckley, Director, Human

Resources and Community Relations

Kim Grousbeck, Director of Classified and
Employee Relations

The meeting minutes were recorded by Interim Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Chair Tom Oliver called the meeting to order at 6:04 PM.

2. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

Audience member David Butler addressed the Board regarding the slang "go kill yourself" and the bullying issue in our schools. He is concerned that the district staff is not taking the subject seriously. He lost his son to suicide last year. He is an advocate for suicide awareness and intervention, and he has organized the Out of the Darkness walk at the high school. He just wanted bring it to the Board's attention and ask the Board take the bullying issue seriously. He recently retired from the fire department as a volunteer and now speaks statewide regarding suicide awareness.

3. POLICIES, FIRST READING

Meckley reviewed the first reading policy summaries. The drone policy and volunteer and fingerprinting polies are new.

A discussion was held regarding current drone usage in the district.

The fingerprinting of volunteers is not a process we currently have. Meckley discussed the cost involved in fingerprinting all the volunteers in our district. A discussion was held regarding the process, cost and level of contact with volunteers.

Oliver asked to find out what surrounding districts are doing regarding this process and Meckley said she would find that out. She will follow up at the October 9 Board meeting with the following information: a list of the types of volunteers and the numbers, what other districts are doing with this policy, the timeframe involved, what qualifies or disqualifies a volunteer, what the CRIS system looks at, what percentage of volunteers are denied, and alternatives for that process.

4. POLICIES, SECOND READING:

The following policies were presented for approval upon second reading: GBN/JBA, GCBDC/GDBDC, IGBA, IGBAH, IGBAJ, IGBHE, IKF, JBA/GBN, JECA, JHFF, KI and KI/KJ. Oliver asked regarding KI: Public Solicitation in District Facilities, on the bracketed content, it currently states that the principal or superintendent could approve solicitation in the building. The question is whether it is left as is or should all public solicitations go through the superintendent's office. Oliver wanted to make sure it was consistent in all buildings. The Board member and superintendent concurred that all requests should go through the superintendent's office.

For JECA: Admission of Resident Students, the decision was made to use current language and not make any changes. There were no further questions on the policies.

Upon motion made by Martin and duly seconded by Borden, the Board voted unanimously to approve the policies presented for second reading.

5. CONSENT AGENDA

A. Hiring

There was no discussion regarding the hiring. Upon motion made by Martin and seconded by Borden, the Board voted unanimously to approve the hiring of staff listed in the Board packet.

B. August 7, 2018 Meeting Minutes

There were no changes to make to the minutes. Upon motion made by Borden and seconded by Martin, the Board voted unanimously to approve the August 7, 2018 Meeting Minutes.

C. Instrument Rental Fee

Yates shared that the band teachers were requesting a rental fee to take care of the yearly maintenance of the district owned instruments. It would be a \$50 fee and students who are eligible for free or reduced lunch would have their fee adjusted to \$25, or would have opportunity to work it off doing community service for the district. Oliver asked how we have been funding it to date and Meckley indicated it was currently funded at the building level.

A discussion ensued regarding the funding of the band and choir programs.

Oliver asked if we would like to invite a presentation of our music programs and it will be added to the calendar for later in the year.

Upon motion made by Brooks, and seconded by Schilling, the Board voted unanimously to approve the Instrument Rental Fee.

6. DEPARTMENT REPORTS

A. Operations: Yates shared about the work that was taking place at the Land Lab and the logging that was happening there. Turf is being installed on the high school softball and baseball fields. Transportation is going well. Food service is going well. On the tech side, the only concern is getting cameras installed. The process is taking longer than anticipated, but they should be installed by Christmas.

B. Human Resources. Meckley shared that we are getting ready to transition to EduStaff on October 1st. TeachPoint has also been rolled out. It is a tool for evaluation and a system to track professional development, so all staff are able to track professional development that they attend.

C. Business. Nancy Hall was introduced as the interim business director and she shared some of her background. She is on contract with the OASBO and is not hired as an employee with the district.

Her financial report is as of September 7th. The beginning fund balance is slated to be a little higher than originally planned. Final audit work should be completed

the first of November. After everything is finalized and everything is encumbered for last year, then we will have better numbers and projections for this year.

7. COMMUNICATION

Board. Oliver mentioned that the topic that audience member David Butler brought up warranted some conversation. He suggested we should put some materials together that educated parents on what our policy is regarding bullying in our district. One of the challenges is that we are unable to share information about other parties when bullying is reported, so the perception is that sometimes that makes it seem like we aren't doing enough. He said we want to make sure our responses are appropriate and that we are addressing the concerns.

Brooks shared that we need to highlight that there are avenues that we have to bring concerns forward and students, parents and community members need to know what those are. When he talks to principals about issues, they are often surprised because it hasn't been brought to their attention.

A discussion ensued around the bullying issue and how it is handled in our schools.

Oliver suggested we look for more information from staff to understand how the system works. Schilling pointed out that it was problem solving and that wasn't a part of our curriculum. Yates shared that bullying was discussed at the district safety meeting and that the district needs to do a better job of telling kids where and how to report it and how it works. Borden mentioned that we need to equip and train our kids on how to deal with the issue.

Further discussion ensued around the bullying issue.

Meckley addressed suicide awareness. We do have trained staff at every building that knows how to screen for suicide ideation and it is done regularly. There is a process that is used to make sure we address those needs.

There were no further comments.

8. REPORTING REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT AND SECLUSION

Sansom shared the yearly physical restraint and seclusion report that was submitted to the Board for review. She said that the numbers were up from last year, but that we have better reporting and we are doing a better job of training

the staff. Parents are fully aware of the behavior support plan and are part of that process.

Brooks asked about the four incidents who were restrained by untrained staff and Sansom share how that can happen at a school.

A discussion ensued around the demographics of the report.

There were no further questions.

9. MEASURE 98 BUDGET REPORT

Yates share the Measure 98 report. He said we ended up with a balance last year and we were able to carry over the money to this year, so this school year all of the monies have been budgeted for. The biggest item was the alternative education facility.

Martin mentioned it was not really about CTE, but more about graduation rates. The areas we have the biggest problem with is graduation and attendance.

Yates shared that some of the money was moved to a summer program to help students at the elementary level. The entire high school will have a freshman academy next year, so the math, science and language arts teachers will have a cohort of kids similar to what the high school had years ago.

At each grade level there is a counselor that is following the kids through. That should help our graduation rate. This year's graduation rate should bump up to 80 percent or better. The attendance team at the high school really did not have an impact on attendance, but it did have an impact on graduation rates. There are good things that are happening. The culture at the high school is really good and he feels it is pretty positive.

A discussion ensued regarding how Measure 98 money was being spent.

10. ALTERNATIVE EDUCATION PROGRAM UPDATE

Yates shared that the alternative education program was a way for some kids to get through high school. He stated the elementary alternative education kids were actually in the school and were able to participate in music and PE classes, so they had equal opportunity and equity in subjects. He also shared how we came up with the program and how we came up with the candidate for the director of alternative education to help align all the processes, RTI and all the systems in the schools.

A discussion ensued around the alternative education program and Measure 98 funds and it was decided that the alternative education program is to be a standing item on the agenda so that continual updates are provided to the Board.

Brooks made a motion to form a new facilities ad hoc committee specifically for the alternative education facility. Upon motion made by Brooks and duly seconded by Martin, the Board unanimously voted to form the ad hoc committee. Brooks will work with Yates to select the committee members.

Meckley introduced Rachel Cannon and shared some of her background with the Board.

Cannon shared an update on the Lebanon Alternative Education Program in the district. The alternative education currently has three programs, the social and emotional learning program, tutoring program and the teen center.

The SEL program's goal is for students to be able to self-regulate themselves and manage their social interaction. It was brought in to one location and the elementary program is now housed at Cascades for this school year. At the middle school level, it is housed at Seven Oak.

Tutoring is offered at elementary and secondary levels. The elementary is housed at Cascades. Secondary level has three types: small group, one-on-one and independent study. This is where a student is doing the online Odyssey program at home. Secondary tutoring is housed at the district office. Nine of the total tutoring students are expelled. Currently there are no student enrolled in the independent study program.

Some changes for this year are that a behavior support person has been hired for this school year and all of the tutoring students have been moved into the board room at the district office, so all students and tutors are currently housed there.

The teen center is located at the Boys and Girls Club and they have the GED track, credit recovery track and tutoring. This year they have been able to hire a special education teacher, who is housed at the teen center and is language arts endorsed, so they will be able to provide added support to students there.

Goals for the SEL are working with staff to help them understand the process and systems. Other goals are to increase academic rigor, engage with students and build relationships. They are trying add the current reading curriculum as well, so when a student transitions back to a regular classroom they are familiar with the curriculum.

After looking at the data for tutoring last year they saw that the best way to reach students was by building relationships, so that is the focus this year. An hour was

also added on to the tutors' contracts for them to be able to receive professional development.

Attendance is a big issue that they are working on at the teen center. Some of the goals for the future, besides improving attendance, would be working with the community outreach to go further and get job shadowing set up for the students. They have also added language arts curriculum, and will be adding a personal finance curriculum by next semester. They also hope to have math added by next semester as well.

Future goals for the alternative education program would be to have an alternative education school and new building, and also add a counselor. Many of the students have mental health issues and the tutors are not trained in that area, so the students would benefit from having a counselor available to them.

A discussion ensued around the alternative education program.

11. INTERIM SUPERINTENDENT REPORT

Yates reported that the Career Expo was fantastic, with over 1,000 kids participating. He has asked the student body to write thank you letters to the business who participated. Beta testing at Seven Oak for the product we are using for the dashboard is going well. He hopes to have that dialed in by second semester. For the support program for K-2 to make sure that all kids are up to level with reading, he is working with the high school to develop a cadet program to help with some support of the after school programs. Pioneer School is ready to start a Wednesday program. There are a lot of students interested in the cadet program at the high school. For first semester there are only a few that are ready to go, but by second semester there should be more.

12. SUPERINTENDENT SEARCH UPDATE

Oliver reported that he has been speaking with three different firms and that all three were preparing proposals based upon the work presented by the ad hoc committee. Those are due October 3rd, so the presentations should be in the packet for the next board meeting so that a selection can be made.

13. AUDIENCE COMMENTS

Audience member Sarah McGraw addressed the Board regarding the fingerprinting policy. She has been a 16-year volunteer in the past at one of the elementary schools. She shared that if the fingerprinting issue came up while she was a volunteer, she probably would have quit. The fingerprinting issue feels like a betrayal of trust and that she had built up a trust with the teachers. She stated

that if the Board felt they couldn't trust her with just a background check, she would not have continued.

14. ADJOURNMENT

There being no further business before the board, the meeting was adjourned at 8:07 PM.

Tom Oliver, Chair

Bo Yates, Interim Superintendent

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Nancy Hall, Interim Business Director

Date: October 3, 2018

Meeting Date: October 9, 2018

Re: Financial Report

Financial Report

The 2018-2019 Financial Board Report included in this packet reflects all revenues and expenditures for 2014-2017, projections for 2017-18, and the budgeted and spent plus encumbered amounts for 2018-2019 as of 10/03/18. The October Financial Report encumbrances for the 2018-2019 year reflect changes to salaries and benefits as staff are hired and OEBS insurance choices have now been finalized.

The projected EFB for 2017-2018 is currently approximately \$5.2 mil which is the same as the September report. Fluctuations are common this time of year and will continue to occur until the audit is completed. Final field work is scheduled for the week of November 5 and the report will be issued as required before 12/31/18.

The 2018-2019 Adopted Budget included \$5,075,000 in Beginning Fund Balance. The projected Ending Fund Balance of \$5.2 mil means that we will start the year with more than anticipated at the time the Budget was adopted.

As part of the Comcast settlement announced in June 2018, LCSD received \$388,364.43 in August of this year. It will be considered prior year taxes and an offset to the State School Fund and therefore reduce the amount we receive. The settlement was distributed in the 10 counties Comcast operates in and all school districts who received funds will be impacted the same.

Attachment

2018-2019 General Fund Summary Report

	14/15	15/16	16/17	17/18	18/19	10-03-18	10-03-18
	Actual	Actual	Actual	Projected	Budget	YTD & Enc	Balance
General Fund - Revenue							
SSF Formula	34,892,810	36,036,233	37,131,855	39,779,100	39,633,000	9,523,594	30,109,406
SSF Adjustment	81,421	(254,069)	390,697	280,700	-	42,217	-
Interest	62,596	91,245	156,492	270,000	100,000	5,177	100,000
Third Party Billing	25,179	45,178	102,447	95,000	80,000	5,177	80,000
TMR	154,930	149,514	208,252	210,900	175,000	-	175,000
JROTC	64,220	66,034	73,726	69,900	65,000	11,780	65,000
Other	379,017	297,128	299,398	451,500	420,000	5,532	419,794
Interfund Transfer	60,000	60,000	60,000	70,000	70,000	17,012	70,000
BFB	3,162,455	3,932,387	3,024,733	3,310,000	5,075,000	-	5,075,000
Total	38,882,628	40,423,650	41,447,600	44,537,100	45,618,000	9,605,312	36,094,200
General Fund - Expenses							
Salaries	16,263,399	17,884,343	18,826,313	19,509,600	21,146,522	19,585,203	3,134,210
Benefits	10,020,660	10,645,144	10,952,659	12,156,900	13,883,105	12,096,726	13,441,187
P. Services	5,112,768	5,027,111	4,332,849	4,328,900	4,804,971	1,960,808	4,222,383
Supplies	1,477,643	1,380,753	1,337,164	1,579,000	1,670,267	682,507	1,274,370
Capital Outlay	6,779	20,047	65,034	189,600	54,500	134,609	(80,109)
Other Objects	308,993	286,294	442,882	328,300	437,635	290,847	190,892
Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	-	2,621,000
Contingency	-	-	-	-	1,000,000	-	1,000,000
Total	34,950,241	37,398,917	38,137,559	39,427,300	45,618,000	34,750,700	25,803,933

2018-2019 General Fund Revenue Report

	14/15	15/16	16/17	17/18	18/19	10-3-18	10-3-18
	Actual	Actual	Actual	Project	Budget	YTD	Balance
SSF Formula							
1111, Taxes	8,234,812	8,533,160	9,048,901	9,643,000	10,550,000	35,424	10,514,576
4801,4899 Federal Forest Fees	264,679	205,708	23,160	143,000	-	-	-
3103 Common School	409,884	492,013	502,314	410,900	419,000	-	419,000
3104 State Timber	405,152	181,382	137,286	170,000	150,000	-	150,000
3101/3199 School Support Fund	25,578,283	26,623,971	27,420,195	29,412,200	28,514,000	9,488,170	19,025,830
Adjustments to SSF Payments							
Adj for Prior Year payments	48,134	(330,463)	261,223	251,000	-	-	-
Adj for HC Disability Grant	33,286	76,394	129,474	29,700	-	-	-
Total SSF Formula	34,974,231	35,782,164	37,522,552	40,059,800	39,633,000	9,523,594	30,109,406
1510 Interest on Investments	62,596	91,245	156,492	270,000	100,000	42,217	57,783
1995 Third Party billing - Medicaid	25,179	45,178	102,447	95,000	80,000	5,177	74,823
2210 TMR	154,930	149,514	208,252	210,900	175,000	-	175,000
4300 JROTC reimbursement	64,220	66,034	73,726	69,900	65,000	11,780	53,220
Other							
1910 Rental Fees	27,828	10,474	9,114	81,000	10,000	750	9,250
1980 Fees Charged to Grants	-	800	-	8,100	30,000	-	30,000
1312, 1960, 1990, Miscellaneous	282,468	202,944	213,437	294,400	300,000	4,782	295,218
5300 E-Rate reimbursement	68,721	82,910	76,847	68,000	80,000	-	80,000
1994 Interfund Transfer - Athletics	60,000	60,000	60,000	70,000	70,000	17,012	52,988
5200 Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,310,000	5,075,000	-	5,075,000
5400 Total	38,882,628	40,423,650	41,447,600	44,537,100	45,618,000	9,605,312	36,012,688

2018-2019 General Fund Expenditure Report

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Project	18/19 Budget	10-03-18 YTD	10-03-18 Encumb	10-03-18 Balance
111	Certified salaries	9,311,147	10,161,648	10,831,007	10,876,200	11,797,989	1,082,354	10,926,072	(210,437)
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,009,800	5,639,806	763,130	4,579,286	297,390
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,599,200	1,742,336	388,540	1,139,179	214,617
114	Managerial - classified	94,714	178,755	187,797	187,800	261,983	72,973	113,157	75,853
116	Retirement stipends	76,123	51,134	35,621	17,400	10,709	3,167	16,737	(9,195)
119	Confidential salaries	125,785	84,504	131,698	159,800	166,575	41,749	118,054	6,772
121	Certified subs	373,350	432,293	446,157	448,400	472,543	8,486	-	464,057
122	Classified subs	148,818	155,004	150,074	186,200	172,297	23,858	-	148,439
123	Temp certified	62,030	73,949	133,971	185,300	143,000	6,594	-	136,406
124	Temp classified	982	-	-	16,000	16,000	2,118	-	13,882
127	Student helpers salaries	11,768	7,895	6,544	18,200	24,000	1,275	-	22,725
132	Compensation time	23,861	25,767	37,764	70,600	43,350	4,837	-	38,513
133	Extra duty	254,381	324,897	286,017	278,100	426,334	135,740	-	162,726
134	Classified extra hrs	142,975	185,048	192,566	186,200	208,000	28,785	-	179,215
135	Vacation Payoff	4,377	6,938	12,246	17,200	16,200	641	-	15,559
136	Mentor teacher pay	990	609	-	700	-	-	-	-
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	900	4,000	475	-	3,525
140	Salary Settlements	-	-	1,556	900	-	-	-	-
142	Taxable Meal Reimbursement	436	903	1,503	1,600	1,400	128	-	1,272
	Total Salaries	16,263,399	17,884,343	18,826,313	19,509,600	21,146,522	2,564,850	17,020,353	1,561,319
210	PERS	3,976,407	4,187,401	4,442,519	5,330,900	6,202,731	685,207	4,607,468	-
220	Social Security	1,207,537	1,328,140	1,385,595	1,428,600	1,584,881	189,313	1,245,070	-
231	Worker's Comp	136,822	173,370	196,943	239,000	294,128	36,095	179,236	-
241	Employee Ins - Admin	177,948	212,862	208,912	215,200	259,617	54,389	167,089	-
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,550,200	2,767,204	233,771	2,460,635	-
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,173,500	2,585,539	281,226	1,905,595	-
244	Employee Ins - Other	20,700	7,731	27,124	41,200	38,805	9,025	27,462	-
245	Employee Ins - Retired	276,090	228,774	195,821	156,600	125,000	7,945	-	-
247	TSA	42,912	40,991	22,082	21,700	25,200	1,800	-	-
	Total Benefits	10,020,660	10,645,144	10,952,659	12,156,900	13,883,105	1,498,771	10,597,955	1,786,379
311	Instructional Services	152,856	157,581	110,051	123,100	164,000	4,843	-	159,157
312	Instr Prog Improve Service	43,468	36,748	39,424	47,000	52,000	26,977	-	25,023
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	18,800	20,000	-	-	20,000
322	Repairs & Maintenance	163,270	168,482	173,295	180,000	157,750	51,319	7,532	98,899
323	Radio Service	-	7,767	38,310	8,400	11,100	3,110	9,662	(1,672)
324	Rentals	135,308	104,777	102,560	110,800	128,725	1,867	2,937	123,921

2018-2019 General Fund Expenditure Report

325	Electricity	467,896	473,758	466,093	465,800	526,600	92,442	504,355	(70,197)
326	Fuel	177,759	187,899	223,740	190,700	234,600	5,605	134,550	94,445
327	Water & Sewer	139,255	121,239	150,725	134,100	161,600	34,665	-	126,935
328	Garbage	86,324	96,811	95,095	88,100	102,400	22,325	-	80,075
329	Other Property Services	13,001	19,246	34,726	12,100	20,000	-	-	20,000
330	Reimb. Student Transportation	6,950	-	1,589	2,200	5,200	-	-	5,200
340	Travel	114,592	140,225	178,985	133,400	165,646	35,289	8,815	121,542
343	Travel - Student - Out of Dist.	-	-	2,916	7,600	10,300	-	-	10,300
346	Meals/Transportation	104	48	99	-	200	-	-	200
348	Staff Tuition	49,577	44,768	71,830	87,500	47,000	6,160	-	40,840
351	Telephone	82,642	70,529	39,486	49,700	76,200	8,736	43,439	24,025
353	Postage	23,607	21,909	14,712	23,000	27,650	5,758	1,313	20,579
354	Advertising	4,416	3,551	1,087	1,200	4,300	565	-	3,735
355	Printing & Binding	68,861	48,223	51,996	13,200	31,400	1,217	1,156	29,027
360	Charter School Payments	2,064,403	1,961,788	1,866,943	1,973,800	2,046,000	726,285	-	1,319,715
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	-	-	-	-	-
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	605,954	625,503	162,192	140,000	192,500	-	-	192,500
381	Audit Services	27,650	25,150	27,700	20,200	30,000	-	-	30,000
382	Legal Services	2,028	5,288	11,261	50,000	35,000	6,431	-	28,569
384	Negotiation Services	5,934	13,784	8,590	6,500	10,000	-	-	10,000
386	Data Processing SVCS	59,787	76,794	75,380	78,900	89,600	15,924	2,400	71,276
388	Election Services	4,565	-	1,573	-	5,000	-	-	5,000
389	Other Non_inst Pro/Tech	515,889	539,114	292,488	337,300	395,600	158,273	22,493	214,834
391	Physical Exams - Drivers	2,380	3,168	4,193	3,800	4,400	1,370	2,330	700
392	Drug Tests Drivers	1,110	635	1,255	1,300	3,000	385	1,615	1,000
393	Child Care Services	22,000	22,000	22,000	9,400	30,000	-	-	30,000
394	Sub calling service	5,559	7,489	6,464	6,800	8,000	8,159	-	(159)
396	Criminal History checks	2,546	2,928	3,179	4,100	3,200	506	-	2,694
398	Fingerprinting	639	462	266	100	1,000	-	-	1,000
	Total P. Services	5,112,768	5,027,111	4,332,849	4,328,900	4,804,971	1,218,211	742,597	2,844,163
406	Gas Oil & Lubricants	152,805	103,868	115,426	165,000	190,500	10,806	156,464	23,230
410	Supplies & Materials	457,671	419,096	486,014	460,000	592,360	177,194	20,053	395,113
413	Vehicle repair parts	50,201	48,980	44,746	50,000	52,800	5,414	28,191	19,195
414	Transportation operations	5,674	6,060	8,776	9,000	6,000	5,030	5,457	(4,487)
420	Textbooks	240,685	131,379	83,687	103,000	182,700	9,046	32,454	141,200
430	Library Books	9,934	8,588	5,880	5,900	16,694	26	-	16,668
440	Periodicals	6,012	1,937	5,354	6,200	6,200	4,170	-	2,030
460	Equipment under 5K	125,632	212,514	184,119	357,800	179,224	40,201	4,719	134,304
470	Computer software	173,513	195,888	181,289	285,500	270,425	61,896	4,725	203,804
480	Computer hardware	255,516	252,444	221,873	136,600	173,364	43,573	73,088	56,703
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,579,000	1,670,267	357,356	325,151	987,760

2018-2019 General Fund Expenditure Report

540	Equipment	6,779	20,047	65,034	138,100	54,500	15,825	-	38,675
564	Bus Replacement	-	-	-	51,500	-	-	-	(118,784)
	Total Capital Outlay	6,779	20,047	65,034	189,600	54,500	15,825	118,784	(80,109)
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	92,488	67,655	178,632	92,900	174,735	35,261	10,830	128,644
650	Insurance & Judgments	216,456	218,639	230,250	235,400	262,200	244,756	-	17,444
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	-	200	-	-	200
	Total Other Objects	308,993	286,294	442,882	328,300	437,635	280,017	10,830	146,788
707	Transfer - Vocational House Fund	-	-	-	80,000	40,000	-	-	40,000
710	Transfer - Technology	175,000	200,000	225,000	-	100,000	-	-	100,000
711	Transfer - Classroom Furniture	50,000	50,000	25,000	-	50,000	-	-	50,000
712	Transfer - Textbook Adoption	350,000	350,000	300,000	50,000	400,000	-	-	400,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	250,000	400,000	-	-	400,000
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	10,000	85,000	-	-	85,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	415,000	446,000	-	-	446,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	250,000	300,000	-	-	300,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	95,000	25,000	-	-	25,000
718	PERS Reserve	150,000	500,000	500,000	-	525,000	-	-	525,000
719	Transfer - Food Service	50,000	65,225	90,656	50,000	100,000	-	-	100,000
730	Transfer - Debt Service	-	-	100,000	135,000	150,000	-	-	150,000
731	Transfer - Academic Achievermer	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	-	-	2,621,000
810	Reserve/Contingency	-	-	-	-	1,000,000	-	-	1,000,000
	Grand Total	34,950,241	37,398,917	38,137,559	39,427,300	45,618,000	5,935,030	28,815,670	10,867,300

2018-2019 All Funds Summary Report

All Funds

Fund	Description	14/15 Actual	15/16 Actual	16/17 Actual	16/17 EFB	17/18 Proj. Actual	17/18 Proj. EFB	18/19 Adopted Budget	10-03-18 Y-T-D	10-03-18 Encumb	10-03-18 Balance
100	General Fund	34,950,241	37,398,917	38,137,559	3,310,041	39,427,300	5,217,618	45,618,000	5,935,030	28,815,670	10,867,309
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,002	2,862,000	2,000	5,200,500	424,477	2,350,390	2,425,633
205	Senate Bill 1149	185,000	-	-	170,452	-	255,000	335,000	147,713	-	187,287
212	Academic Achievement	-	-	-	18,650	-	18,650	28,650	-	-	28,650
230	Bus Replacement	100,735	-	633,327	175,006	454,000	34,000	345,000	-	-	345,000
232	Classroom Furniture	50,000	40,792	24,777	9,431	9,431	-	50,000	13,945	8,394	27,661
240	Textbook Adoption	18,550	759,564	112,367	192,207	215,100	27,000	450,000	103	-	449,897
272	Capital Improvements	284,536	156,950	152,300	190,750	115,000	330,000	700,000	-	-	700,000
274	Technology	124,500	495	397,112	345,261	430,000	200,000	400,000	-	35,148	364,852
277	Track and Turf Replacement	100,000	100,000	-	98,954	-	118,000	435,000	97,817	-	337,183
279	Student Activity	590,053	632,780	731,692	494,132	750,000	500,000	1,120,000	142,066	29,276	948,658
286	High School Athletics	445,055	453,152	547,517	72,194	575,000	30,000	638,000	99,461	134,976	403,563
292	CTE Local Fund	-	-	-	-	-	-	-	-	-	-
296	Nutrition Services	1,596,163	1,615,906	1,710,052	454,889	1,720,000	500,000	2,302,594	301,988	1,081,185	919,421
299	PERS Reserve	-	-	-	1,150,000	-	1,150,000	1,675,000	-	-	1,675,000
300	Debt Service	3,442,481	3,528,481	3,618,481	146,778	3,710,000	200,000	3,796,770	-	-	3,796,770
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	223,500	50,000	530,000	-	-	530,000
530	Vocational House Fund	-	-	60,415	19,585	65,000	43,000	580,000	9,275	20,167	550,558
601	Unemployment	37,539	10,646	46,123	74,507	50,000	135,000	160,000	3,216	-	156,784
	Grand Total	44,740,285	47,274,779	49,256,952	6,966,145	50,606,331	8,810,268	64,364,514	7,175,091	32,475,206	24,714,217

Lebanon Community School District #9
Lebanon, Oregon

PROPOSED BUDGET CALENDAR FOR 2019-2020

October 9, 2018	*	Regular Board Meeting: Review/Approve Budget Calendar
January 10, 2019	*	Special Board/Budget Meeting: Budget Committee Training, and Set Budget Parameters
January 11 – April 11, 2019	*	Preparation of Proposed Budget: Budget Officer
March 21, 2019	*	Send notice of Budget Committee meeting to paper (3-4 days prior to publication)
March 27, 2019	*	Publication of public notice of Budget Committee meeting in newspaper and webpage (not more than 30 days before the meeting and & not less than 10 days before meeting).
April 11, 2019	*	Budget Committee Meeting #1: Present budget message and proposed budget
April 25, 2019	*	Budget Committee Meeting #2: Continued budget discussion
May 9, 2019	*	Budget Committee Meeting #3: Target date for approval of budget
May 29, 2019	*	Send notice of Budget Hearing to paper (3-4 days prior to publication)
June 5, 2019	*	Publication of Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing).
June 13, 2019	*	Public Budget Hearing & Special Board Meeting on budget as approved by Budget Committee

Adopt final budget and make appropriations (*after Budget Hearing*).
The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.