



Beaverton School Board Retreat

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, August 26, 2025 2:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

- I. OPEN MEETING
 - A. Call to Order
 - B. Attendance
 - C. Agenda Review
- II. BOARD RETREAT
 - A. Welcome and Introductions
 - B. Board Development 2
 - a. Board Roles and Responsibilities
 - b. Board Operating Agreements 38
 - c. Board Goal Setting
 - C. Board Committee Assignments 43
 - D. Long Range Facilities Planning Process 45
 - E. Budget Overview & Planning Process 64
 - F. Superintendent Search Process 93
- III. CLOSE MEETING
 - A. Adjourn

Goals For Today

1. Introductions (20 min)
2. The Power of the Board / Superintendent Team (10 min)
3. Roles and Responsibilities Review (20 min)
4. Working Commitments Review (30 min)
5. Board Goals Discussion (40 min)

Introductions

1. Your Name
2. Why did you choose board / district work?
3. What's a popular trend or slang word from your school days that you participated in?
4. What is one talent or fun fact about you that would surprise the board?

The Power of this Team

The Board / Superintendent Team

When a high functioning board / superintendent team is in place, real change can happen - students thrive, the community has confidence in the district, and lasting results can be achieved.

Benefits of a Strong Board / Superintendent Team

- Leadership models collaboration with staff
- Difficult decisions are navigated in a collaborative manner
- Public trust and confidence increases
- Open, honest, and respectful communication occurs
- Morale increases
- Improve student outcomes

**A high functioning
board / superintendent
team takes ongoing
and deliberate effort.**

01

FORMING

The team is new. People are polite, getting to know each other, and unsure of roles. They look to the leader for direction.

02

STORMING

Differences emerge. There may be conflict, power struggles, or frustration as people push boundaries and test ideas.

03

NORMING

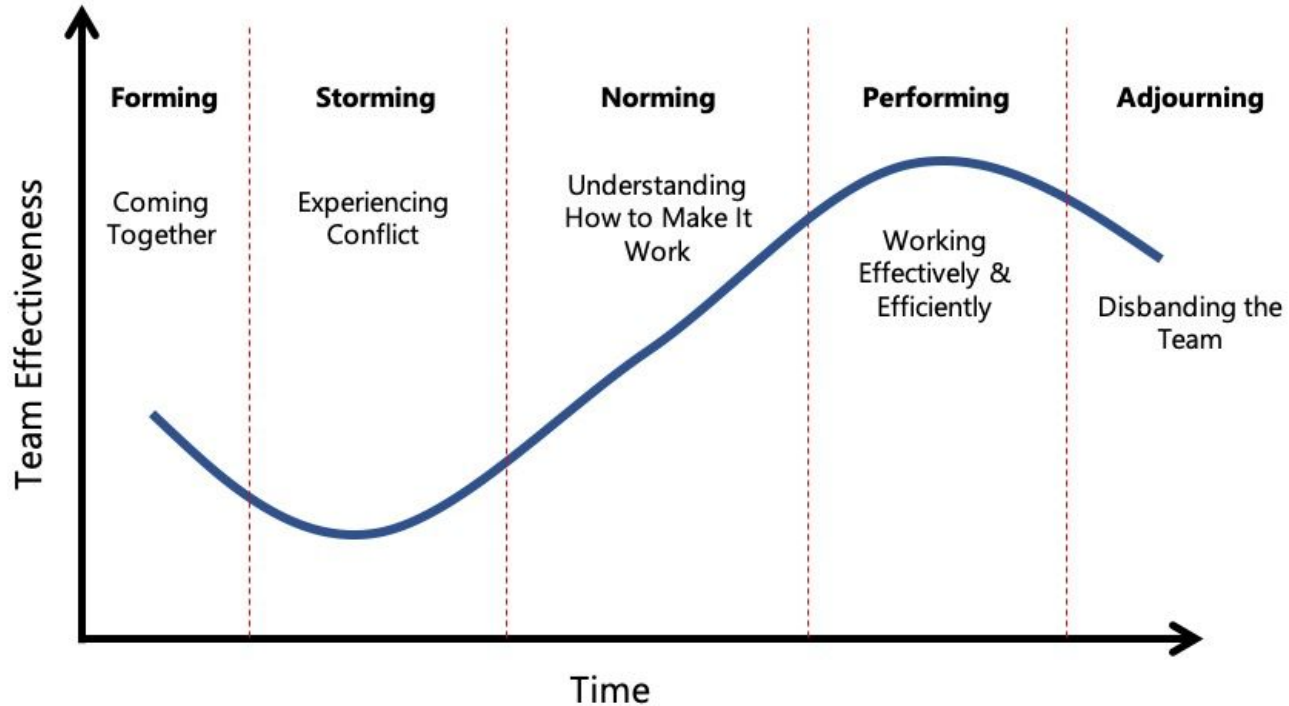
The team starts finding its rhythm. Roles are clearer, trust builds, and collaboration improves

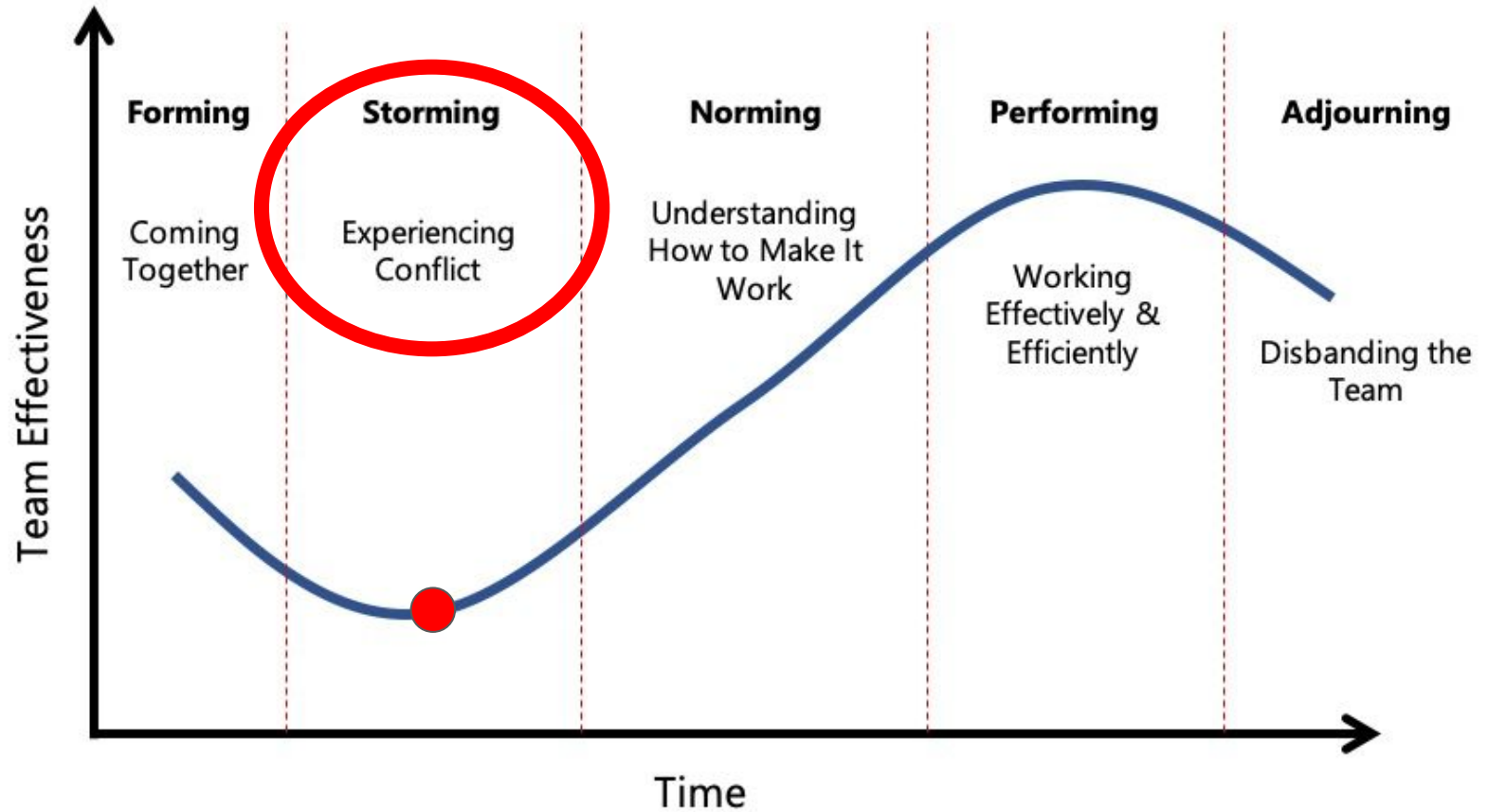
04

PERFORMING

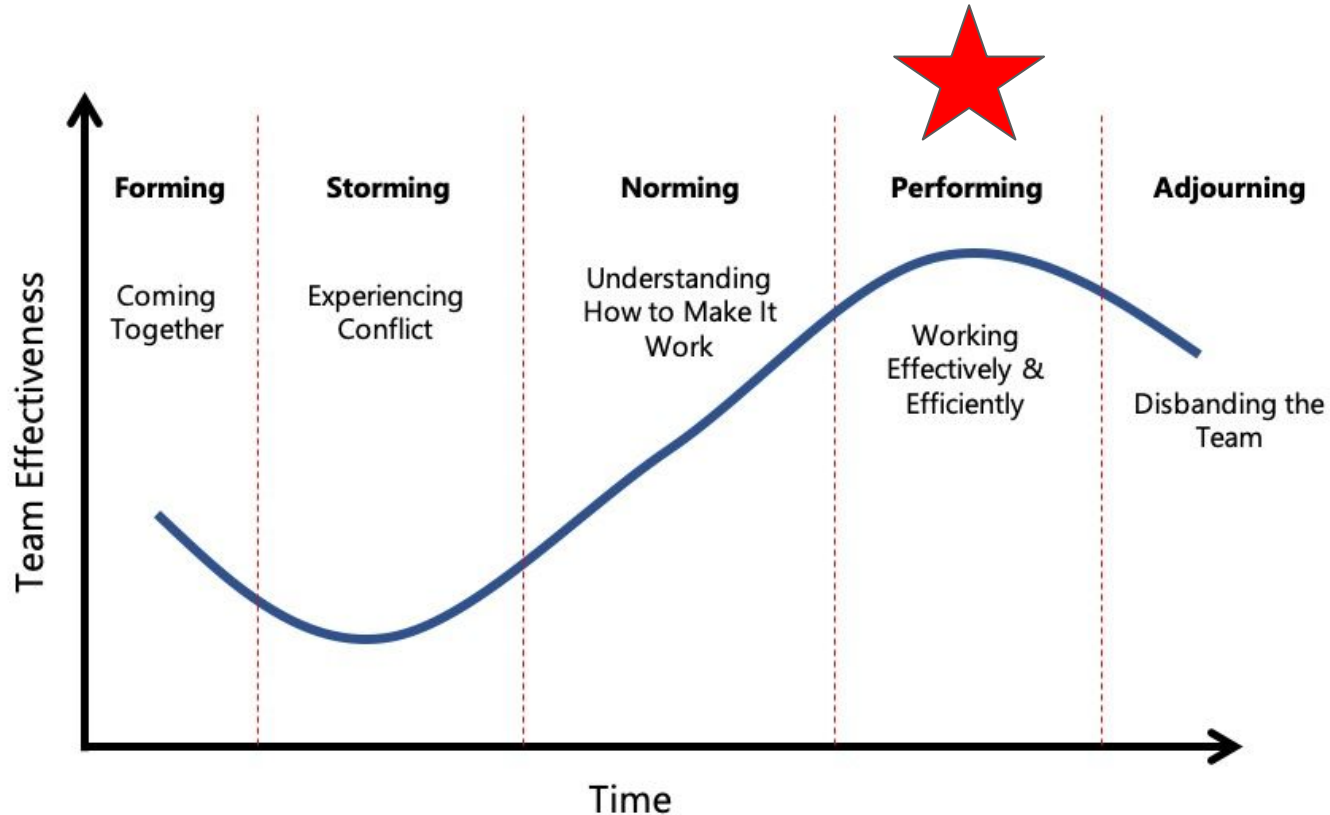
The team works smoothly toward goals with high trust, open communication, and strong results.

Team Development





Understanding roles and responsibilities will help the team to the performing stage more quickly



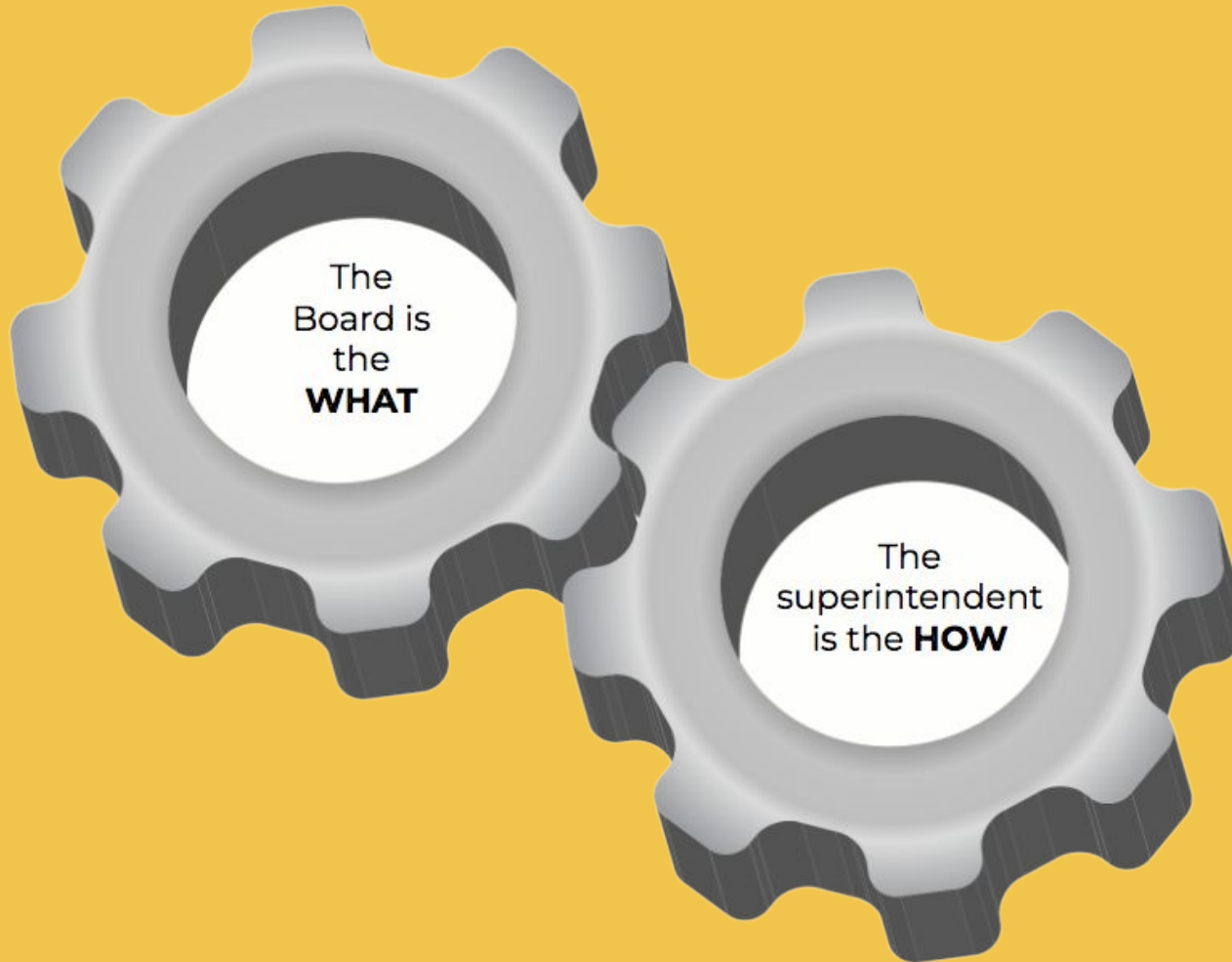
Roles and Responsibilities

Boardwork typically falls within 4 areas.

1. Policy
2. Vision and goals
3. Hiring and overseeing the superintendent
4. Approving the annual budget

Vision And Goals

Board members are elected to provide direction and vision through goals (not to manage the district).



EXPECTATION

These expectations become more difficult because the community also has expectations (that may or may not be aligned with your actual roles and responsibilities).

REALITY

A good way to check your
thinking...

If there is somebody in the
district hired to do it, then it
is not my job.

Roles and Responsibilities Scenario Practice

Roles and Responsibilities Scenarios

- A. Divide into three groups
- B. Discuss the scenarios that have been assigned to you
- C. Be prepared to share out what your course of action would be

Scenario Groups

Group A	Group B	Group C
Sunita	Justice	Karen
Melissa	Vân	Syed
	Tammy	

Group 1 Scenarios

- A. A community member shares with you that their child is being bullied at recess and the principal is not doing anything about it. You know this principal well, what do you do?
- B. One of your board members starts a group text because their child indicated that there was a threat at their school. The board member is asking for more information about the situation. What is the appropriate course of action?
- C. You are at your local farmers market and a district employee stops you to proceed to tell you how unhappy they are with their new assignment this year, how do you respond?

Group 2 Scenarios

- A. You receive multiple complaints from parents about a program that is being eliminated. This is a program that you hold near and dear. How do you respond?

- B. You receive the following email:
"I represent TechEd Northwest Solutions, a leader in interactive classroom technology. We'd love to demonstrate our latest smart boards for your district. We are confident this could improve engagement and achievement. Could we set up a time to meet with you directly to discuss pricing and features?"

- C. You and all your board members receive a letter from a local attorney in your community alleging that your board's action in a previous vote is not reflective of your community's values and could potentially have legal repercussions. How do you respond?

Group 3 Scenarios

- A. You and one other board member receive an email invitation from neighboring district board members to meet and talk about the growth of your districts and what plans you have to expand against each other's border. How do you respond?
- B. A high school student emails all board members, saying they were denied permission to start a new after-school club. They ask the board to approve it because "the principal is being unfair."
- C. Students plan a peaceful protest about climate change during school hours. A board member learns about it and considers attending in solidarity.

Operating Agreements Review

Operating Agreements

Annual Review

1. **Keeps the agreement relevant and allows for an appropriate evolution to take place.**
2. **Reinforce roles and responsibilities.**
3. **Address changes in leadership or context.**
4. **Strengthen trust and collaboration.**

Examples of topics often found in Operating Agreements include:

1. Meeting conduct and decorum
2. Communication protocols
3. Media responses
4. Individual member authority
5. Conflict resolution procedures
6. Responding to emails
7. No surprises
8. Professional development process for board members
9. Response to working commitment issue
10. Roles and responsibilities
11. Meeting preparation expectations
12. How to place items on the board agenda
13. Etc.

Operating Agreements Review - Partner Activity

Review the Board Operating Agreements that are currently in place for the Board / Superintendent Team.

1. Are there additions that should be made that would help the Board/Superintendent Team function more effectively?
2. What should be included / edited that would add more clarity?

Record your suggestions on chart paper

At the end of 15 minutes, be prepared to share your recommendations with the rest of the team. Share concepts, not specific wording.



During share out, we will...

1. Identify patterns to determine sections / topics to include in the Board / Superintendent Team Working Agreements
2. Gain clarity on the concept / values to include (not the specific words).

Next Steps

Based on the patterns that have been identified and the discussion that has occurred, board leadership and the cabinet leadership will do the following (if necessary):

1. Construct a revised draft of the working agreements
2. Bring draft to the September work session for discussion and approval.

Board Goals Discussion

1. Review 2024-25 goals
2. Discuss criteria for 2025-26 goals
3. Brainstorm goals
4. Prioritizing activity
5. Next steps

Review 2024-25 Goals

- a. Student representative program
- b. Board self evaluation decision
- c. Legislative outreach

Discuss Criteria for Goal Setting

Potential questions to consider when setting criteria:

- a. Is it within the role of the board to address this goal?
- b. Is the goal connected to our strategic plan?
- c. Does this goal empower and enfranchise marginalized communities?
- d. Can it be written as a smart goal?
- e. Will the goal receive support from a majority of the board?

Make sure that they are SMART Goals

- a. **Specific:** What exactly do you want to achieve?
- b. **Measurable:** How will you know you've succeeded?
- c. **Achievable:** Is your goal realistic given your resources?
- d. **Relevant:** Why is this goal important?
- e. **Time-bound:** By when will you accomplish the goal?

Legislative Advocacy Example:

By March 31, our school board will collectively meet with at least three local state legislators to advocate for increased school funding, documenting meeting dates and discussions, and will provide a summary report at our April board meeting.

Activity - Brainstorming 2025-26 Goals

In small groups, brainstorm goals that meet the criteria that was discussed. Include in your brainstorming 3 action steps that can be taken by the board to meet the goal. Be prepared to share out after 15 minutes.

Examples may include:

- a. Hire superintendent (priority)
- b. Budget planning - sustainable budget (priority)
- c. Establish new Board members
- d. Continued legislative advocacy
- e. Board self evaluation plan

Brainstorming 2025-26 Goals - Dyads and Triads

Group A	Group B	Group C
Sunita	Justice	Karen
Syed	Melissa	Vân
	Tammy	

Prioritize Goals

1. Goal concepts on chart paper
2. Each board member receives a different color marker
3. Each member will get 3 votes (stars) to indicate their top priorities.
4. Votes can be distributed as:
 - a. Three marks on one goal
 - b. Two marks on one goal, one mark on another
 - c. One mark on each of three different goals.
5. Board members will mark their choices on the chart paper.
6. After voting, marks will be tallied⁸⁶ and next steps determined.

Next Steps

Based on the brainstorming and prioritization that has occurred, board leadership will do the following:

1. Construct a draft of 2025-26 goals in the SMART format for the board to consider.
2. Bring draft to the September board meeting for discussion and approval.

The Beaverton School Board is the policy-making body for the district, responsible for determining policies and establishing the long-range direction and vision of the district as detailed in its strategic plan. The superintendent is its chief executive officer and educational leader, responsible for administering the operations of the district, interpreting and implementing board policies, and executing the district's strategic plan and goals. To meet the needs of all students, the board and the superintendent must work together in a positive and transparent manner as a high-functioning leadership team. Toward that end, these board operating agreements serve to clarify the roles and responsibilities of the board and distinguish them from the roles and responsibilities of the superintendent, as they collaborate with dignity and respect for the success of all students and staff in the district.

1. GOVERNANCE PRINCIPLES: The board will...

- A. Work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
- B. Focus on the responsibilities of policy-making, planning and evaluation of the superintendent, and fiscal oversight, rather than day-to-day operations.
- C. Solicit input, listen to all perspectives and give careful consideration to all issues before the board.
- D. Do its work as a body and in public, making decisions only as a whole board at properly convened meetings.
- E. Support decisions of the majority after honoring the right of individual directors to express opposing viewpoints and vote their convictions.

2. BOARD OPERATING AGREEMENTS: Board members will...

- A. Make decisions in the best interest of students and the district as a whole.
- B. Assume positive intent while actively working to maintain trust.
- C. Commit to attending all meetings of the board, and notify board leadership and the superintendent in advance if illness or another unavoidable circumstance prevents attendance or requires virtual attendance.
- D. Review information before meetings and come prepared to participate fully in discussions.
- E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.
- F. Use Robert's Rules of Order as the board's parliamentary procedure, including a limit that each board member may speak up to two times in discussion of each topic. Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings.
- G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.
- H. Maintain confidentiality of information, including all information and materials discussed in executive session.
- I. No surprises: Communicate directly with the superintendent and board chair regarding questions and concerns about agenda items, board processes, or other issues, in advance of raising them in a meeting.
- J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.
- K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

3. BOARD LEADERSHIP: The board chair will...

- A. Work with the superintendent to develop efficient and effective agendas for board meetings.
- B. Facilitate meetings in a focused and timely manner, starting meetings on time and ending on time to the extent possible.
- C. Monitor that the board follows operational agreements and legal requirements, and arrange to provide training as needed to provide awareness and address issues.
- D. Speak on behalf of the board to the media and the public.

4. BOARD COMMUNICATIONS

A. Agenda Setting

- a. The board chair is responsible for convening meetings and setting meeting agendas in collaboration with the superintendent.
- b. Board members may request an agenda topic by contacting board leadership and the superintendent, or making the request in their individual comments in a board meeting.
- c. Topics requested by board members will be reviewed by board leadership and considered for next steps, which may include information provided to the board in the superintendent's weekly memo, an informational meeting for 1–3 board members, or an item on an upcoming board meeting agenda.

B. Spokesperson & News Media

- a. The board chair speaks to the media on behalf of the board. The superintendent or designee, such as the communications officer, may also provide information about board policy, processes and decisions.
- b. No board member other than the board chair or designee has the authority to speak for the entire board. Media inquiries received by other board members regarding board matters should be referred to the district's communications officer and the board chair for response.
- c. Individual board members may choose to share their individual viewpoint but must clarify that they are speaking for themselves rather than the entire board. Board members who opt to make a statement to media about their individual viewpoint will notify the board chair and superintendent.

C. Communications With the Public

- a. Community members may contact the entire school board by email at school_board@beaverton.k12.or.us, or may contact a school board member individually.
- b. The board has divided the district into seven geographic zones. Board members reside in these zones but are elected by voters district-wide and represent and are responsible to the entire community. The board has opted to assign schools for each board member to focus on and serve as a community contact point.
- c. A board member contacted by someone from their zone or related to one of their assigned focus schools will strive to respond in a timely manner and will copy the board chair and the superintendent.
- d. If a board member receives an inquiry from someone in another zone or a school they are not assigned, they will consult with the board member from that zone and/or the chair before responding.
- e. If a communication is sent to all board members, the chair or their designee will respond on behalf of the board; other board members will not respond. The chair or designee will copy the superintendent when appropriate, and when relevant may blind copy or forward the response to the board. Other board members will not reply-all, to avoid engaging in communications that constitute a serial meeting.
- f. Board members will not seek to resolve operational questions, complaints or requests for action that are conveyed to them. They will acknowledge receipt and relay them to the superintendent for follow-up.
- g. The board will serve as a model for positive and constructive public dialogue by communicating in a polite and respectful manner to and about fellow board members, staff, students and the public.
- h. Board members will utilize social media websites judiciously and will not denigrate the district, district staff or fellow board members, nor post confidential information about students, staff or district business.

D. Communications with Staff

- a. The board's sole employee is the superintendent. The superintendent is responsible for overseeing and directing the work of all other district staff.
- b. Board members will direct questions and comments to the superintendent, who will respond or refer them to executive leadership or other staff where appropriate.

- c. When communicating with a staff member, as with a member of the public, board members will not seek to resolve operational questions and complaints, but will acknowledge receipt and relay them to the superintendent for followup. The superintendent will inform the board member as appropriate when that follow-up has occurred.
- d. Board members will not intervene in the administration of the district or its schools. No individual board member may direct the superintendent to action without board authorization.
- e. Recognizing the impact of information requests on staff time, inquiries by individual board members that will require considerable staff time or resources may be referred by the superintendent to board leadership or the full board to determine if the use of resources aligns with board and district priorities.
- f. A request for a legal opinion by a board member must be approved by board leadership or a majority vote of the board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.

E. Visits to Schools

- a. Board members are encouraged to visit district schools and programs, by arrangement with the superintendent. Board members will contact the superintendent's office to coordinate desired visits.
- b. Board members are invited to attend public school events such as performances and athletic events.
- c. Board members may volunteer in schools in a capacity not related to their board role and not acting as a board member. The board member will inform the superintendent and board chair of their volunteer role.
- d. Board members will be mindful of the impact of their board position on how their presence and interaction is perceived. When volunteering at a school or attending a public event, board members will clearly convey that their presence is not for board-related purposes.
- e. Board members will be aware of confidentiality and privacy requirements and will not share identifiable photos or information about students without prior explicit consent of the student's parent or guardian.

QUICK REFERENCE: ROLES & RESPONSIBILITIES OVERVIEW

<p style="text-align: center;">School Board GOVERNS</p>	<p style="text-align: center;">Superintendent OPERATIONALIZES & ADMINISTERS</p>
Hires and evaluates the superintendent, as the board's sole employee	Responsible for all district staff
Determines the long-range direction and vision of the district as detailed in the BSD Strategic Plan; reviews and updates the plan on a regular basis	Operationalizes, implements, and manages the day-to-day operations of the district, including that of the strategic plan
Establishes policies to govern the conduct of the board and guide the direction of the district	Establishes regulations and oversees the implementation of board policy; serves as the chief executive officer to whom the board has delegated administrative authority
Adopts, reviews, and modifies district policies consistent with State Board of Education rules and with local, state and federal laws.	Recommends policy adoptions and modifications, and implements policies approved by the board
<p>Oversees the district's financial affairs:</p> <ul style="list-style-type: none"> • Adopts the district's annual budget • Authorizes large contracts that exceed the authority delegated to the superintendent (\$150,000) • Approves agreements with employee groups 	<p>Manages the district's financial affairs:</p> <ul style="list-style-type: none"> • Formulates the annual budget for recommendation to the budget committee and school board • Approves expenditures within delegated authority (\$150,000) and recommends to the board authorization of expenditures for large contracts beyond delegated authority • Negotiates and approves contracts as authorized by the board or within delegated authority • Negotiates and approves interagency agreements such as intergovernmental agreements and memoranda of understanding • Negotiates agreements with employee groups, subject to board parameters and board approval
Advocates for education with local and state leaders	Advocates for education with local and state leaders; advises board on advocacy
Calls elections on bonds, levies and other funding proposals	Provides information and recommendations to inform board decisions on funding proposals; provides information to community to inform voters about board-directed ballot measures
Communicates and engages with the community to represent public interest	Communicates and engages with the community; directs district communications
Considers appeal of decisions on complaints and student and staff disciplinary processes as provided by law, policy or contract	Determines district response to complaints and student and staff disciplinary processes; provides information to board to inform consideration of appeals

QUICK REFERENCE: BSD POLICIES AND REGULATIONS

Section A/B: Board Governance and Operations

[ACA - Americans with Disabilities Act](#)

[ACB - Every Student Belongs](#)

[AE - Strategic Plan](#)

[BBA - Board Powers and Duties](#)

[BBAA - Individual Board Member's Authority and Responsibility](#)

[BBB - Board Elections](#)

[BBBA - Board Member Qualifications](#)

[BBD - Board Member Removal from Office](#)

[BBE - Vacancies on the Board](#)

[BBF - Board Member Ethics](#)

[BBFA - Board Member Conflicts of Interest](#)

[BBFB - Board Member Ethics and Nepotism](#)

[BCB - Board Officers](#)

[BCE - Board Committees](#)

[BCF - Advisory Committees to the Board](#)

[BCFAA - Community Partnership Teams](#)

[BD/BDA - Board Meetings](#)

[BDC - Executive Sessions](#)

[BDD - Board Meeting Procedures](#)

[BDDC - Board Meeting Agenda](#)

[BDDG - Minutes of Board Meetings](#)

[BDDH - Public Comment in Board Meetings](#)

[BF - Policy Development](#)

[BFC - Adoption and Revision of Policies](#)

[BFCA - Administrative Regulations](#)

[BFD - Board Policy Implementation](#)

[BG/GBD - Board-Staff Communications](#)

[BH/BHA - Orientation for New Board Members](#)

[BHB - Board Member Development](#)

[BHD - Board Member Compensation and Expense Reimbursement](#)

[BHE - Board Member Liability Insurance](#)

[BK - Evaluation of Board Operational Procedure](#)

Section C: General Administration

Section D: Fiscal Management

Section E: Support Services

Section F: Facilities Development

Section G: Personnel

Section H: Personnel

Section I: Instruction

Section J: Students

Section K/L: District–Community Relations

Beaverton School Board

2025–26 Committee Assignments

Committees of the Board

Standing Committees

Budget Committee

The budget committee reviews the proposed budget, listens to comments from community members, and approves the budget total to forward to the school board for adoption. The committee consists of all seven board members plus seven appointed community members.

- Board members assigned: All board members
- Staff liaison: Mike Schofield, Jessica Jones
- Time commitment: 3 meetings on Tuesday evenings
- Meetings: 5:45 p.m. 3/10, 5/5, 5/19

Legislative Advocacy Committee

The legislative advocacy committee leads the board's advocacy to the Oregon Legislature and other decision-making bodies with an impact on education. Prior to the long legislative session in odd years, the committee will develop a legislative platform of priority areas and positions, to be considered by adoption by the board.

- Board members assigned (2–3): Melissa Potter, Justice Rajee, Tammy Carpenter
- Staff liaison: Kerry Delf
- Time commitment: 1–2 meetings before legislative session + additional as needed, advocacy during session
- Dates TBD

Ad Hoc Committees

The board may establish board committees for specific purposes to serve until their assignment is completed. E.g., the board may form a committee to work with staff to develop a new policy for the board's consideration. When the project for which the committee was formed is completed, the committee is dissolved.

- Board members assigned (2–3): Determined by the chair at formation of committee
- Staff liaison: Kerry Delf or other

Superintendent Search Committee

The committee will support the process to select BSD's next superintendent. The committee will begin by working with district staff to issue a solicitation for proposals for executive search services, then review submissions and recommend finalist firms to be considered by the board. After a consultant is selected, the committee will work with them to develop and recommend the search process and timeline, including the further role of the committee, for board approval. Final decisions will be made by the board.

- Board members assigned (3): Sunita Garg, Justice Rajee, Vân Truong
- Staff liaison: Kerry Delf
- Time commitment: TBD
- Dates: TBD

Committees Advisory to the Board

Bond Accountability Committee ([info](#))

The Bond Accountability Committee monitors and reports to the board on the progress of the bond program. It is made up of 7–9 community members and a board member.

- Board member assigned (1): Karen Pérez
- Staff liaison: Casey Waletich
- Time commitment: 6 meetings on Wednesday evenings
- Meetings: 6–8 p.m. 8/20, 9/10, 11/19, 2/18, 4/22, 6/17

Representation on Associated Bodies

District Committees & Task Forces

Audit Committee ([info](#))

The Audit Committee is appointed to promote, maintain and enhance the independence and objectivity of the district’s internal auditing function by ensuring broad audit coverage, adequate consideration of audit reports, and appropriate action on recommendations. The committee includes 4–5 community members and 1–2 board members.

- Board member assigned (2): Sunita Garg, Syed Qasim
- Staff liaison: Jason Guchereau, Mike Schofield
- Time commitment: 3–4 meetings on Monday evenings
- Meetings: 5:45 p.m. 9/15, 11/3 (in-person), 4/27

Curriculum Advisory Committee ([info](#))

The district-level Curriculum Advisory Committee is an advisory group that reviews topics related to curriculum, instruction and assessment and provides input to guide districtwide instructional policy in alignment with the district’s strategic plan and priorities. The membership is about 12 stakeholders including teachers, students, parents, school administrators and school board members.

- Board member assigned (1–2): Vân Truong, Tammy Carpenter
- Staff liaison: Jill O’Neill
- Time commitment: Typically 2 meetings, fall and spring
- Meeting dates: TBD

Positions on Other Bodies, Appointed By Board Chair

Beaverton Education Foundation Board

The foundation that fundraises for the district has one seat on its board for a representative from the Beaverton School Board. The body has about 15 members including a school board member, a district staff liaison, a union leader, and several community members.

- Board member assigned (1–2): Melissa Potter, Vân Truong
- Time commitment: 5 Thursdays in-person downtown
- Meetings: 3–4:30 p.m. 9/18, 11/20, 1/15, 3/19, 5/21

Bright Futures Washington County Coalition

The community coalition formerly known as Preschool for All Washington County previously had a Beaverton School Board member participate on its steering committee. Its work is being restarted and reset, and participation by a school board member is invited.

- Board member assigned (1): Karen Pérez
- Time commitment: TBD
- Meetings: TBD

Positions on Other Bodies, Elected by School Boards

Oregon School Boards Association

OSBA has three seats on the board and three on the legislative policy committee to represent the Washington region, not guaranteed to a particular district. When there is a vacancy, OSBA solicits interest from board members in that region, who must submit an application, be nominated by official action of a member board within the region, then be elected by member school boards in that region. Melissa Potter has served on the OSBA LPC since 2024 and will be proposed for nomination and reelection this fall.

- **OSBA Board of Directors** ([info](#))
 - Kristy Kottkey (Forest Grove), Posn 15, thru 12/31/2026
 - Tristan Irvin (Tigard-Tualatin), Posn 16, thru 12/31/2025
 - Nancy Thomas (Hillsboro), Position 20, thru 12/31/2026
- **Legislative Policy Committee** ([info](#))
 - Melissa Potter (Beaverton), Position 15, thru 12/31/2025
 - Becky Tymchuk (NWRESA), Position 16, thru 12/31/2025
 - Jill Zurschmeide (Tigard-T.), Position 20, thru 12/31/2025
- Meetings: [2025 calendar](#)



Beaverton School District

BSD Long Range Plan

School Board Retreat
August 26, 2025

Agenda

- 1. About the Process**
- 2. Listening & Learning Recap**
- 3. LRFP Committee**
- 4. North Stars & Planning Implications**
- 5. Levers & Guardrails**
- 6. Next Steps**

The Process

- **Balance** of Quantitative and Qualitative elements.
- Development of values-based **North Stars** and **Planning Implications** based on Listening and Learning in community and qualitative data.
- Use these as the **basis for the development** of any scenarios that will be reviewed and refined in this committee.
- Take proposed scenarios back out to community for **input and ideas**.
- Refine scenarios and make a **recommendation** to the School Board.

Who We Heard From

Community Forums

- Six in-person community forums at each of the comprehensive high schools
- Three virtual community forums

Educator Meetings

- District leaders and school administrators
- Elementary teachers
- LGBTQ staff resource group



Shared Experiences

- High school students
- Afghan youth
- Latino families
- Muslim families
- Black families
- Native families
- Hindu families
- Newcomer families: Dari/Pashto speakers & Somali families



Big Ideas – What We Heard



Equitable Access

- Basic Needs
- Inclusive Access
- Access to Programs
- Access to School
- Equitable Distribution



Trust & Connection

- Sense of belonging & ownership
- Being known
- Safety
- Cohort continuity



High Quality, Responsive Learning Environments

- Educator capacity & support
- Expanded learning opportunities
- Individualized support
- Engaging & purposeful instruction
- Agency

Community Voice



“Some people are okay with going to a neighborhood where the choices might be less, but it’s easier, convenient. I think parents should be given a choice on that.” — BSD Parent

“Safety in facilities needs to be part of discussion. Physical safety. Schools have to be resilient and secure and last for a long time. Whether it’s new schools or modernization of old schools, that has to be a priority” — BSD Community Member

“I love that our school counselor is out there every day, that our school counselor is greeting kids by name every day. That also helps me feel more connected if I need to talk to her, as a parent, knowing that she knows who my kid is.” — BSD Parent

“Why are we okay with having schools in the middle of the District that are struggling?” — BSD Parent/Educator

Additional Themes



In addition to the Big Ideas, other important themes emerged throughout the conversations:

Community Partnerships

- “Allow community partners and enrichment providers more equitable access to the school.”

Sustainability & Financial Stewardship

- “The District invests in long-term thinking instead of short-term.”

Communication & Transparency

- “We need a pathway to build relationships with the District.”
- “Transparency, accountability, shared-decision making.”

Long-Range Facilities Planning Committee

May 2025

- Re-launched LRFP committee with additional members
- Presented the “Big Ideas” to the committee for review

June 2025

- Brought top emerging themes to the committee for refinement into draft North Stars
- Committee voted on their top North Stars

August 2025

- Presented key information to committee: financial picture + teaching & learning perspective
- Presented Planning Implications associated with each of the agreed upon North Stars
- Committee voted to move forward with the North Stars and Planning Implications



KNOWN, SEEN AND SUPPORTED

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.



EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.



CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff, and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.

North Stars and Planning Implications

1. Do these North Stars reflect the District's vision and priorities?
2. Is there anything the committee should consider before moving forward?



NORTH STAR #1: KNOWN, SEEN, AND SUPPORTED

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.



NORTH STAR #2: EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.



NORTH STAR #3: CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized education programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



NORTH STAR #4: PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.

Levers and Guardrails

1. What “levers” do you believe the committee can pull when creating these scenarios?
2. What “guardrails” should guide or constrain the committee’s work?

Next Steps

Next Steps

Upcoming LRFP meetings to analyze data and create scenarios:

- Tuesday, September 16, 6-8 pm
- Wednesday, October 22, 6-8 pm
- Wednesday, November 12, 6-8 pm

November/December 2025

Gather community feedback on proposed scenarios

December/January 2025

LRFP Committee meets to determine scenarios that will be recommended to the superintendent for consideration

February 2026

Superintendent determines any scenarios to recommend to the school board for consideration



Questions?

Budget Update - School Board Retreat

August 26, 2025

Presentation Agenda

- Background
 - Understanding Components of the Budget (Fund Sources and Uses)
 - Where the money comes from
 - How we spend it
 - How we compare
 - Enrollment

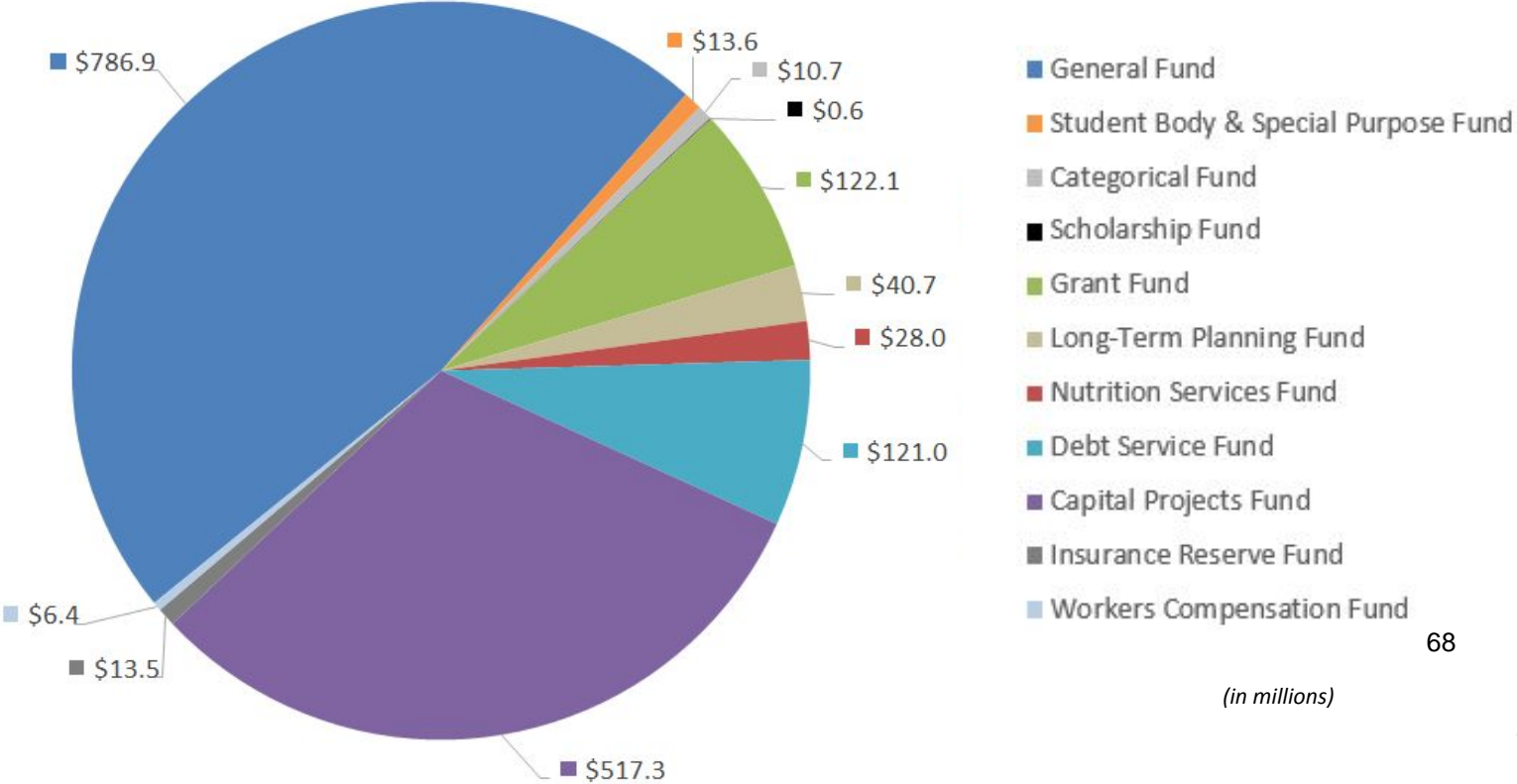
Presentation Agenda

- Student Investment Account (SIA) / High School Success (HSS)
- General Fund (operating fund)
 - The Numbers
 - Previous budget adjustments

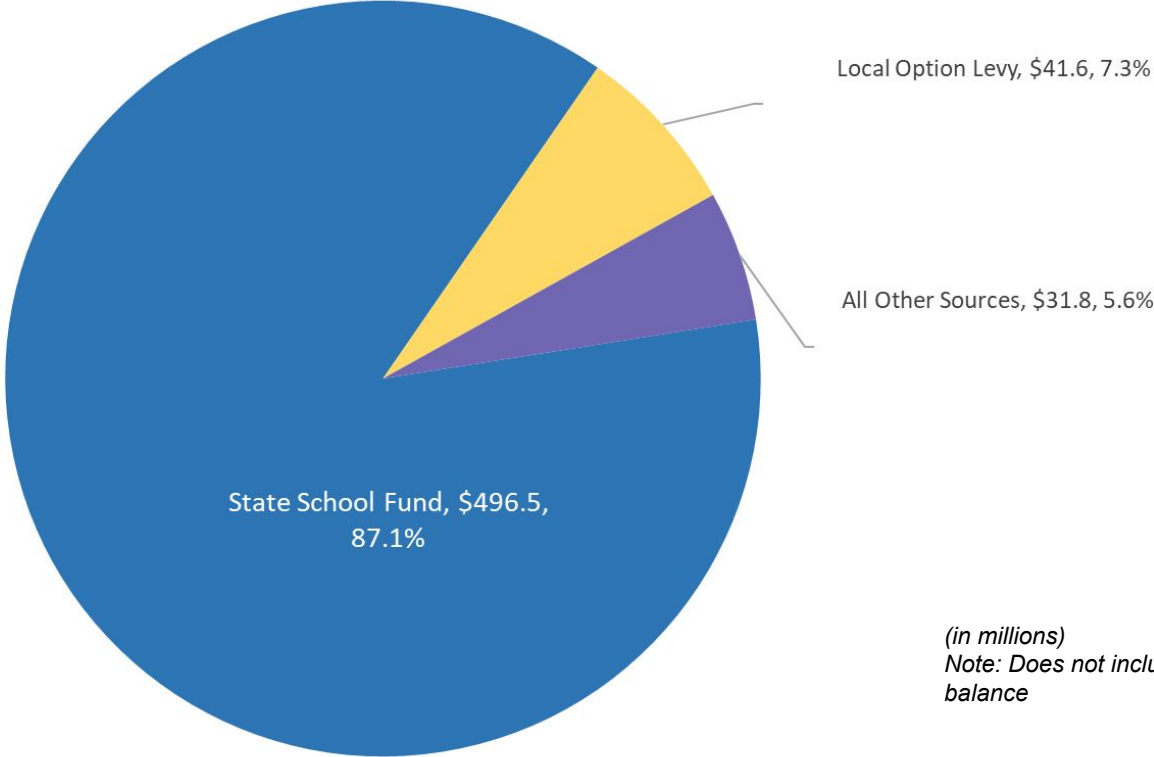
Presentation Agenda

- Staffing Allocation
Methodology (SAM) Overview
- Questions & Comments

Components of the Budget - 2025-26

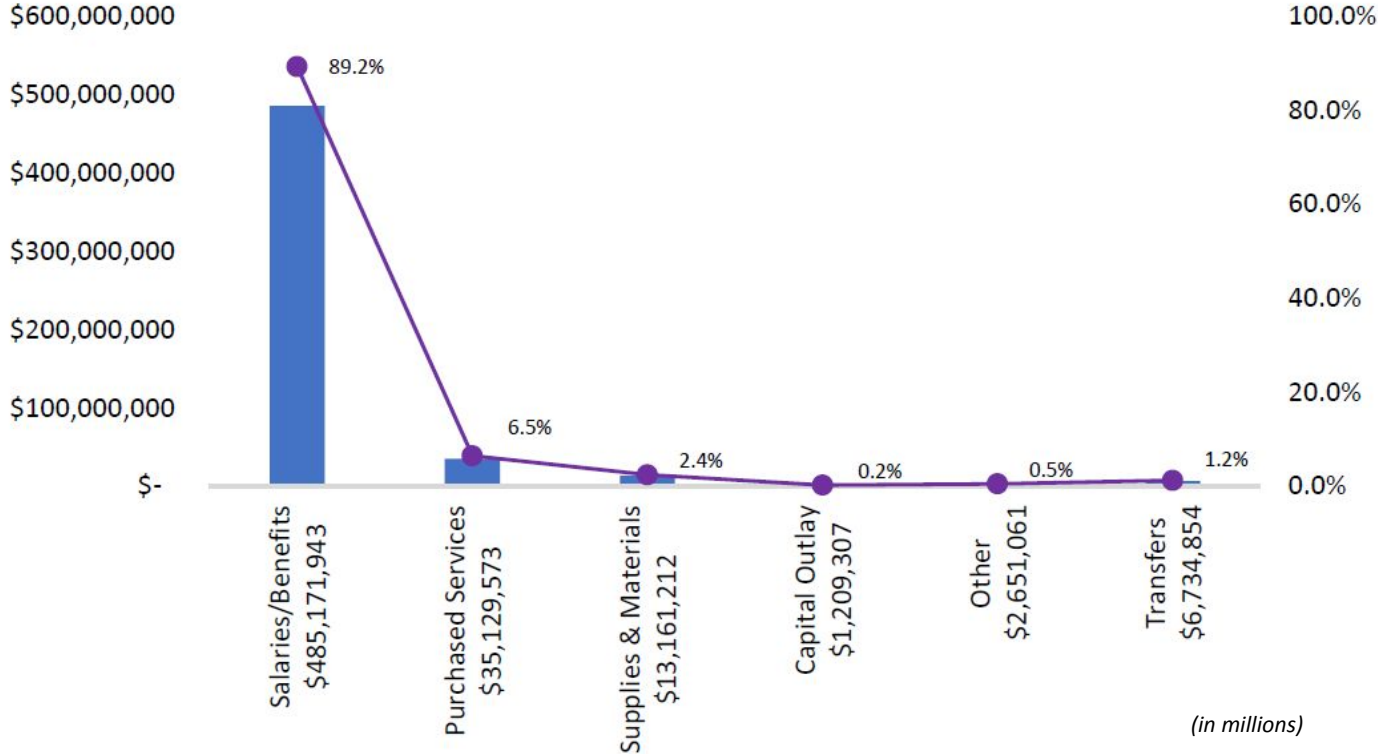


General Fund Revenue - 2023-24 Actuals

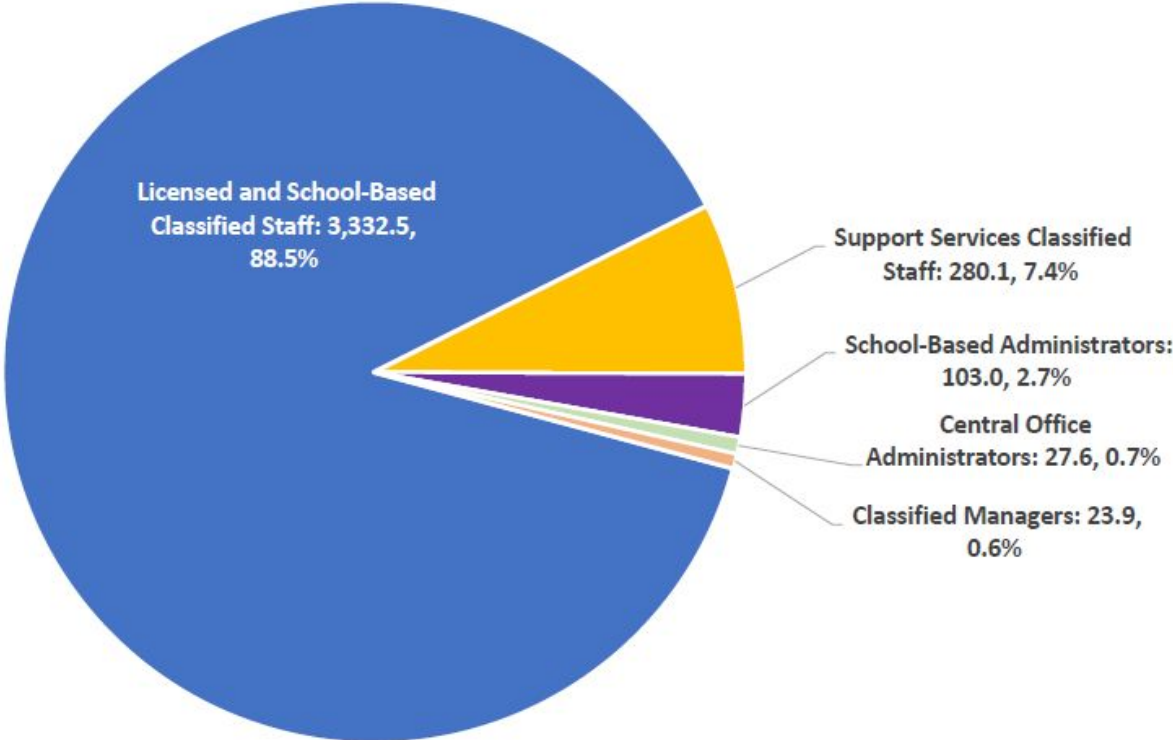


(in millions)
Note: Does not include beginning fund balance

General Fund Expenditures - 2023-24 Actuals



General Fund FTE by Type - 2023-24 Actuals

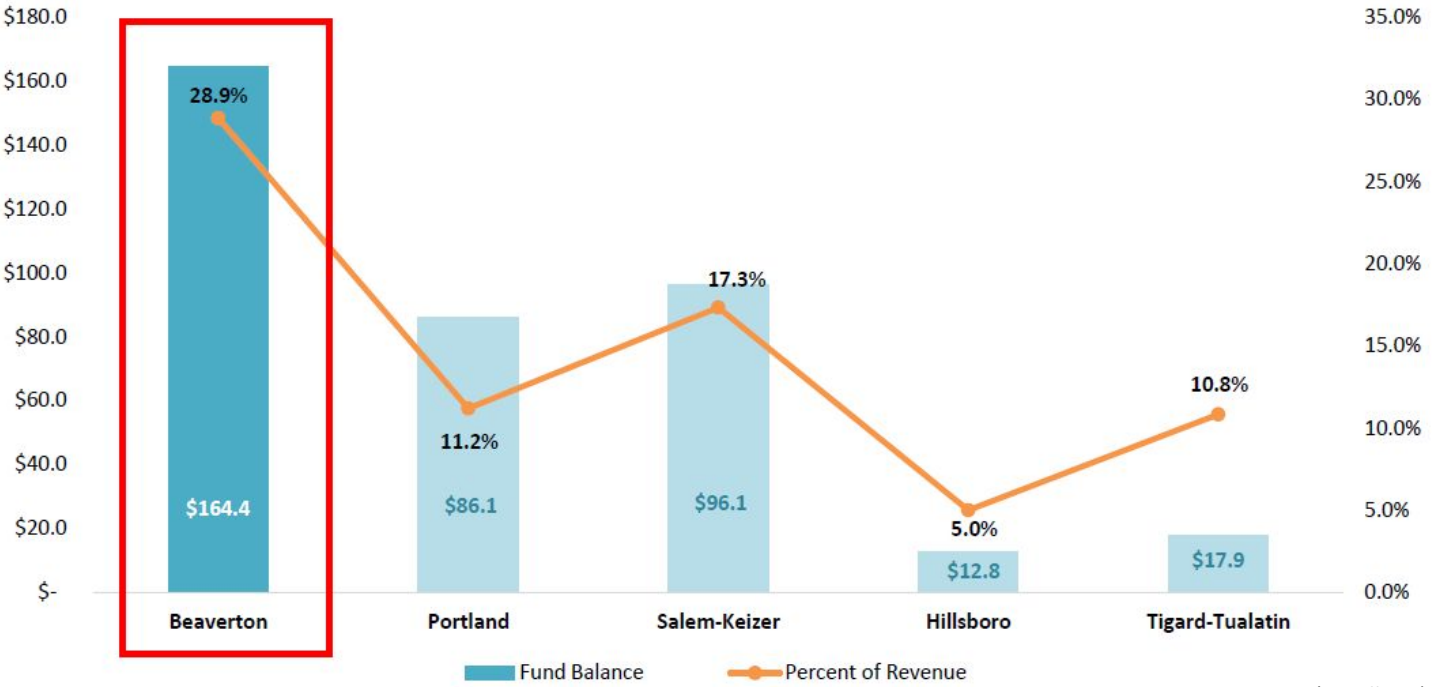


How We Compare

- Based on location and/or demographics
 - Portland Public Schools
 - Salem-Keizer Public Schools
 - Hillsboro School District
 - Tigard-Tualatin School District

How We Compare (General Fund) - 2024 Ending Fund Balance

Fund Balance and Percent of Revenue 2023-24

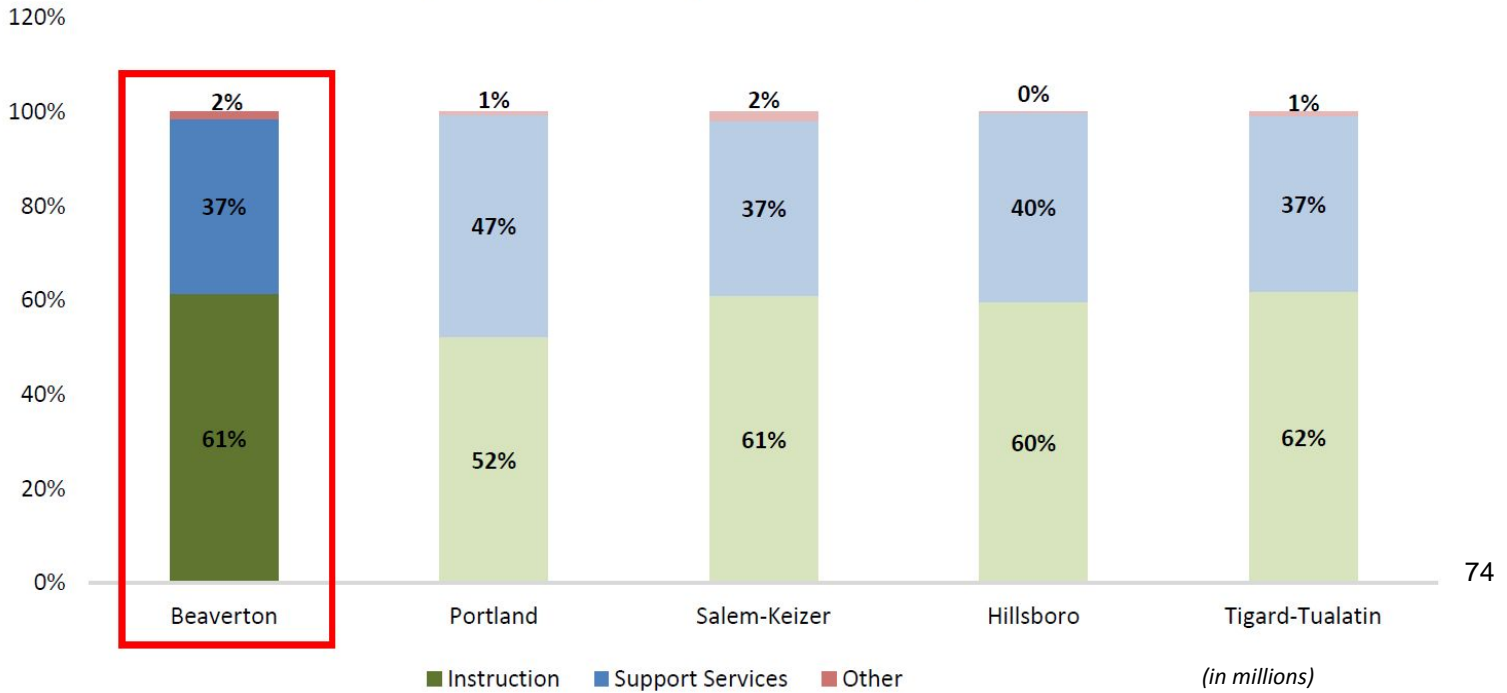


Source: Annual Comprehensive Financial Report for each school district.

How We Compare (General Fund) - 2024 Expenditures

Actual % of Operating Spend per Student by Function in 2024

Source: Annual Comprehensive Financial Report for each school district.



How We Compare - Budget Reductions 2025-2026

- Budget 2025-2026
 - Portland Public Schools
\$41 million
 - Salem-Keizer Public Schools
\$0
 - Hillsboro School District
\$20 million
 - Tigard-Tualatin School
District \$11 million

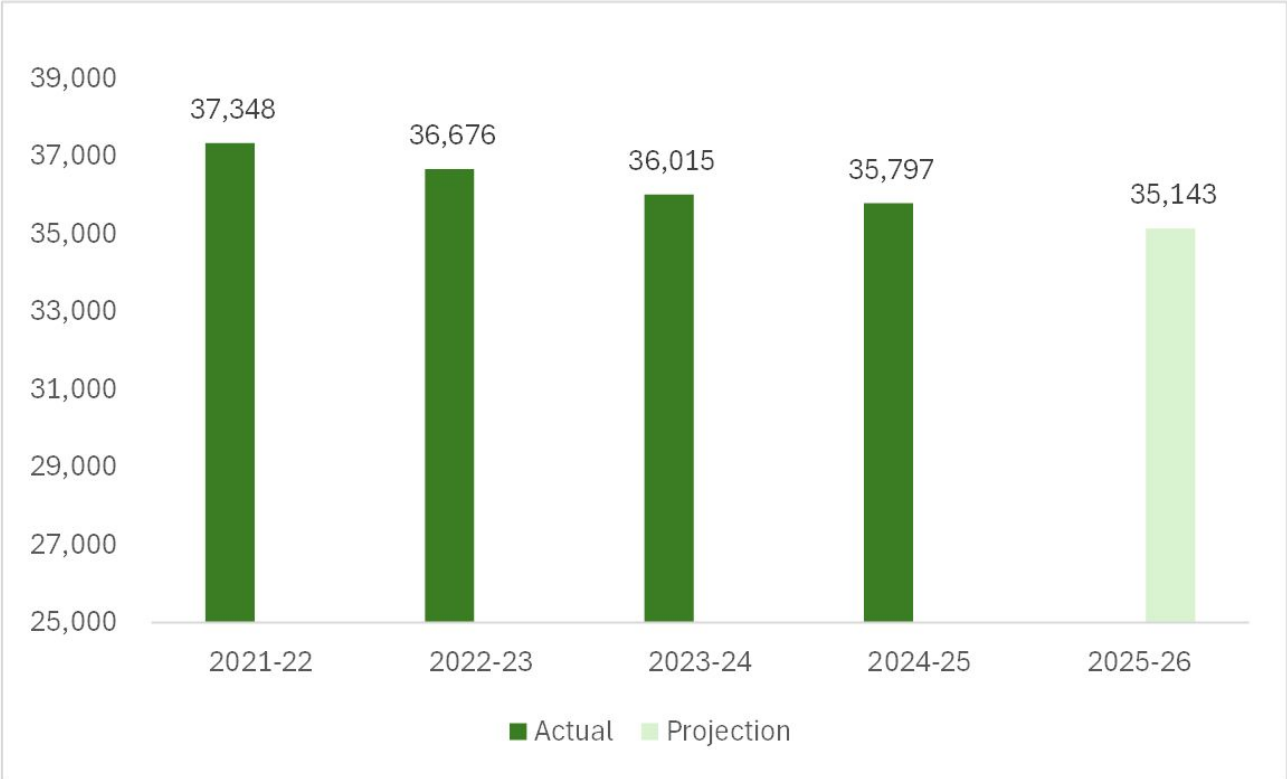
Budget Reductions - Neighboring Districts For Fiscal Year 2025-26

	Portland		Hillsboro		Tigard-Tualatin		Beaverton	
	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
Licensed Staffing	\$ 20.6	143.0	\$ 9.9	67.0	\$ 8.1	61.0	\$ -	-
Classified Staffing	2.5	28.0	6.0	77.0	0.9	11.0	0.2	2.3
Administrative Staffing	4.7	22.0	0.9	5.0	0.5	2.0	-	-
Other Combined Staffing/Unknown	5.8	37.0	-	-	-	-	-	-
Discretionary (Purchased Services, Supplies & Materials, etc)	7.7	-	3.1	-	1.3	-	2.2	-
Transfers to Other Funds	-	-	-	-	-	-	2.7	-
Total	\$ 41.3	230.0	\$ 19.9	149.0	\$ 10.8	74.0	\$ 5.1	2.3

Note: no reductions in 2025-26 for Salem-Keizer

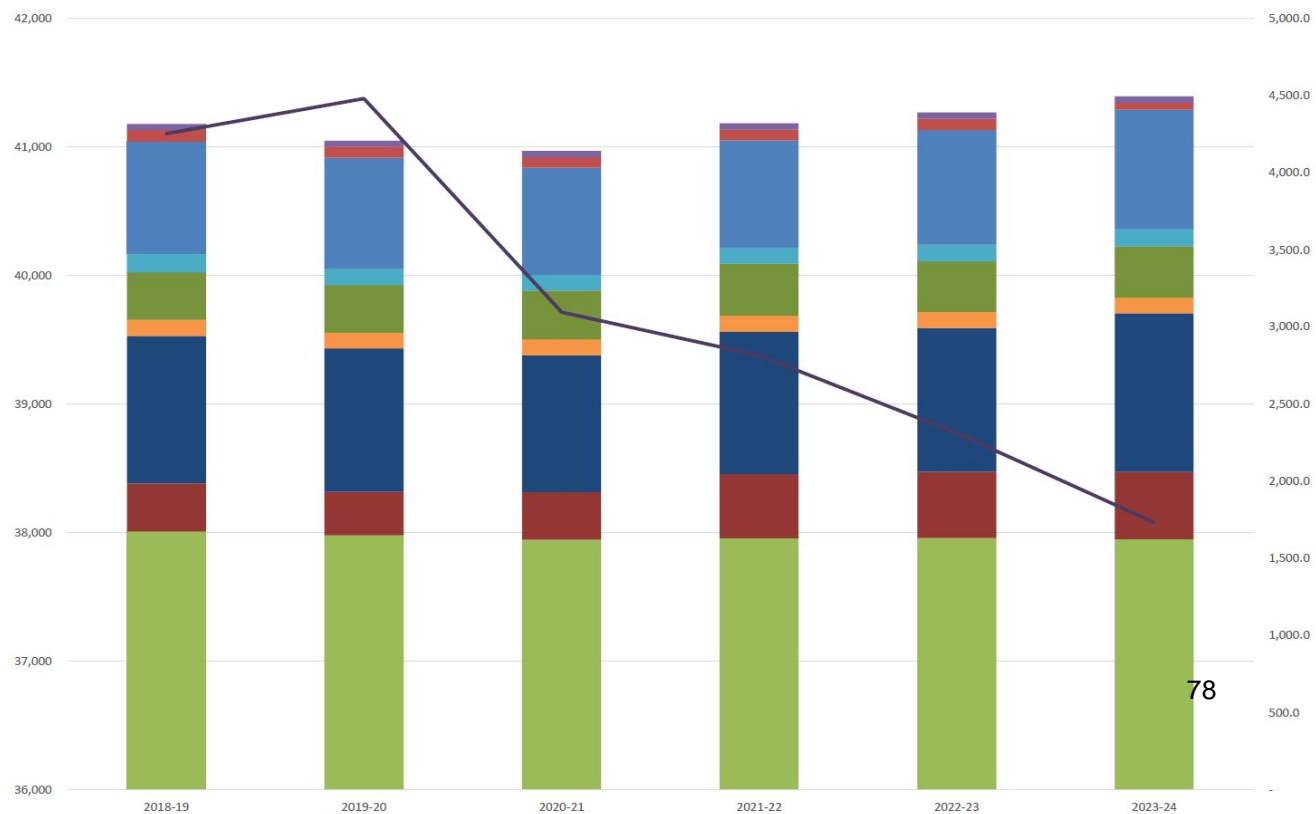
(in millions)

District Enrollment as of September 30



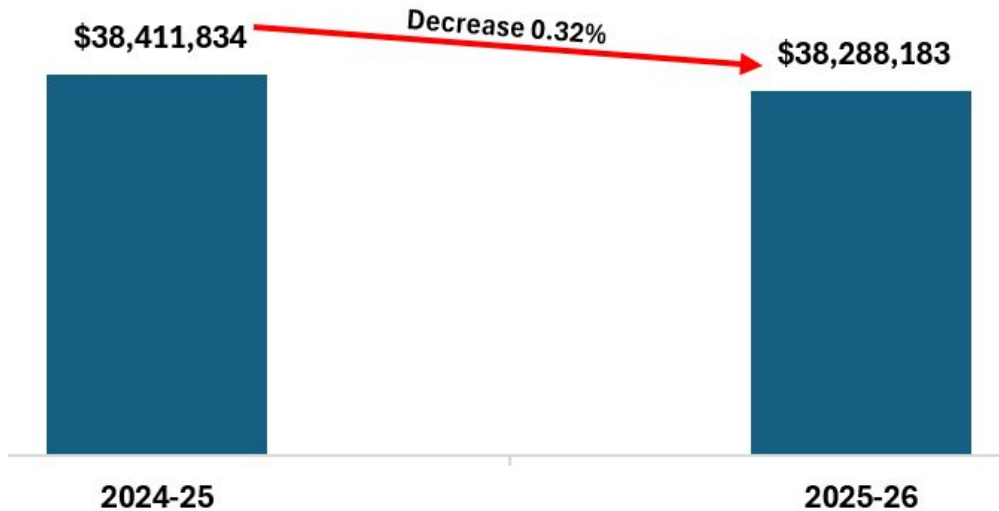
District Enrollment and Staffing

- Classroom Teachers
- School Licensed (non-classroom) - Ex: Specialists, Academic Coaches, Counselors, Social Workers, LITTs, Student Managers
- School Classified - Ex: Paraeducators (excluding SPED paraeducators), Office Assistants, Bilingual Resource Facilitators, Technology Support Specialists, Library Media Assistants
- School Administrator - Principals and Assistant Principals
- SPED Licensed - Resource Room Teachers, Specialized Program Teachers, Psychologists, Speech Language Pathologists, SPED Facilitators, SPED TOSAs
- ELD Licensed - ELD Teachers
- Central Classified - Ex: Bus Drivers, Custodial, Maintenance, HR, IT, Business Services, CCI
- Central Licensed - Ex: T&L TOSAs, HR Personnel Specialists, Mentors
- District Administrator - Central Office Administrators
- Student Enrollment

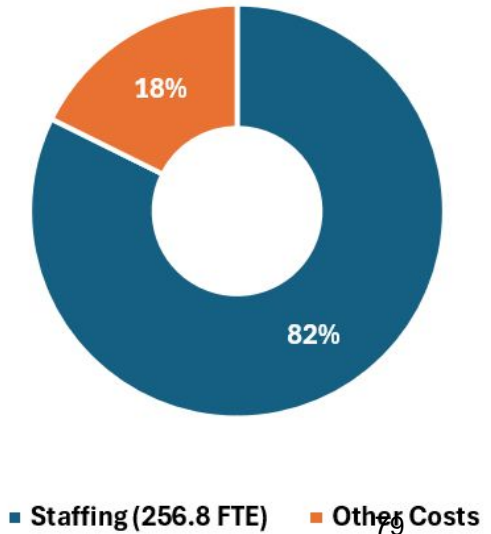


Student Investment Account (SIA)

SIA Award 2024-25 vs 2025-26

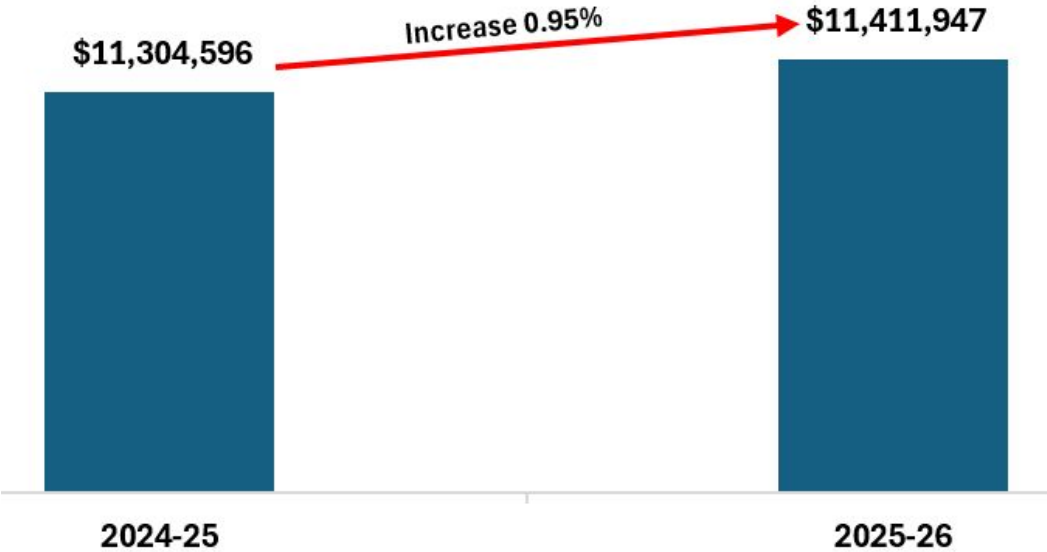


SIA Staffing vs Other Costs

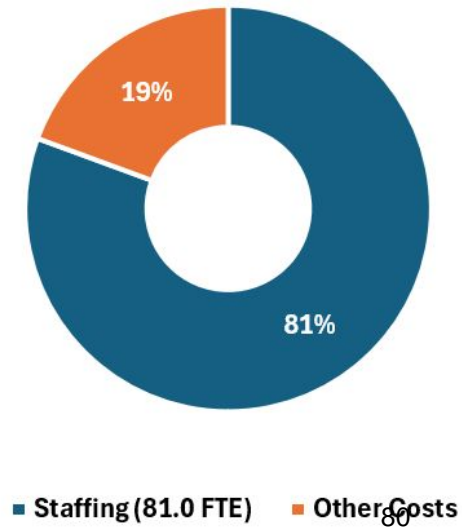


High School Success (HSS)

HSS Award 2024-25 vs 2025-26



HSS Staffing vs Other Costs



The Numbers - Assumptions

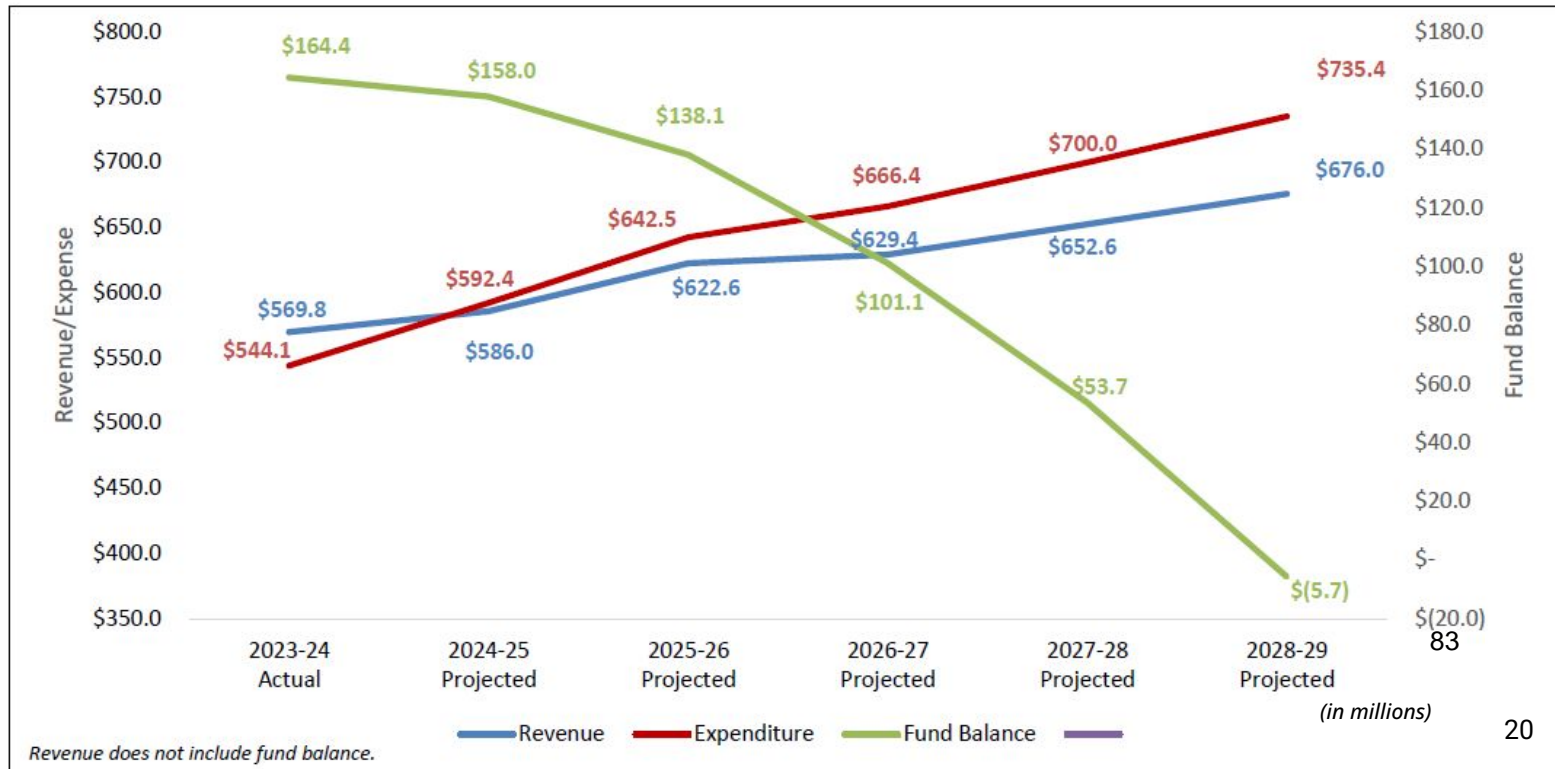
- Based on \$11.36B SSF for 2025-27, 10% increase in 2027-29
- Uses SSF estimates for 2024-25 as of 4/29/25 and 2025-26 as of 6/16/25.
- Includes most recent enrollment projections. 2026-27 is reduced for extended ADMw. Flat in 2027-28.
- Does not include PERS reserve expenditure after 2025-26
- Includes updated PERS rates for new biennium
- Does not include SIA or HSS funds.
- Based on best information available at this time.

The Numbers

As of August 21, 2025

Resources	2023-2024 Actual	2024-2025 Estimated	2025-2026 Estimated	2026-2027 Estimated	2027-2028 Estimated	2028-2029 Estimated
Beginning Fund Balance	\$ 138,652,119	\$ 164,436,027	\$ 158,025,890	\$ 138,118,759	\$ 101,138,990	\$ 53,721,842
State Controlled	504,547,485	513,783,991	545,218,951	556,899,442	578,394,051	600,107,561
Locally Controlled	65,294,374	72,222,825	77,417,695	72,487,602	74,171,616	75,904,972
Total	\$ 708,493,978	\$ 750,442,843	\$ 780,662,536	\$ 767,505,803	\$ 753,704,657	\$ 729,734,375
Expenditures	2023-2024 Actual	2024-2025 Estimated	2025-2026 Estimated	2026-2027 Estimated	2027-2028 Estimated	2028-2029 Estimated
Salaries	\$ 303,035,265	\$ 331,807,419	\$ 353,855,275	\$ 375,194,776	\$ 395,046,815	\$ 416,051,858
Benefits	182,136,678	198,865,482	218,581,128	222,220,931	232,460,855	243,090,605
All Other	58,886,007	61,744,052	70,107,374	68,951,106	72,475,145	76,268,535
Total	\$ 544,057,951	\$ 592,416,953	\$ 642,543,777	\$ 666,366,813	\$ 699,982,815	\$ 735,410,998
Surplus/(Deficit)	\$ 25,783,908	\$ (6,410,137)	\$ (19,907,131)	\$ (36,979,769)	\$ (47,417,148)	\$ (59,398,465)
Ending Fund Balance	\$ 164,436,027	\$ 158,025,890	\$ 138,118,759	\$ 101,138,990	\$ 53,721,842	\$ (5,676,623)
Financial Reserve (PERS)	24,651,224	32,609,829	40,650,000	41,150,000	41,650,000	42,150,000
Total Reserves	\$ 189,087,251	\$ 190,635,719	\$ 178,768,759	\$ 142,288,990	\$ 95,371,842	\$ 36,473,377

The Numbers: General Fund Revenue & Expenditure



Previous Budget Adjustments

- **2023-2024**
 - Added \$1.0M for classroom technology
 - Added \$1.0M for classroom furniture
 - Includes \$2.0M for ERP system
 - Added two PreK Programs (\$0.6M)
 - Central Office reductions of 3% or more
 - Decreased 90.4 positions district-wide
 - Shifted several school-based licensed positions from ESSER to SIA/HSS

Previous Budget Adjustments

- **2024-2025**

- Additional preK program, expansion of dual language program, MTSS materials, custodial/maintenance supplies and materials (\$2.3M)
- Continue 73.6 FTE previously funded by ESSER (licensed school based positions, social workers, bilingual resource facilitators, teaching & learning positions) (\$9.8M)
- Maintained 104.9 FTE added during the 2023-24 school year (kindergarten paraeducators, newcomer supports, special education supports) (\$7.7M)
- Added 91.6 FTE for ELD/SPED, bus drivers and campus supervisors (\$7.6M)

Previous Budget Adjustments

- **2025-2026**
 - \$3.9M Secondary Language Arts/English Language Proficiency curriculum adoption (Bond)
 - Shifted \$1.0M for classroom technology and \$1.0M for classroom furniture replacements to Capital Projects Fund
 - Moved \$0.75M in debt service payments to Capital Projects Fund.
 - Budget Reductions (General Fund) \$2.3M:
 - \$141K - School Non-Salary
 - \$756K - Teaching & Learning
 - \$957K - Operations
 - \$591K - All Others at District Office

Budget Options

- Continue spending at the current service level (no reductions)
- Eliminate the deficit completely in 2026-2027
- Annual reductions on a smaller scale - monitor and adjust annually

Budget Recommendation

- Review the current Staffing Allocation Methodology (SAM) used for schools to identify priorities for potential reduction
- Targeted budget reductions of approximately \$10 million annually over the next three years
- Monitor and adjust the amount annually based on updated forecasts and the 2027-2029 biennial funding appropriation

Budget Reduction Scenario

As of August 21, 2025

Resources	2023-2024 Actual	2024-2025 Estimated	2025-2026 Estimated	2026-2027 Estimated	2027-2028 Estimated	2028-2029 Estimated
Beginning Fund Balance	\$ 138,652,119	\$ 164,436,027	\$ 158,025,890	\$ 138,118,759	\$ 111,138,990	\$ 84,226,309
State Controlled	504,547,485	513,783,991	545,218,951	556,899,442	578,394,051	600,107,561
Locally Controlled	65,294,374	72,222,825	77,417,695	72,487,602	74,171,616	75,904,972
Total	\$ 708,493,978	\$ 750,442,843	\$ 780,662,536	\$ 767,505,803	\$ 763,704,657	\$ 760,238,842
Expenditures	2023-2024 Actual	2024-2025 Estimated	2025-2026 Estimated	2026-2027 Estimated	2027-2028 Estimated	2028-2029 Estimated
Salaries	\$ 303,035,265	\$ 331,807,419	\$ 353,855,275	\$ 375,194,776	\$ 395,046,815	\$ 416,051,858
Benefits	182,136,678	198,865,482	218,581,128	222,220,931	232,460,855	243,090,605
All Other	58,886,007	61,744,052	70,107,374	68,951,106	72,475,145	76,268,535
Reduction Year 1	-	-	-	(10,000,000)	(10,504,467)	(11,036,129)
Reduction Year 2	-	-	-	-	(10,000,000)	(10,506,129)
Reduction Year 3	-	-	-	-	-	(10,000,000)
Total	\$ 544,057,951	\$ 592,416,953	\$ 642,543,777	\$ 656,366,813	\$ 679,478,348	\$ 703,868,740
Surplus/(Deficit)	\$ 25,783,908	\$ (6,410,137)	\$ (19,907,131)	\$ (26,979,769)	\$ (26,912,681)	\$ (27,856,207)
Ending Fund Balance	\$ 164,436,027	\$ 158,025,890	\$ 138,118,759	\$ 111,138,990	\$ 84,226,309	\$ 56,370,102
Financial Reserve (PERS)	24,651,224	32,609,829	40,650,000	41,150,000	41,650,000	42,150,000
Total Reserves	\$ 189,087,251	\$ 190,635,719	\$ 178,768,759	\$ 152,288,990	\$ 125,876,309	\$ 98,520,102

Staffing Allocation Methodology

2025-26 SAM

- Resource allocation methodology for schools based on students and demographics (equity lens used)
- Updated methodology was developed in 2019, small adjustments since
- Large team included representation from elementary, middle, high and option schools, Teaching & Learning, Special Education, Multilingual, IT, HR and Business
- Major funding sources are General Fund and Integrated Guidance Grants (SIA, HSS, Early Literacy)

90

Staffing Allocation Methodology

- Allocations based on weighted enrollment:
 - Classroom teachers
 - Counselors
 - Assistant principals (secondary)
 - Non-salary
- If revisions are needed:
 - Small SAM (example: Adjustments to FLEX Online)
 - Big SAM (example: Changes to Poverty Weighting)
 - Continuous Improvement Model

Questions & Comments?



Superintendent Search Committee
Search Firm Qualifications and Criteria

SOLICITATION SCHEDULE:

The milestones for the selection process are set forth below. The dates are specific and will be followed to the extent reasonably possible. The purpose of this schedule is for Proposer information only. The District reserves the right to deviate from this schedule.

<u>Solicitation Milestone</u>	<u>Completion Date</u>
Publish RFP	August 28, 2025
Non-Mandatory Pre-Proposal Conference	September 2, 2025 at 11:00 AM PST
Deadline for Questions	September 12, 2025 at 4:00 PM PST
Submit Proposals	September 15, 2025 at 4:00 PM PST
Evaluation Meeting	September 18, 2025
Interviews	September 25, 2025
Board Selection of Finalist Firm	September 26, 2025

PURPOSE AND INTRODUCTION:

The District is requesting Proposals for a search and recruitment firm to assist the Beaverton School Board of Directors (the “Board”) with their efforts to identify a permanent, full-time Superintendent. The current Superintendent, Dr. Gustavo Balderas, will be transitioning to a new position with a different organization no later than July 1, 2026.

BACKGROUND:

The Beaverton School District encompasses approximately fifty-seven (57) square miles of northwestern Oregon in Washington County. The District, located in the Portland, Oregon metro area, is the third largest school district in Oregon, with nearly 37,500 students and 5,000 staff members. The District includes thirty-four (34) elementary schools, nine (9) middle schools, six (6) high schools, and five (5) option schools. There are also two (2) charter schools located in the District. The District serves a culturally and linguistically diverse community.

Proposers should review the District’s website for important background information pertaining to the District’s Board, Strategic Plan, culturally and linguistically diverse community, and other important information. This information may provide context for Proposals.

MINIMUM REQUIREMENTS:

- The District requires a clear and comprehensive pricing proposal. Incomplete or unclear pricing may be reason for Proposals to be rejected or for contract negotiations to be terminated.

DESIRED QUALIFICATIONS:

The District desires the following Firm qualifications:

- Significant experience identifying and placing permanent Superintendents of K-12 school districts.
- Recent experience identifying and placing a permanent Superintendent for a school district in the Pacific Northwest region that is of similar size or larger than Beaverton School District.

- Demonstrated success with search processes leading to recruitment and selection of diverse, highly qualified candidates and selected leaders with strong results in increasing achievement and closing opportunity gaps.
- Firm-level support for staff providing services (e.g., tools, resources, processes, access to firm services, etc.).
- Firm mission/practice alignment with District (e.g., mission, goals, values, etc.)

The District desires the following Key Personnel qualifications:

- Significant, recent experience identifying and placing a permanent Superintendent for a school district in the Pacific Northwest region that is of similar size or larger than Beaverton School District.
- Key Personnel have successfully worked together for recent placements.
- Together, Key Personnel have successfully provided the full scope of services.

DESCRIPTION OF SERVICES:

The successful Proposer will generally be responsible for activities including:

- Working with the Board or Board Subcommittee to develop a Superintendent search process, hiring procedures and timeline with a transparent process that builds community trust.
- Demonstrating a candidate identification process that ensures a diverse pool of highly qualified candidates reflective of our community.
- Gathering input from staff and community members to ensure stakeholders are represented.
- Facilitating community engagement that incorporates culturally responsive outreach methods and actively includes historically underrepresented voices.
- Collaborating with the Board to develop and refine a Superintendent profile that incorporates the leadership characteristics that the Board and community consider requisite for success.
- Advising the Board on a compensation package that facilitates successful recruitment of a Superintendent of the desired quality and experience.
- Developing and distributing recruitment materials that will encourage qualified candidates to apply.
- Conducting a national search that includes advertising the position broadly and conducting personal outreach recruiting to ensure the applicant pool includes highly qualified candidates with diverse backgrounds and experiences.
- Presenting a diverse pool of candidates who meet the established profile, demonstrate the desired leadership qualities, and would be willing to accept the position and employment terms if offered.
- Collecting all relevant background information on potential candidates so that the strengths and weaknesses of each applicant can be assessed.
- Advising the Board regarding identification and assessment of candidates with objective and equitable evaluation tools and processes.
- Assisting the Board with prescreening candidates based on clearly delineated criteria and evaluating applicants against the qualifications and criteria to create a group of candidates for interviews.

- Supporting the Board to develop an interview process with explicit methods to reduce bias in candidate evaluation and consider evidence-based criteria such as candidates’ experience in advancing equity, raising academic achievement, addressing disparities, and building community trust.
- Coordinating candidate interviews and finalist selection activities.
- Supporting the Board in the hiring of the new Superintendent.
- Assisting the Board in contract negotiations with the selected candidate.
- Ensuring a satisfactory conclusion to the search.
- Maintaining the confidentiality of all information collected as appropriate.

EVALUATION CRITERIA MATRIX:

The District will score each Proposal by reviewing and evaluating the Proposal content requirements outlined above. The following table indicates how the total points in the scoring will be assigned by required Proposal item. Failure to meet minimum requirements for any individual item may disqualify the Proposal regardless of the total points scored for the other items. Each item will be evaluated as follows:

EVALUATION CRITERIA MATRIX		Maximum Points Possible
a.	Experience and Qualifications	35
	– Demonstrated Success in Recruitment and Selection of Highly Qualified Diverse Candidates	5
b.	Approach and Operations	35
c.	Price Schedule	20
d.	References	5
e.	Insurance	Pass/Fail
	TOTAL	100

DETAILED PROPOSAL CONTENT REQUIREMENTS:

a. EXPERIENCE AND QUALIFICATIONS.

- i. Provide a short summary that demonstrates your understanding of the scope of services required by the District and why your firm is best able to provide that scope of service, including the expertise and types of searches performed by your firm.

- ii. Describe the capacity of your firm to perform the scope of work provided in Section II. Describe how many superintendent searches for comparable districts your firm has completed in the last six years, and how many were in Oregon.
- iii. Share the practices and track record behind the firm's diversity, equity and inclusion plan. Describe and quantify the firm's success with search processes leading to recruitment and selection of highly qualified diverse candidates.
- iv. Note the longevity and success of superintendents hired by members of this team or firm over the past six years, including results in advancing equity, increasing academic achievement and closing opportunity gaps. Describe any particularly noteworthy accomplishments of the superintendents placed.
- v. List the key staff proposed to perform the Work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search.
- vi. For each member of the project team, please provide a description of their experience and education, time with the company, and how their experience suits their role on the team. Specify the number of superintendent searches in which each member has participated and in what capacity. Include experience of staff with recruitment for a position in Oregon.

b. APPROACH AND OPERATIONS.

Describe in detail how the services will be provided. Address each item in SECTION II – STATEMENT OF WORK. Provide details on the following:

- i. Describe the proposed search activities and approach.
- ii. Describe how your firm would recruit for Oregon and the Pacific Northwest region. Describe your understanding of what is unique or particular about education and school finance in Oregon.
- iii. Describe the methods you would use to recruit a diverse candidate pool, identify prospective candidates and promote their interest to apply. Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized. Describe how you address implicit bias in building and screening the applicant pool.
- iv. Describe how you would effectively engage stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm's philosophy about what role these stakeholders play in selecting a superintendent.
- v. Describe the major challenges to a successful superintendent search and how the project team will address them.
- vi. Every board is unique and has unique goals. How have you in past searches recruited candidates whose experience and skill sets align with a board's specific goals?
- vii. Estimate a reasonable timeline that the project team would use to guide the search process for a Superintendent to begin July 1, 2026, and a timeline for a search process for a Superintendent to begin earlier, in January–March.
- viii. Describe the methods you would use to communicate and work with the Board and/or Board Subcommittee.
- ix. Describe the Information, services and assistance you will require from the Board and district staff to enable you to conduct the search.

c. PRICE SCHEDULE.

Provide a clear budget with total not-to-exceed cost of services and payment terms. The budget should provide a breakdown of costs in the following areas:

- i. Estimated cost by each scope of work section
- ii. Estimated hours spent by each member of the project team and their fees
- iii. Estimated travel expenses
- iv. Estimated advertising expenses required to distribute information regarding the vacancy
- v. Any other expenses
- vi. For budget items that may vary based on the board's preferred approach, please provide as much clarity as possible regarding variable costs.

d. REFERENCES.

- i. Provide five professional references from projects similar to the scope of this Solicitation, and from accounts of similar size and complexity. K-12 school district references shall be preferred. Use of the provided Proposer Reference Form (see SECTION V – ATTACHMENTS) is required.
- ii. Provide the name, telephone number, and email address of the client for each of these five references. These contacts will be used by the District for reference checks. References should be prepared to address the firm's ability to meet deadlines, accuracy of estimates, and quality of work.
- iii. Provide a statement of litigation record, indicating if within the last five years the firm or key personnel have been involved in litigation with any clients. If so, please give the name, date, and jurisdiction of each such matter, and a brief description of the nature of the dispute and the outcome.

e. INSURANCE REQUIREMENT.

- i. Provide a statement of agreement to the insurance clause in the sample [Master Personal Services Contract] (see SECTION V – ATTACHMENTS).