
Pendleton School District
Superintendent Search 2016
December 8, 2015

**Search
Activities
Report**



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DATE: December 8, 2015
FROM: Greg McKenzie, Search Consultant
Mike Taylor, Search Consultant
TO: Pendleton School District - Board of Directors
SUBJECTS: Summary of Superintendent Qualifications Inquiries
Screening Committee Tips
Salary Survey
Advertising

Qualifications Summary

During the period October 10-November 5, 2015 we collected information related to the superintendent search from stakeholders of the Pendleton School District (PSD). The methods of inquiry included facilitated focus groups with staff, students, and the community at large. For those unable to attend a meeting, an online questionnaire was available linked to the PSD website. An invitation to attend a focus group or complete the online questionnaire was published throughout the district and circulated by e-mail to available contact lists.

Participation was outstanding and the groups shared their views about the district and characteristics for the next Pendleton SD superintendent. The online questionnaire attracted 337 people who submitted completed responses. Responses came from staff, students, parents and community. With the assistance of Tami Calvert, we set up multiple focus group opportunities for staff, students and community with 72 people attending. Altogether, we had contacts by focus groups, online questionnaire and personal interviews with about 400 PSD stakeholders. Overall, we believe we contacted a sufficiently large and representative sample of stakeholders to lend credibility to the results reported herein.

The purpose for the inquiries was identification of strengths, areas for improvement, priorities and personal profile characteristics for the superintendent search. The information we collected will be used to create various elements of the search literature, develop screening criteria and formulate questions for interviews. The questions were:

1. What is working well in the school district that needs to be preserved?
2. What is your vision for what the district can achieve?
3. What areas need to be improved to move the school district to greater success?
4. What should be the priorities of the school district for the next 5 years?
5. What are the personal or professional characteristics that you feel are important for a successful superintendent in this school district.

We summarized the information in spreadsheets which served as the beginning point for our analysis. The online results are in a one-page Excel spreadsheet and the focus groups are in a three-page Word document. We have attached copies of the spreadsheet summaries in the Support Materials to illustrate how we assembled the information. **WARNING! THE PRINT**

ON THE SPREADSHEETS IS SMALL. From the two primary methods of information collection we searched for common themes while comparing responses from various groups.

From the hundreds of individual ideas expressed by various respondents, the information was sorted into common themes and filtered for the most frequently mentioned items. We also reviewed all open-ended comments submitted in the online questionnaire for comparison to the spreadsheet results looking for confirmation of themes and any new, but unexpressed ideas that were frequently mentioned. We conducted a similar review of the question relating to the “priorities” for the district. While the sorted results are not intended to be statistically precise, nonetheless, a clear perception of what the district is about begins to emerge. Consequently, this report represents an executive summary of the information collection effort and the Consultant Recommendations are based on that information.

For the Board’s consideration about the qualifications for the position and the personal profile of prospective candidates, the following attachments (Support Information) are included for reference in this report:

1. Pendleton SD Board Policy CBA
2. Summary of the online questionnaire responses (Excel spreadsheet)
3. Summary of focus group results (3-page Word spreadsheet)

The recommended words and phrases shown in the Consultant Recommendations when approved by the Board will be used for various elements of the search literature. Essentially, the qualifications adopted by the Board provide a menu of phrases to characterize the district. All phrases may not be used in all publications. The "strengths" responses became "Who Are We" in the Consultant Recommendations. The "needs improvement," and "priorities" were the basis of the "What's Next." The “profile” descriptions obviously describe the ideal candidate characteristics for the position. We have included responses to the “vision” question to give the Board a sense of what people would like to see this district become. These descriptions of the district and desired candidate help candidates compare their own skills with the district's needs. Often overlooked is Board Policy CBA which we have also reviewed and included. Some of the elements of qualifications and candidate profile have already been defined by the Board in this Board Policy.

After considering this report the Board needs to adopt a set of "qualifications" for use in the search literature. Please use the Consultant Recommendations as the beginning document and amend as you feel necessary. Once the "qualifications" are adopted, we will post them on the district's website and start using the information to build other elements of the search literature.

Screening Committee

We recommend the Board select a group of district stakeholders to assist with reviewing the applications. Identifying a group does not require any particular process for selection. The process just needs to be fair and equitable. The easiest selection method is to let administrators,

teachers and classified choose representatives from their groups. The Board or the Superintendent can select members of the public. Selection of the screening committee should be completed about 2 weeks before we begin reviewing applications.

Here are a few tips to keep in mind as you consider a list of people for the screening group.

- Limit screening group size to around 15-20 people plus Board members
- Include representatives from a variety of stakeholder groups including, e.g.,

Administrators (2-3)

Teachers (3-4)

Classified staff (3-4)

Parents/Community members/Business Leaders (5-6)

- Make the screening group selection process simple
- Participants need to be available for 6-10 total hours during Feb 16-20, 2016
- Participants must attend a training session on Feb 16th in the evening
- Screening of candidate applications will occur in executive session
- Confidentiality of all applicant information is absolutely mandatory
- The Board will be training and screening applications simultaneously

We will later suggest that some of the members of the screening committee could also serve as observers during the initial interviews which follow the application screening. The interviews are not yet scheduled, but will likely be held during the Feb. 29-Mar. 4, 2016, time period.

Once the screening group is selected, have Tami Calvert send their names and contact information to Greg McKenzie. We will communicate with the screeners and Board members about instructions. Formal action to select the screening group is not technically necessary, but you should at least announce their names at a board meeting.

Salary Range Recommendation

Several of the jobs posting sites require a beginning salary and many candidates are curious about the anticipated salary for the position. We can describe the anticipated salary as "Competitive – Depends on Experience" but eventually, candidates will start asking about the salary. Even though the circumstances for each candidate are different and the exact salary specifications will be negotiated with the Board's choice for the next superintendent, it is helpful to adopt a salary range for publication with the search. A recent survey reported that the biggest complaint from candidates is the failure to include salary information in the initial postings.

Superintendent's salary discussion is a matter for a public meeting – not executive session. The salary range need to be wide enough to account for some candidates who are more experienced than others. The salary also needs to be competitive to attract quality candidates.

To assist with your discussions, we are attaching a Salary Survey in the Support Information section that shows base salary information for several similar sized districts which would be competitive with you statewide. The salary information is taken from an annual salary survey conducted by Confederation of Oregon School Administrators (COSA) collected in the 2014-15 school year. New salary survey information will be published in February, 2016.

Compensation benefits in addition to base salary regarding vacation, TSA's (tax sheltered annuities), leave, professional dues and transportation vary widely by district. However, all districts shown in the attachment pay medical, dental, vision and life insurances for the superintendent. Whether or not the superintendent pays into PERS also varies widely. The amounts for TSA's which we have shown in the summary of salaries are not shown in the COSA salary survey.

It is noteworthy that candidates who like your district can become discouraged if the proposed salary range is too low and not competitive. On the other hand, bidding up the salary beyond the comparison range for your size district can send the wrong signal to your staff and constituencies. Experienced superintendents from similar sized districts with several years in the same district may already be at or near the top of your salary range. We know this decision is an important one in the search process – but not easy. Establishing a range of \$10-15,000 or so from high to low probably gives sufficient room for negotiation with the candidate you choose.

Based on the available information and in order to attract top-notch candidates, we recommend advertising a base salary range for this search of \$127,500 to \$140,000 per year. An “attractive benefit package” would include the same benefits currently paid to the superintendent and other administrators in your district.

Position Advertising

We need the Board to decide how widely to advertise this position, i.e., regionally or nationally. In the past we have purchased single postings for 30 days at each of the online job board sites. This method allowed us to have a receipt for each posting which we attached to the final invoice as reimbursable expenses at the end of the search. However, this method does not allow us to take advantage of the opportunity to purchase advertising packages for multiple postings at discounted prices.

Now, we are asking each search client to purchase an advertising package from us for a fixed price giving us authority to select the appropriate advertising sites within the chosen package. For example, if the search client chooses a “national” search package for the fixed price of up to \$1,500 we will advertise on selected regional sites plus on selected national sites up to a cost of \$1,500. We will report where we have advertised and the cost of the postings. However, we will not attach individual receipts for each advertisement at the time of final billing because many of the advertising sites will have been purchased as a part of a package from the advertiser. In the

event we do not spend the total authorized amount, we will discount the final reimbursable expense invoice to reflect the amount actually spent. This sounds a little confusing, but it will allow us to take advantage of advertiser discount packages and thus purchase more overall advertising for the search client. A sample of the search package options is attached in the Supplemental Information.

We need the Board to authorize us to select position advertising on a “Regional” (up to \$800) or “National” (up to \$1,500) basis. We will select which job boards are effective for your search based on our experience using posting sites within the selected grouping. Please note, we will always distribute through our commercial electronic messages (direct e-mail) and on national sites which are free, even if the “Regional” package is selected.

**Pendleton School District
Superintendent Search - 2016
Qualifications
*Consultant Recommendations***

After reviewing information collected from the staff, students, community, Board policy, and assembling responses from the online questionnaire, Consultants recommend the following criteria, profile and characteristics for use in the superintendent search.

Who Are We?

- Dedicated, long-tenured teacher, administrator and support staff
- Successful arts, music and athletic programs
- Up to date technology and upgraded facilities
- Small town in Eastern Oregon with boundless outdoor recreation opportunities
- Innovative early childhood education programs
- Close working relationship among employee groups
- Committed to helping all students succeed
- Strong community support with recently passed \$55M capital bond
- “We are proud of our schools”
- The Pendleton Round Up

What's Next?

- Find creative solutions to reduce class sizes
- Continue strong emphasis on music, arts and athletic programs
- Maintain a standard for quality, stable and consistent district leadership
- More emphasis on CTE and STEM course offerings
- Graduate all students and be sure none are overlooked
- Establish better communication among all groups
- Become a destination for the best teachers, staff and administrators

Minimum Job Requirements (from Board Policy CBA)

- A current Oregon administrative license with an authorization for all levels, a superintendent’s endorsement or a transitional superintendent license;
- A master’s or doctorate degree in the field of education, preferably in educational administration;
- Successful teaching experience at the elementary or secondary school level;
- Service as a superintendent or administrative experience in the central administration of a school system;
- 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.

Essential Job Skills (from Board Policy CBA)

- Success in leadership roles with staff, community and professional peers;
- Ability to communicate effectively, both orally and in writing;
- Scholarship intelligence and excellent ability to plan and organize
- Training, experience and success in personnel selection, evaluation and development;
- Knowledge of curriculum development, implementation and evaluation;
- Knowledge of business and support service systems which facilitate planning, control and accountability;
- Experience in administering collective bargaining agreements;
- Ability to motivate other administrators and significantly involve them in the decision-making process;
- Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths;

Leadership Skills (from focus groups & online survey)

- Builds collaborative working relationships with staff and community
- Demonstrates strong decision making and problem solving ability
- Provides visionary and empowering leadership throughout the district
- Is highly visible and involved in the schools and community
- Serves as instructional leader and role model for staff with a background in the classroom
- Demonstrates a solid budgeting skills and understands Oregon school finance
- Wants to be a part of the Pendleton community and embraces its values and traditions
- Respects and values the contribution of all members of the school and local community
- Knowledgeable about all levels of education; elementary, middle, and high
- Genuinely cares about each student's success and well-being
- Willingly reaches out to partner with parents, community and local businesses

Desired Candidate Profile (from focus groups & online survey)

Effective communicator
Good listener
High degree of integrity
Approachable/personable
Student first focus
Enjoys working with kids
Willing to make tough decisions
Collaborator
Follows through
Open-minded
Enthusiastic
Culturally responsible

Support Information

Pendleton School District 16R

Code: **CBA**
Adopted: 01/10/89
Revised/Readopted: 4/12/10; 5/13/13
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current Oregon administrative license with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license;
2. A master's or doctorate degree in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

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 licensure 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.

The superintendent will have the following personal and professional qualities:

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 which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Serve as educational leader to the Board, staff and community;
2. Act as the Board's chief administrative officer;
3. Serve as district school clerk, performing such duties as required by law or by the Board;
4. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board;
5. Attend all regular and special meetings and executive sessions of the Board, except when excused for his/her own salary and performance review;
6. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
7. Administer adopted Board policies;
8. Annually review adopted Board policies and make recommendations for needed changes;
9. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
10. Provide an ongoing program of communication to and from the community, staff and Board concerning the school program and district activities;
11. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
12. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
13. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

14. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
15. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff. Policies approved by the Board will be included in the written rules and regulations of the district;
16. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
17. Resolve problems of operations and settle disputes referred through administrative channels;
18. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
19. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
20. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
21. Appoint, promote, demote or discharge classified and nonrepresented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
22. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
23. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
24. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
25. Assign and control the promotion of students;
26. Maintain a continuous inventory of all district property, furniture, material and supplies;
27. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
28. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

29. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
30. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
31. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
32. Direct the district in its relationships with federal, state and local government agencies;
33. Cooperate with universities and colleges in their student-teacher training programs;
34. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
35. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
36. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
37. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
38. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.075](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.140](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.175](#)
[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0050](#)
[OAR 584-020-0000 to -0045](#)

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0005 to -0024](#)
[OAR 584-048-0085 to -0095](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Pendleton School District
Superintendent Search 2016 - Online Questionnaire Summary

	Certified(103)/Classified(40)/Admin (12) = 155	Comm.(44)/Parents(101)/Other (20) = 165	Students (10)	Board (7)
Strengths	high quality teachers, staff, admin - 73% small class size 56% arts & music programs - 53% commitment to all kids, all backgrounds - 47% collaboration among employee grps & admin - 46% clear direction for improving student success - 42% up-to-date technology - 41% athletic programs - 40% professional development for staff - 37% high standards for improving student success - 36% up-to-date school facilities - 32% college prep classes - 32%	high quality teachers, staff, admin - 65% arts & music programs - 59% small class size - 58% college prep classes - 46% clear direction for improving student success - 43% up-to-date technology - 37% vocational/professional technical programs 35% athletic programs - 35% commitment to all kids, all backgrounds - 35% collaboration among employee grps & admin - 34% communication with public - 32% up-to-date school facilities - 30%	high quality teachers, staff, admin - 90% small class size - 80% up-to-date technology - 70% college prep classes - 70% up-to-date facilities - 60% athletic programs - 60% strong extracurricular programs - 50% arts & music programs - 50%	high quality teachers, staff, admin - 87% arts & music programs - 87% fiscal responsibility - 63% collaboration among employee grps & admin - 63% community involvement & support 50% athletic programs - 50% clear direction for student success - 50% commitment to all kids, all backgrounds - 50% professional development for staff - 50% communication with public - 50%
Needs Improvement	smaller class size - 74% positive student behavior - 53% emphasis on CTE - 47% quality, stability, consistency of district leadership - 32% update technology - 31% teacher professional development - 30% student engagement - 30%	smaller class size - 59% emphasis on CTE - 48% clear direction for improving student success - 45% focus on STEM - 39% communication with staff, parents, community - 35% emphasis on continuing/higher ed - 31% positive student behavior - 31% quality, stability, consistency of district leadership - 31% student engagement - 30%	update facilities - 80% student safety & security - 80% communication with staff, parents, community - 60% update technology - 60% smaller class size - 60%	emphasis on CTE - 75% smaller class size - 75% community engagement - 50% student engagement - 50% communication with staff, parents, community - 38% update technology - 38% connection with post secondary partners - 38% focus on STEM - 38% clear direction for improving student success - 38% community partnerships - 38%
Priorities	smaller class size meeting the needs of all students CTE positive student behavior upgrade technology	smaller class size enrich student learning and focus on student achievement CTE less testing, more teaching improved graduation and attendance	improve graduation rate focus on student achievement, college prep improve activities, arts, athletics	CTE class size communication connections with students in all areas
Vision	schools as heart & soul of community - 59% become a destination district for best staff - 53% strong voc ed programs - 51% graduation for all students - 36% prepare all students for higher ed - 34% best district our size in OR - 32% district reflects community's values & traditions - 31% district recognized for innovation & creativity - 30%	become a destination district for staff - 57% strong vocational ed programs - 50% prepare all students for higher ed - 42% graduation for all students - 40% schools as heart & soul of community - 40% district recognized for innovation and creativity - 35%	graduation for all students - 80% prepare all students for higher ed - 70% district recognized for innovation and creativity - 40% best district our size in OR - 40% become a destination district for best staff - 40% district reflects community's values & traditions - 40%	strong voc. Ed. programs - 63% schools as heart & soul of community - 63% become a destination district for best staff - 63% best district our size in OR - 38% graduation for all students - 38% center for multiple cultures and diversity - 38%
Profile	background in teaching - 81% effective communicator - 65% personable/approachable - 63% committed to serving all kids - 52% follows through - 44% good listener - 44% integrity - 42% puts kids first - 37% works well with others - 36% open-minded - 32% collaborator - 30% empowering leader - 30% builds community partnerships - 30% budgeting/business skills - 29% strong core values - 29% visible in community/schools - 28% makes tough decisions - 27%	background in teaching - 71% effective communicator - 67% personable/approachable - 51% integrity - 42% good listener - 42% empowering leader - 39% follows through - 38% puts kids first - 37% builds community partnerships - 36% committed to serving all kids - 35% budgeting/business skills - 34% makes tough decisions - 34% visible in community/schools - 31%	committed to serving all kids - 100% put kids first - 100% personable/approachable - 75% good listener - 75% open-minded - 75% follows through - 75% motivator - 75% visible in community/schools - 50% budgeting/business skills - 50% respectful of all groups - 50% background in teaching - 50% makes tough decisions - 50% outgoing - 50% empowering leader - 50% works well with others - 50% sense of humor - 50% strong core values - 50% instructional leader - 50% smart - 50% well-organized - 50%	effective communicator - 87% background in teaching - 75% personable/approachable - 63% committed to serving all kids - 63% makes tough decisions - 50% follows through - 50% builds community partnerships - 50% visible in community/schools - 38% budgeting/business skills - 38% good listener - 38% puts kids first - 38%

Pendleton School District Stakeholder Input

Strengths/what is working

PAT & OSEA (2)	Student (36)	Community (9)	District Office (5)	Administers (14)	All Staff (6)
<ul style="list-style-type: none"> Community support Dedicated teachers Early childhood center Good kids, well behaved Good staff, stable, caring Low turn-over Small community, w/access to large city Updated facilities 	<ul style="list-style-type: none"> Athletic programs Community support Foreign languages Great Students Music programs New facilities (elem school) Performing arts Personable staff School pride “Buck pride”, School spirit Sense of community Traditions 	<ul style="list-style-type: none"> Current education Looking for ways to improve Open to new ideas Positive labor management relationships Staff committed Teachers Up to date facility 	<ul style="list-style-type: none"> 4 seasons Civic activities, civic pride Good people Good schools- - upgraded facilities Livability People oriented Round Up Safe community Small community 	<ul style="list-style-type: none"> Career tech and trades center Collaboration with agencies, parents, businesses Commitment to collaboration Commitment to improvement Financial support from community Great kids High quality, long-tenured staff New approach to technology Passed a \$55M capital bond Pendleton Early Learning Center Safe district Strong relationship between labor/management Strong relationship with Native American tribes Student-centered approach Support for arts, music and athletics Teacher leadership Tight-knit community Upgraded facilities We do what’s best for kids 	<ul style="list-style-type: none"> Students are good Co-workers, colleagues Loyal employees Great place to work Good communication Feel supported by superintendent/administration Teachers at the high school work well together Small community Innovative Care about children Dedicated staff Small community Dedicated staff Piece of heaven in the this district – people working together

Pendleton School District Stakeholder Input

Needs/what we can improve

PAT & OSEA	Student	Community	District Office	Administration	All Staff
<ul style="list-style-type: none"> ◦ Class size ◦ Restore electives ◦ Restore staff 	<ul style="list-style-type: none"> ◦ Auditorium ◦ Better facilities ◦ Better furniture ◦ Doors on stalls ◦ Facilities- music, arts ◦ Grading – homework vs tests ◦ Longer lunch ◦ More AP (science) ◦ More STEM ◦ Smaller class sizes ◦ Sports facilities, locker rooms ◦ Text books to take home ◦ Upgrade outside facilities 	<ul style="list-style-type: none"> ◦ Add AP, early college ◦ Add opportunities for students ◦ CTE, Shop ◦ Smaller class size ◦ TAG, more support 	<ul style="list-style-type: none"> ◦ Board Communication ◦ Career Center ◦ Internal communication ◦ More CTE, better prep for Tec ◦ Smaller class sizes ◦ Technology 	<ul style="list-style-type: none"> ◦ Be a model for other districts in OR ◦ Best prepared students for workforce and higher ed. ◦ Serve <u>all</u> students (PK-20) ◦ Top 10% academically in OR 	<ul style="list-style-type: none"> ◦ Communication (internal) ◦ Sense of cooperation between buildings and district office ◦ Clarify initiatives ◦ Unified board/district office/staff ◦ Need to feel valued

Pendleton School District Stakeholder Input

Profile

PAT & OSEA	Students	Community	District Office	Administration	All Staff
<ul style="list-style-type: none"> ◦ Accessible ◦ Collaborator ◦ Committed to district and community ◦ Communication ◦ Do not see union as an enemy ◦ Innovative solutions ◦ Invested in district ◦ Involved (teach a classroom) ◦ Listener ◦ Personable ◦ Problem solver ◦ Seeks first to understand ◦ Think out of the box ◦ Visible 	<ul style="list-style-type: none"> ◦ A presence ◦ Approachable ◦ Cares for/knows community ◦ Communicator ◦ Involved and visible in schools ◦ Open to change ◦ Organized logical ◦ Outgoing ◦ Plan for district needs ◦ Takes action ◦ Understands students ◦ Vision for district 	<ul style="list-style-type: none"> ◦ Approachable ◦ Commitment to the district ◦ Communication ◦ Enjoy, like kids ◦ Experiences, teaching (multi-level) ◦ Flexible ◦ Follow through ◦ Listens to all ◦ Make the tough decisions ◦ Positive, pro-active, can-do ◦ Sense of humor ◦ Vision for the district 	<ul style="list-style-type: none"> ◦ Experienced ◦ Approachable/per sonable ◦ Creative ◦ Critical thinker ◦ Diplomat ◦ Family oriented ◦ Knows this size district ◦ Leadership ◦ Make decisions ◦ NOT Salesperson ◦ Problem solver ◦ Visible in schools and community 	<ul style="list-style-type: none"> ◦ Approachable ◦ Clear communicator ◦ Culturally responsible ◦ Decision-maker ◦ Fiscally responsible ◦ Genuine compassion for kids ◦ Honest ◦ Knowledgeable about OR ed. laws ◦ Leads by example ◦ Likes Pendleton and embraces Round Up ◦ Open-minded ◦ Partners with local businesses ◦ Positive ◦ Sense of humor ◦ Student-centered ◦ Teaching background ◦ Unafraid of conflict ◦ Variety of education experiences 	<ul style="list-style-type: none"> ◦ Visible & involved in community and schools ◦ Well-rounded in beliefs ◦ Willing to have difficult conversations ◦ Willing to roll up sleeves and work ◦ Compassionate ◦ Respectful ◦ Classroom experience ◦ Out of district person ◦ Integrity ◦ Approachable ◦ Ability to filter information from the national and state levels (tell it like it is)

Pendleton SD

Salary Survey for Superintendents							
Name	City	County	ADM	Days	Salary	Admin pay PERS	Hol. TSA- Deferred Comp or Alt.
Coos Bay 9	Coos Bay	COOS	2,900	260	123,000		10 ?
South Lane 45J	Cottage Grove	LANE	2,900	260	139,453		12 y
Klamath Falls City Schools	Klamath Falls	KLAMATH	2,990	260	132,130		11 n
Crook County	Prineville	CROOK	3,000	260	126,259		8 a
Central 13J	Independence	POLK	3,100	258	121,564		8 y
Dallas 2	Dallas	POLK	3,100	260	112,957	Y	12 y
North Wasco County 21	The Dalles	WASCO	3,117	240	119,402		10 n
Pendleton 16	Pendleton	UMATILLA	3,205	230	128,125	Y	8 n
St Helens 502	Saint Helens	COLUMBIA	3,239	261	125,000	Y	9 n
Parkrose 3	Portland	MULTNOMAH	3,240	240	130,000		10 y
Silver Falls 4J	Silverton	MARION	3,786	261	125,233		10 a
Jefferson 14J	Jefferson	MARION	3,891	260	129,000		11 y
Hood River County	Hood River	HOOD RIVER	4,178	240	131,625		6 y
				Average	\$ 126,442	3%	5%
				Median	\$ 126,351	\$130,141	\$132,668 8% \$136,459

Surrounding Districts

Athena-Weston 29J	Athena	UMATILLA	587	260	111,104		10 y
Hermiston 8	Hermiston	UMATILLA	5,300	261	151,688		9 y
Milton-Freewater 7	Milton Freewater	UMATILLA	1,800	260	117,300		10 n
Pendleton 16	Pendleton	UMATILLA	3,205	230	128,125	Y	8 n
Umatilla 6	Umatilla	UMATILLA	1,396	260	121,376		9 n
La Grande 1	La Grande	UNION	2,176	221	117,311		9 n
Morrow 1	Heppner	MORROW	2,044	260	124,630		11 a

