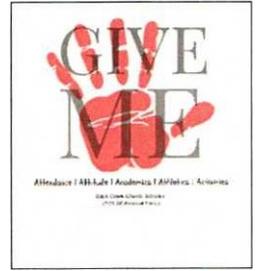


Douglas County School District #15
Days Creek Charter School
Combined Boards Special Session



Notice is hereby given to the members of the Board of Directors of Douglas Co. SD #15; to the members of the Days Creek Charter School Board; and to the general public that the Board of Directors and the Charter Board will hold a Combined Boards Special Session on Wednesday, July 18, 2018 at 6:30 p.m. in Room 209* at Days Creek Charter School.

Room 209 is located just inside the main hallway. First classroom on the left in the high school wing.

The agenda for the meeting is as follows:

- 1) Call to Order and Welcome
- 2) Pledge of Allegiance
- 3) Approval of the Agenda
Charter Board; District Board
- 4) Declare a vacancy for Charter School Executive Director/District Superintendent effective August 1, 2018.
Action item: District Board
- 5) Designate Acting Charter School Executive Director/District Superintendent effective August 1, 2018 until Interim Ex. Director/Supt. is hired.
 - a. Michael Lasher, Douglas ESD
 - b. Cathy Knapp, Administrative certified current staff memberAction item: Charter Board recommends; District Board approves
- 6) Review process for hiring Charter School Executive Director/District Superintendent (see Charter, Appendix C)
- 7) Search services and recommendations for the upcoming interim Ex. Dir. /Supt. search process, including cost of services.
 - a. Steve Kelley, Oregon School Boards Association
 - b. Michael Lasher, Northwest Leadership Associates, LLCSelection of Search Service with Service Agreement
Action item: Charter Board recommends; District Board approves
- 8) Qualities and qualifications for the interim Ex. Dir./District Superintendent General discussion by Public and two Boards facilitated by Search Service
Action item: Charter Board recommends; District Board approves
- 9) Timeline/process for the interim Ex. Dir./District Superintendent selection General discussion by Public and two Boards facilitated by Search Service
Action item: Charter Board recommends; District Board approves

- 10) Potential salary range for the interim Ex. Dir./District Superintendent Action item:
District Board

EXECUTIVE SESSION

Per ORS 192.660(2)(a) the board will meet in executive session to consider the employment of an employee who works on behalf of the school district.

- 11) Consider short-term contract of acting Ex. Dir./District Superintendent Action item:
District Board
- 12) Approval of the following designations for the 2018-19 school year, Governance Organization, until the interim Executive Director/District Superintendent contract begins

iv. Appointment of Acting Executive Director: TBD vi.
Appointment of Custodian of Funds/Signature: TBD vii.
Appointment of Budget Officer: TBD xii. Appointment
of Federal and State Grant Official: TBD Action item:
Charter Board

i. Appointment of Acting Chief Executive Officer: TBD
iii. Appointment of Custodian of Funds/Signature: TBD
iv. Appointment of Budget Officer: TBD ix.
Appointment of Federal and State Grant Official: TBD
Action item: District Board

- 13) Adjournment

Dated this July 16,
2018 Respectfully
Submitted by:

Dr. Mark A. Angle, Superintendent

APPENDIX C: Process for Hiring and Evaluation of Charter School Executive Director/District Superintendent

1. Hiring.

- a. Upon the parties' receipt of notice that they will have a vacancy in the Charter School Executive Director/District Superintendent position, the Days Creek District School Board ("District Board") will solicit bids for a superintendent search firm.
- b. The District Board will share the results of this bid process with the Days Creek Charter School Board ("Charter Board"). The Charter Board will review the bids and provide its recommendation to the District Board. The District Board will make the final decision on whether to retain a superintendent search firm and which search firm to retain.
- c. The District Board, in conjunction with the Charter Board, shall develop and adopt the standards, criteria and policy directives to be used in hiring the Charter School Executive Director/District Superintendent. Specifically, the District Board and the Charter Board will hold a joint board meeting in which these standards, criteria and policy directives are discussed in open session and the public is provided an opportunity to comment. The District Board will make the final decision regarding the standards, criteria and policy directives for the hiring of the Charter School Executive Director/District Superintendent following this joint board meeting.
- d. The District Board will provide the hiring files for the finalists for the Charter School Executive Director/District Superintendent to members of the Charter Board, with the exception of student representatives serving on the Charter Board. The Charter Board will provide its recommendations related to these finalists to the District Board. The Charter Board may establish a sub-committee of two board members to participate in the discussion of the District Board related to the final decision-making on the job offer. Both boards must adhere to the confidentiality guidelines established by the superintendent search firm, in compliance with public meeting and public record laws. The District Board will consider the Charter Board's recommendations, but will make the final decision on the hiring of the Charter School Executive Director/District Superintendent.

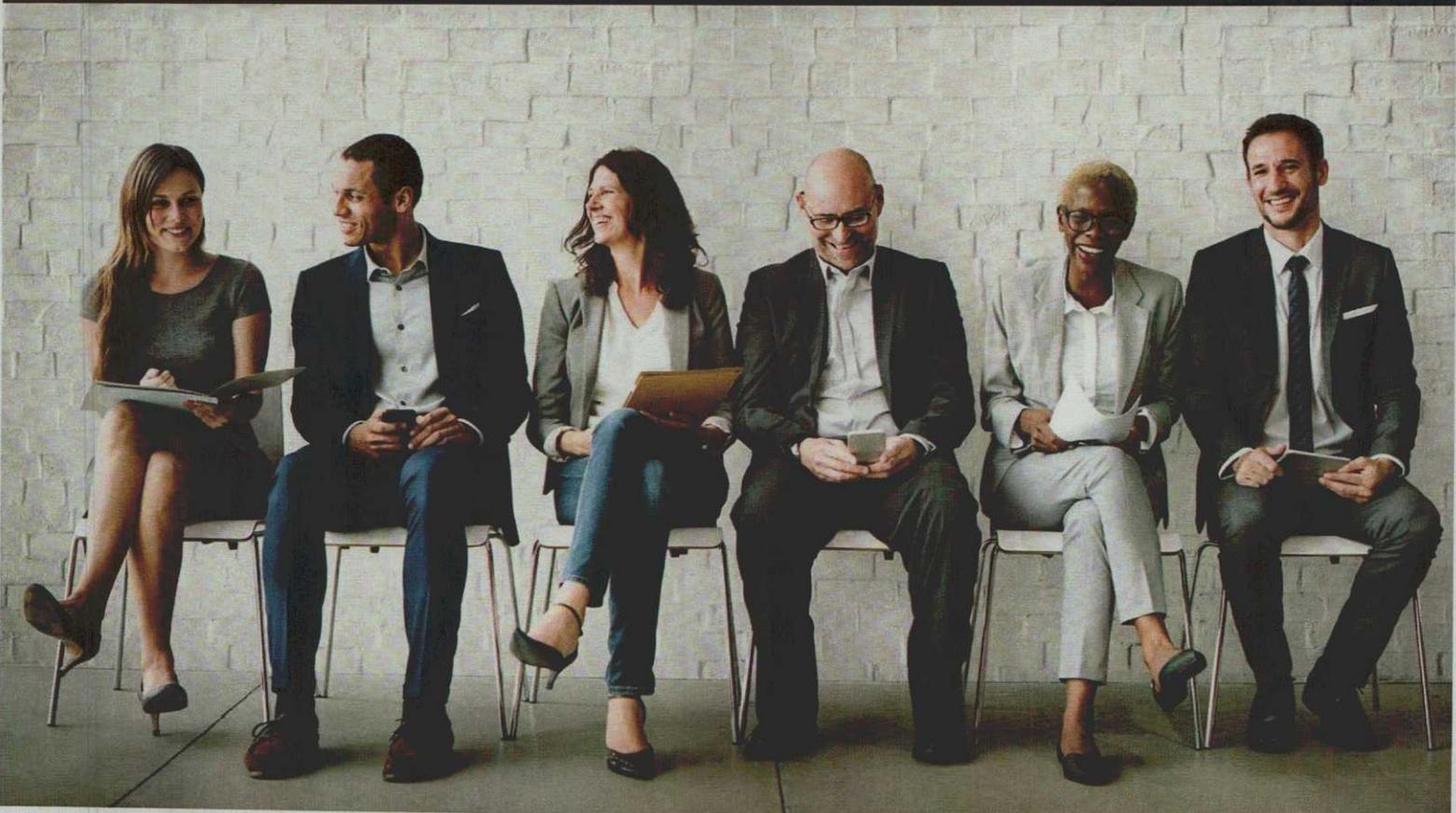
2. Evaluation.

- a. The members of the Charter Board, with the exception of student representatives serving on the Charter Board, will draft a summary evaluation document of the Charter School Executive Director/District Superintendent's performance to be provided to the District Board no later than February 15. The Charter Board's document will comply with the Charter School Executive Director/District Superintendent's contract and will be based on the administrative job description, any applicable standards of performance, District Board policy and progress in attaining any goals for the year established by the superintendent and/or the Charter Board.
- b. The District Board will review and consider the Charter Board's submission when drafting its evaluation document in compliance with District Board Policy CBG. The District Board will be the final decision maker on the Superintendent's Evaluation.



Executive Search Services

OSBA executive search services handles the details so board members can focus on choosing the best person for the job.



You, as the board, are the client and you are in charge.

Oregon School Boards Association customizes every search to meet the needs of your board and your community. OSBA consultants and staff work alongside your board to facilitate the process, advise and handle the many details of this critical task

OSBA executive search services handles the details so board members can focus on choosing the best person for the job.

swiftly and professionally.

WE HELP YOU:

Establish the search timeline

We plan so your opening attracts the largest possible pool of candidates.

Determine selection criteria

We help you accurately reflect your organization and community priorities.

- We facilitate meetings with your board, staff and community members to determine desired candidate qualifications.
- We provide the board with a compilation of all desired qualities and qualifications.

Advertise the vacancy and assist you with candidate recruitment

- We promptly distribute a notice of vacancy to over 2,500 candidates and educational organizations throughout the United States.

Since 1984, OSBA has helped boards hire nearly 500 executives for Oregon school districts, education service districts, community colleges and other agencies. Our executive search service is the most comprehensive, experienced and successful in Oregon. We help your board hire not just a person, but the right person.

- We post the vacancy in several state and national online publications.
- We design a full-color brochure.
- We post the vacancy and brochure on our nationally recognized website.
- We provide recruitment materials to all interested applicants and handle calls and correspondence.
- We maintain electronic application files.

Screen applications

- We train and work with the board, designated committee or both.
- Or, for an additional fee, we screen the applications and provide a list of qualified candidates for the board to consider interviewing.

Select the finalist

- We help the board develop the interview process and finalist forum.
- We arrange interviews.

“After the extensive hiring process, I believe the board knows more about me than I know myself.”

— New superintendent when asked to tell the school board audience a little about himself

- We notify candidates of their status.

Check references

- We train board members to conduct in-depth phone reference checks and site visits.
- Or, for an additional fee, we will conduct in-depth reference checks.

Superintendent's contract

- We provide a written analysis of your current executive's contract language. An OSBA attorney presents to the board in person to discuss in detail.

Our Guarantee

If the board follows the steps outlined in OSBA's search process but a new chief executive officer is not hired, or if the new chief executive officer leaves for any reason within the first two years, OSBA will conduct a new search for the cost of expenses only. Appropriate timing of the new search will be determined by OSBA, with consultation from the board.

COSA Superintendents Academy

If your superintendent is new to Oregon or a first-time superintendent, the Confederation of Oregon School Administrators (COSA) will support him

or her with their New Superintendents

Academy, a year long program that uses

veteran superintendents to mentor new superintendents.

WE OFFER:

A Solid Transition Program

Because the first year is so critical for setting the tone of professional relationships, OSBA, in conjunction with Confederation of Oregon School Administrators (COSA), provides a unique

collaboration designed to support the superintendent and board. OSBA will meet with you and your new executive to:

- Review your district's vision, mission and goals (strategic plan) with the new board and superintendent team;
- Design effective communication and PR strategies designed to introduce your new executive to the community;
- Discuss the roles and responsibilities of the board and superintendent;
- Create an effective operating agreement;
- Establish/review the superintendent's performance evaluation system and timeline.



Steve Kelley

T: (503) 588-2800

E: skelley@osba.org

Steve Kelley joined OSBA's staff in July 2015. He has 35 years of experience in public education, including six recent years as superintendent of the South Umpqua School District. His job experience also includes charter school

teaching/administrative duties and a range of district-level responsibilities such as curriculum development, state and federal programs supervision and human resources. His career includes stops in Florida, Wyoming and New Mexico, and the last 16 years in Oregon.

Steve's educational philosophy centers on three key dynamics: ensuring the success of each child; improving the quality of instruction and relationship between teacher and student; and creating a context of collaboration, communication and strong sense of community. He has incorporated these philosophical ideas as OSBA's director of board development.

Steve earned his bachelor's degree from Flagler College (Florida) in secondary education and his master's degree from the University of South Florida in adult education.

Donna Herren

"The Amity School District was pleased with the valuable services provided by the executive search team. [Our consultant] was a great resource to keep us informed, on track and positioned to get the best possible candidate."

— Amity School District board chair



T: (503) 588-2800

E: dherren@osba.org

Donna Herren, executive search and events specialist, provides search services for OSBA. She has extensive experience in the executive search process and has conducted 34 executive searches that have ranged in size from 50 to 10,000 students. Prior to her executive search consultant role, Donna worked as the executive search coordinator/events manager. She has been with OSBA over 25 years.



Sarah Herb

T: (503) 588-2800

E: sherb@osba.org

Sarah Herb, board development assistant, provides administrative support to the Board Development Department. She has 10 years of administrative experience.

- Executive search fees are based on student enrollment.
- Consultant travel time and expenses, and reimbursements to candidates or board members are additional.
- If a board conducts its own search, an OSBA consultant can meet with the board to discuss the process; consultant travel time and expenses are the only charges.

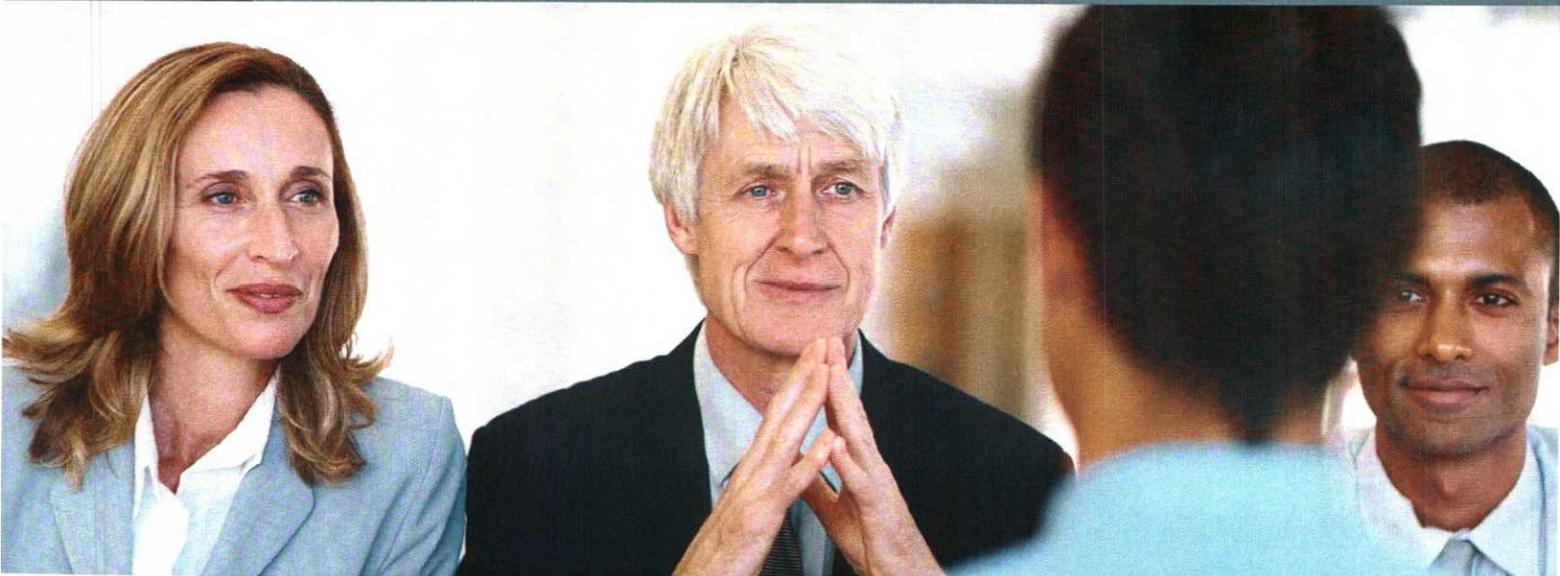
Interim executive search assistance

- If it's too late in the year to conduct a full search, OSBA can help boards find an interim executive.
- An OSBA representative will speak with the board to discuss the process and will furnish a list of potential interim candidates, charging only travel time and expenses, if presented in person.
- If the board would like further assistance with the interim process, OSBA charges an hourly fee.
- If OSBA conducts the full search for a new executive the following year, the interim costs incurred will be deducted from the fee for the full search.



Oregon School Boards Association
1201 Court Street NE, Suite 400, Salem, Oregon 97301
(503) 588-2800 | 1-800-578-6722 | www.osba.org
rev. 11.2017

OSBA is an active member
of the National Affiliation of
Superintendent Searchers (NASS)



Executive Search Fees



School Districts

10,000+ ADM	.....	Negotiated
6,000-9,999 ADM	.....	\$13,750
3,000-5,999 ADM	.....	\$10,250
1,000-2,999 ADM	.....	\$8,250
201-999 ADM	.....	\$6,750
200 or fewer ADM	.....	\$4,750

Education Service Districts

30,000+ ADM	.....	\$13,750	10,000-
29,999 ADM	.....	\$10,250	Fewer than
10,000 ADM	.....	\$6,750	



Executive Search Process Checklist

Selecting a chief executive officer is the board's most important job.

- OSBA helps you find the best candidates for the position by providing an experienced, well-informed consultant to guide the search process.
- The responsibilities of the board and the consultant are clearly outlined.
- The consultant keeps the board in compliance with Oregon's Public Meetings Law.
- The board is provided with the necessary training and selection tools.
- The board has the opportunity to review candidate applications, conduct interviews board through each step of the and see candidates in action with their home community and staff members.
- The consultant handles all correspondence with applicants.

Steps in the search process:

Hire OSBA to conduct the search

- The board identifies a person to be point-of-contact for the consultant.
- The board passes a motion in a public meeting. Comply with Oregon's Public Meetings Law
- OSBA reviews applicable requirements with the board.
- The board must give appropriate notice for all public meetings.

Develop a search calendar

- The board adopts a timeline in a public meeting.

Determine costs for conducting the search

- Estimate costs for consultant, board, candidates and screening committee, including travel time, mileage, meals, lodging and special requests.

Determine a process for internal applicants

- The board decides whether internal applicants follow the same application process or are guaranteed an interview.

- The board establishes the internal process in a public meeting.

Identify the qualities and qualifications for the new chief executive officer

- The consultant gathers input from staff, community members and the board regarding desired qualities and qualifications, compiles input and reports to the board.
- The board adopts a statement of desired qualities and qualifications.

Prepare search brochure

- The board or its designee provides brochure content.

- OSBA creates and prints a highquality, full-color brochure, distributes it to interested applicants and posts it on the OSBA website.

„continued on reverse

Announce search process to community and staff

- The board announces the position and search calendar through normal board practices.

Advertise

- OSBA advertises the vacancy in Oregon and nationally through online publications.

Review and discuss contract

- OSBA legal staff present the contract analysis to the board.
- The board discusses the contract in a public meeting and delegates the responsibility for negotiating a contract to an attorney or board member.

Consultant receives applications

- Applications are submitted electronically through the OSBA website.

Screen applications

- The board selects a screening committee to review applications and recommend candidates for interviews; OR the consultant screens applications and provides a list of qualified candidates for the board to consider interviewing.

We might have thought, once Impressively, it became clear were eager to teach us superintendent, and superintendent's first three footing than we would

- Pleasant Hill School Board

- If the board selects a screening committee, the consultant trains the committee on applicant screening in a public meeting.
- Screening committee members individually and confidentially review applications and recommend candidates for the board to interview in executive session.

Select applicants to interview

- The board conducts interviews in executive session.

Select finalists

- The board selects a limited number of finalists in executive session to continue in the process.

Check references

- The consultant trains board members to conduct legal and informative reference checks.
- Two or more board members check the references of finalists.

Visit finalists' communities

- Two or more board members visit finalists' current places of employment and residence to meet with staff, board and community members.

Select "first choice" candidate

- Finalists spend a day meeting with staff and community

members and visiting each school or campus.

- The board conducts final interviews, if desired (in executive session or public meeting).
- The board selects a "first choice" candidate all board members can support.

Negotiate contract

- The board or its designee negotiates the final contract with the "first choice" candidate per previously determined contract parameters.

Announce selection

- The board votes to hire the candidate, signs the contract in a public meeting and announces its selection to the community.

Transition Program

- Prior to July 1, the consultant meets with the new superintendent and board to create a transition plan for establishing a solid foundation for this new leadership team. The first 3-6 months will be strategically mapped out to insure the success for all!

COSA New Superintendent Academy

- If the superintendent is new to Oregon and/or a first-time superintendent, the Confederation of Oregon School Administrators (COSA) will support him or her with its mentoring program.

our selection was made, the executive search process was over, but no, it was not. that you wanted the board-superintendent relationship to get off on a good track and processes to meet that goal. By helping us outline board expectations of the superintendent expectations of the board; by helping us set priorities for the new months; and by reviewing basic boardsmanship with us, we are on a far firmer otherwise have been.

chair

503.588.2800 or 800.578.6722

For additional information about OSBA's executive search service, contact:

1201 Court St. NE
Suite 400 Salem, Oregon 97301
www.osba.org

Steve Kelley

Director of board development and executive searches
skelley@osba.org
g Donna Herren
Executive search and events



specialist dherren@osba.org Sarah Herb
Board development assistant sherb@osba.org

OREGON
SCHOOL
BOARDS
ASSOCIATION

Executive Search Calendar (SAMPLE)

DATE	LOCAL SCHOOL BOARD ACTIONS	OSBA CONSULTANT ACTIONS
O Week 1	<ul style="list-style-type: none">• Approve executive search process calendar and establish budget <p>Public meeting - (regular board meeting)</p>	<ul style="list-style-type: none">• Facilitate board approval of search calendar• Provide information to help board establish budget
O Week 2		<ul style="list-style-type: none">• Facilitate staff and community input for new executive qualifications
Week 3		<ul style="list-style-type: none">• Notice of vacancy distributed and posted on web
Week 4	<ul style="list-style-type: none">• Discuss and adopt desired qualities and qualifications	<ul style="list-style-type: none">• Present public input report to board
O	<ul style="list-style-type: none">• Set dates, times and location of screening committee training• Identify potential screening committee members <p>Public meeting - (regular board meeting)</p>	<ul style="list-style-type: none">• Present salary comparison to board
Week 5 week 6-14	<ul style="list-style-type: none">• Review and approve search brochure	<ul style="list-style-type: none">• Develop professional recruiting brochure• Begin accepting applications
Week 8	<ul style="list-style-type: none">• Select screening committee members• OSBA Legal staff present contract analysis <p>Public meeting - (regular board meeting)</p>	<ul style="list-style-type: none">• Facilitate OSBA attorney presentation of analysis of current executive's contract
Week 9-14 14		<ul style="list-style-type: none">• Receive applications• Recruit candidates, respond to inquiries• Applications close• Review all applicant submissions; prepare for screening
Week 15	<ul style="list-style-type: none">• Attend screening committee training• Screen applications and submit rankings <p>Public meeting/executive session - (regular board meeting)</p>	<ul style="list-style-type: none">• Train screening committee on screening process, tools and time line
Week 16	<ul style="list-style-type: none">• Select candidates to interview• Develop interview schedule• Develop interview questions• Establish contract parameters <p>Public meeting/executive session - (regular board meeting)</p>	<ul style="list-style-type: none">• Present screening committee recommendations to the board; facilitate selection of candidates to interview• Train board on interview and reference check processes• Provide interview questions for review and facilitate consensus on interview questions
Week 17-18	<ul style="list-style-type: none">• Conduct interviews• Conduct preliminary reference checks• Select finalists <p>Public meeting/executive session - (regular board meeting)</p>	<ul style="list-style-type: none">• Schedule initial interviews with candidates• Attend last interview and facilitate selection of finalists• Train board on conducting in-depth reference checks and site visits
Week 19	<ul style="list-style-type: none">• Send disclosure release form to finalists' last three education providers (ORS 339.370-339.378)• Conduct in-depth reference checks and site visits	<ul style="list-style-type: none">• Schedule finalists' interviews• Assist with reference checking
Week 20	<ul style="list-style-type: none">• Hold finalist forum• Conduct final interviews <p>Public meeting/executive session - (regular board meeting)</p>	<ul style="list-style-type: none">• Verify licensure of finalists• Develop finalist forum schedule, if needed• Attend final interview and facilitate consensus on "first choice" candidate

Week 21	• Negotiate contract with "first choice" candidate	
Week 22	• Vote to hire candidate in open public meeting • Announce selection Public meeting - (regular board meeting)	• Develop press release, if needed
Before July 1	• Create transition plan with new superintendent, board and consultant	• Meet with the new superintendent and board to create transition plan
July 1	• New executive begins	
After July 1	• COSA mentoring program provided to the new superintendent	• Act as liaison between school district/superintendent and COSA as needed. OSBA provides part of the content for this mentoring program

@ OSBA executive search consultant on-site
Tomorrow's Leaders Today

Northwest Leadership Associates

To: Days Creek School Board

From: Michael Lasher -- Northwest Leadership Associates

Subject: Laying the Groundwork

Date: July 13, 2018

Selecting a new superintendent is one of the most important tasks of any school board. With that task come a number of considerations and questions. As you move toward this process, these are some of the issues you will need to address.

In order to maximize the value of any time we might spend time together, I'm sending some questions and thoughts along with my proposal so the board can begin to get a sense of what the process will look like as we would prepare a posting and begin looking at potential candidates.

Board members are busy people and therefore it is critical to make sure any time involved in the search process is well spent. These considerations help assure the process is on track.

Getting Started

Here are some questions boards want to address at the outset.

- What are the most important qualities you want in your next superintendent? • What qualifications are essential?
- Does the new superintendent need previous superintendent experience? What experience would be helpful?
- What are 2-3 primary challenges or demands that should be addressed by the new superintendent in the first year or so?

- Must the superintendent live in the District? Or be accessible seven days a week, or is that not important?
- How long do you want the superintendent to stay? Do you want to ask for five years upfront even though you can only contract for three?
- What are the things about the district of which you are the most proud? • What things do we want to be sure to say about your area?

And.....

- What kind of salary range will you consider for the next superintendent? What is competitive for districts of this size?
- Are you willing to offer a three-year contract?

In-District Involvement

Who in the district would be involved in the process? Are there key staff members who would serve as point people or liaisons? This always helps put forth a positive image when candidates call with questions or visit.

Dates

There is plenty of time to conduct your search, however, we should begin preparing materials in the fall and look to open the permanent position in January 2019. After advertising for 4-6 weeks, interviews take another two weeks. With an early start, a new permanent superintendent could be identified by early March.

Criteria

The selection criteria for each district changes from one situation to the next. Sometimes, however, in looking at potential qualities and qualifications, board members find it helpful to be able to look at what other districts have done. The following criteria were used by other districts. Perhaps there are some that are applicable to the Days Creek School District.

Please circle five or six you feel are most important.

Qualities & Qualifications Of The Candidate

- An understanding of educational trends and the implementation of the Every Student Succeeds Act (ESSA)
- The ability to communicate with a wide array of audiences and a willingness to listen, accept and respect different points of view
- An understanding of the culture and dynamics of rural communities
- A passion for student achievement and placing students first in all decisions • A good communicator with a desire to share openly with parents and the community and find

ways to celebrate successes and recognize achievement • Demonstrates a passion and ability to address instructional excellence, student achievement, and placing student first in all decisions

- Keeps abreast of state and federal mandates
- Appreciates, supports, and values the contributions of all employees
- An open, collaborative leadership style with a willingness to listen but also selfconfident and capable of making and standing behind hard decisions when necessary
- Understands the values of a small community
- A commitment to finding new sources of funding and creative avenues of greater efficiency
- The skills to develop a strong working relationship with the board based upon mutual trust and respect
- An interest in the improvement of instruction and assuring staff has the resources necessary to enhance classroom performance
- A willingness to be straightforward, fair, and consistent
- Demonstrates personal characteristics such as integrity, honesty, a sense of humor, and a heart for children
- Experience as a classroom instructor and principal is preferred
- A leadership style characterized by inspiration, motivation, and the empowerment of others
- Sound financial management skills, with the ability to effectively communicate fiscal issues to the board, staff, and community
- A willingness to be highly-visible in the community, in the classrooms, and at school events
- An understanding of the effective application of technology for management and instructional purposes
- Ability to seek creative funding opportunities and develop innovative programs
- Experience with bond issues and facility updates
- An appreciation for the needs of special learners
- Experience in all aspects of school facilities issues
- The skills to develop a strong working relationship with the board based upon mutual trust and respect
- A reputation for valuing the thoughts, ideas, and contributions of every employee in the school district
- A willingness to be flexible in terms of the administrative organization of the district
- A demonstrated heart for children and a willingness to interact regularly with students
- Personal characteristics such as trust, integrity, honesty, and a sense of humor
- A willingness to commit at least three-five years to the District
- Familiarity with service-based learning

- An approach which fosters collaboration, listening to all sides, accepting give and take, and acting decisively
- Tomorrow 's Leaders Today

Northwest Leadership Associates

To: Days Creek School Board

From: Michael Lasher— Northwest Leadership Associates

Subject: Search Proposal

Date: July 13, 2018

Thank you for the invitation to provide information about the conduct of a superintendent search for the Days Creek School District.

Although I am the Douglas ESD superintendent and the Executive Director of the Oregon Small Schools Association, I'm also an associate of Northwest Leadership, an Executive Search firm based in Oregon and Washington. I have a strong belief in the value of districts like Days Creek and their importance to serving the children of our state. I would be proud to conduct your search.

Northwest Leadership has done many searches for Oregon districts of your size over the years. Those searches include: Marcola, McKenzie, Colton, Elkton, Glide, Glendale, Oakland, Cove, North Powder, Condon, Mitchel and North Lake to name a few as well as districts like Clatskanie, Milton-Freewater, Hermiston, and Morrow County.

In all, our firm, which includes seven partners, has done over 250 searches in the Pacific Northwest.

For small districts like Days Creek, Northwest Leadership typically charges \$6900 or more. Most search firms charge a base price plus additional costs for travel, meals, lodging, travel time, and other expenses. We realize many smaller districts prefer knowing exactly what the cost will be. Because Days Creek is one of the component districts of Douglas ESC), I can offer the district what Northwest Leadership calls our "Friends and Family/" discount, namely an inclusive search but for only \$500.

The process for conducting a search is pretty straight forward. Initially, the focus of the search will likely be finding an interim superintendent that meets the board's approval. There are a number of former superintendents who may be interested in working either half or full-time in the district, as well as, some up-and-comers the board may want to consider. We could also talk about your idea of the Douglas ESD providing superintendent services. Once the interim position is filled, we'll work together in November to define the search criteria, e.g. what kind of permanent superintendent is the board seeking? Those criteria and other information will be compiled into a brochure which will be used to inform and attract potential candidates to the district. Once the position has closed, the board will

need to select candidates to interview, conduct and interview process and ultimately decide who you'd like to hire. My final duties often include helping to negotiate a contract. Along the way I prepared questions, meet with community members during interviews, and provided additional information. As you are well aware, it isn't a particularly long distance from Roseburg to Days Creek and I can easily make the trip.

Along with this proposal, I am providing a document I call "Laying the Groundwork." It helps the board understand the kind of questions we would need to discuss and some of the considerations that go with choosing a new superintendent.

One thing we always focus on is representing the board in a positive way. We want to connect with your community and those involved in the process. I think this is always an important part of the process. We also work hard not just to advertise for candidates but to seek people who will be a good fit. We also screen candidates in advance so that when the board is considering who to interview, they already have solid information to work with.

One of the things we seek to screen for when checking on candidates is their emotional intelligence.

- a. How well do the candidates understand themselves and their impact on others
- b. Are they capable of demonstrating self-control
- c. Are they aware of the values of the community they are serving
- d. How do they manage relationships

One of the hallmarks of Northwest Leadership Associates is our aggressive pursuit of quality candidates. We don't just wait to see who shows up. We actively pursue individuals who might be a particularly good fit for your district.

In addition, we don't just drop a list of candidates on you and wander off. We are willing to help through the interview process and beyond—to whatever extent you feel you want. We guarantee our work. If we don't find a candidate you are excited to hire, or if you hire a candidate and he/she leaves or is dismissed during or after a year, we will come back and find a replacement at no cost beyond direct expenses. Other firms charge half of their fee upfront and the other half at the end—new superintendent or not.

In fact, knowing that all districts are having to keep an eye on finances, please note that we don't charge a dime until a superintendent is in place, and we don't charge travel time based upon your location.

Thank you in advance for considering this proposal. I would sincerely enjoy the opportunity to work for your school board in this important task.

Douglas County School District 15

Code: CBA

Adopted: 10/08/03

Readopted: 9/15/14 Orig.

Code(s): CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

- QUALIFICATIONS:
1. A current Oregon administrative license with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator license requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

DELEGATION OF DUTIES: The superintendent may delegate to other school personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

Performance Responsibilities

LEADERSHIP AND DISTRICT CULTURE

The superintendent will:

1. Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning;
2. Promote academic rigor that focuses on learning and excellence for schools;

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3. Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision;
4. Model learning for staff and students;
5. Promote understanding and celebrating school/community cultures;
6. Promote and expect a school-based climate of tolerance, acceptance and civility,
7. Develop, implement, promote and monitor continuous improvement processes.

POLICY AND GOVERNANCE

The superintendent will:

1. Understand and articulate the system of public school governance and differentiate between policy making and administrative roles;
2. Establish procedures for superintendent/Board interpersonal and working relationships;
3. Promote shared decision making as pervasive throughout the system;
4. Scan environment to create a data-based framework for policy development;
5. Understand and interpret the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
6. Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals;
7. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent will:

1. Clearly articulate district vision, mission and priorities to community and media;
2. Demonstrate understanding of political forces and skills to build coalitions for educational process;
3. Develop formal and informal techniques to gain external perceptions of district;
4. Demonstrate effective communication skills (written, verbal and nonverbal contexts, formal and informal settings, large and small group and one-on-one environments);

5. Promote involvement of all stakeholders to fully participate in the process of schooling;
6. Demonstrate mediation and conflict resolution skills;
7. Establish effective school/community relations, school/business partnerships and public service;
8. Understand the role of media in shaping and forming opinions as well as how to work with media;
9. Develop and carry out internal and external communication plans.

ORGANIZATIONAL MANAGEMENT

The superintendent will:

1. Frame, analyze and resolve problems using effective problem-solving techniques and decisionmaking skills;
2. Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities;
3. Acquire, allocate and manage all resources to ensure successful student learning;
4. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring;
5. Articulate budget complexities to public in respectful, understandable manner;
6. Demonstrate the ability to use technology to enhance administering business, student and other information and support systems;
7. Develop and monitor long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software and staff development and training needs;
8. Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues;
9. Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma;
10. Be responsible for coordinating funded projects, for administration of grants and for ensuring that the various departments which operate these programs do so within the guidelines pertaining to the particular program unless otherwise stipulated in the grant requirements. The superintendent is responsible for administering any program approved by the Board.

CURRICULUM PLANNING AND DEVELOPMENT

The superintendent will:

1. Develop core curriculum design and delivery system based on content and assessment standards and best practices;
2. Establish curriculum planning to anticipate occupational trends and school-to-career needs;
3. Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction, identifies all children with disabilities, regardless of the severity of their disabilities;
4. Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming;
5. Assess student progress using a variety of appropriate techniques;
6. Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

INSTRUCTIONAL LEADERSHIP

The superintendent will:

1. Collaboratively develop, implement and monitor change process to improve student and adult learning;
2. Implement appropriate safety and security practices in schools;
3. Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners;
4. Analyze available instructional resources, including applications of technology, and assign them in a cost-effective and equitable manner to enhance student outcomes;
5. Establish instructional strategies that include cultural diversity and differences in learning styles;
6. Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process;
7. Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.

HUMAN RESOURCES LEADERSHIP

The superintendent will:

1. Work with faculty and other stakeholders to identify system and staff needs and organize, facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies;
2. Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development;
3. Diagnose and improve organizational morale;
4. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
5. Assess individual and institutional sources of stress and develop methods for reducing stress;
6. Establish student personnel practices and procedures, including effective student information systems.

VALUES AND ETHICS OF LEADERSHIP

The superintendent will:

1. Exhibit multicultural and ethnic understanding and sensitivity;
2. Describe role of schooling in a democratic society;
3. Manifest a professional code of ethics and demonstrate personal integrity;
4. Model accepted moral and ethical standards in all interactions;
5. Explore and develop ways to find common ground in dealing with difficult and divisive issues;
6. Promote the value that moral and ethical practices are established and practiced in every classroom, every school and throughout the district.

LABOR RELATIONS

The superintendent will:

1. Develop bargaining strategies based upon collective bargaining laws and processes;
2. Identify contract language issues and propose modifications;
3. Participate in the collective bargaining processes as determined by the Board;

4. Establish productive relationships with bargaining groups while managing contracts effectively.

DISTRICT GOALS

The superintendent will:

Monitor and report to the Board on district progress in meeting Board-identified, long-range and/or shortrange goals.

END OF POLICY

Legal Reference(s):

ORS 327.133

ORS 332.075

ORS 332.515

ORS 342.125

ORS 342.143

ORS 342.173

ORS 342.175

ORS 342.200

OAR 581-022-0102 to -1940

OAR 581-023-0006 to -0041

OAR 581-023-0104

OAR 581-023-0112

OAR 581-023-0220 to -0240

OAR 584-020-0000 to -0045

OAR 584-036-00350)

OAR 584-046-0005 to -0024

OAR 584-080-0151

OAR 584-080-0152

OAR 584-080-0161

Cross Reference(s):

CBG - Evaluation of the Superintendent

Qualities and Qualifications for the Days Creek Interim Superintendent/Principal

DRAFT

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems with facilitate planning and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decisionmaking process:
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths especially with the current_____
10. Experience and/or knowledge with school budgeting processes.

Timeline/Process DRAFT

July 17? 18?	August 14-19
	August 20 Declare vacancy (public session)
	Approve search timeline/process (public session)
July 19 - 29	Approve qualities and qualifications with public input (public session) Discusses potential salary range (public session)
July 31	Advertise position
	Review applications/Invite interviewees (executive session)
August 5, 6, 7	Create interview questions (public session)
August 8-13	Conduct Interviews (executive session)
August 13	Reference check(s) on finalist(s)

Board
reviews
reference
checks
(executive
session)

Begins
negotiations
with top
choice

Board
approves
contract of
top choice