

SEASIDE SCHOOL DISTRICT 10
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

2025-2026 Board of Directors

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

Board Members: Sondra Gomez, Jason Haag,
Chuck Mattocks, Coral Sadler and Brian Taylor

Superintendent: Susan Penrod

Special Meeting of the School Board

Wednesday, February 25, 2026 at 5:30 PM

Location: Secondary School Library AND Virtual
2600 Spruce Drive, Suite 200
Seaside, OR 97138

Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.

An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).

Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.

1. **CALL TO ORDER**

Speaker(s): Board Chair

2. **AGENDA APPROVAL**

Speaker(s): Board Chair

3. **NEW SUPERINTENDENT RECRUITMENT AND EMPLOYMENT PROCESS**

Discussion Topics:

- **In-House vs. Hired Consultant Services**
- **Application, Screening and Hiring Processes**
- **Promotion from within vs. State/National Search**
- **Advisory Committee**

Attachments:

Board Policy: CBA/Qualifications and Duties of the Superintendent

3

Board Policy: CBB/Recruitment and Appointment of the Superintendent

6

3.1. 2016 Superintendent Search Materials

Attachments:

2016_Superintendent Search_Recruiter Materials	7
3.2. 2019 Assistant/Future Superintendent Search Materials	
Attachments:	
2019_Asst Superintendent Search_In-House Materials	16
3.3. Consultant Services Information	
Description: These items were received and added to the agenda <i>after</i> the initial agenda was published and public notice of the meeting was made.	
Attachments:	
Human Capital Ent_ Search Proposal	26
OSBA_Services Proposal	39
NW Leadership Assoc_Cost Detail	60
HYA_Search Proposal	70
4. <u>PUBLIC COMMENT ON SUPERINTENDENT SEARCH</u>	
Description: <i>The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.</i>	
5. <u>BUDGET COMMITTEE VACANCY</u>	
Speaker(s): Board Chair	
Attachments:	
Budget Committee Ranking form 2025	81
6. <u>ACTION ITEMS</u>	
Description: This item is held for any action items that may result from discussion of previous agenda items.	
6.1. Hiring Process	
6.2. Hiring Committee	
7. <u>GOOD OF THE ORDER</u>	
8. <u>ADJOURN</u>	

Seaside School District 10

Code: CBA
Adopted: 7/26/07
Revised/Readopted: 5/18/21
Orig. Code: CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

QUALIFICATIONS:

1. A current license that qualifies the individual to serve as superintendent of the district¹;
2. Successful experience as an educational leader and administrator;
3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual qualify for such a license;
4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

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

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

Performance Responsibilities

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;
4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;

¹ Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.

5. Implements and interprets Board policies;
6. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or discharge of licensed employees of the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
7. Assigns or transfers licensed employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
8. Appoints, assigns, transfers, promotes, demotes or discharges classified and non-represented employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;
9. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs other duties as the Board determines;
10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
11. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
12. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law;
13. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;
14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
16. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 342.125](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)
[ORS 342.850](#)

[OAR 581-023-0006 to -0041](#)
[OAR 581-023-0104](#)
[OAR 581-023-0112](#)
[OAR 581-023-0220 to -0240](#)
[OAR 584-020-0000 to -0045](#)

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0003 to -0055](#)
[OAR 584-080-0151 to -0153](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Seaside School District 10

Code: CBB
Adopted: 7/26/07
Revised/Readopted: 5/18/21
Orig. Code: CBB

Recruitment and Appointment of the Superintendent

The Board considers foremost among its responsibilities, the selection and appointment of a superintendent who can effectively translate into action, the Board's policies and the community's aspirations for its schools.

To provide the most capable leadership available for the district, the Board may engage in a nationwide search for applicants for the position of superintendent whenever a vacancy in that position occurs.

The Board shall develop and adopt the standards (e.g., candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent, or interim superintendent, at a meeting open to the public and at which the public has had an opportunity to comment.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board will appoint the superintendent by a majority vote of the Board members at a meeting for which notice has been given of the intended action.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(7\)\(d\)](#)

[ORS 332.505](#)

Cross Reference(s):

CBC - Superintendent's Contract

Seaside School District
Seaside, Oregon

SEASIDE SCHOOL DISTRICT 10
CANNON BEACH • GEARHART • SEASIDE

Invites applications for the position of
Superintendent

Seaside School District is seeking a leader with an outstanding record in the field of education to serve as superintendent beginning July 1, 2016. The Board anticipates a salary range of \$118,000 to \$128,000 plus benefits, but without PERS pickup.

Schools

- Seaside High School
- Broadway Middle School
- Gearhart Elementary School
- Heights Elementary School

Seaside School District serves approximately 1,550 students from the three distinct communities of Seaside, Gearhart, and Cannon Beach. The District has been blessed with excellent community support, successfully passing five consecutive Local Option levies within the past fifteen years. Since its formation in 1967, Seaside SD has been served by only 3 superintendents. Many teachers and administrators have received state awards from organizations such as the Oregon School Boards Association and the Oregon Business Council's Employers for Educational Excellence. The School Board has named Dr. Doug Dougherty superintendent-emeritus and asked him to serve half-time during the 2016-2017 school year with special duties assigned. For more information about the district, visit: www.seaside.k12.or.us.

Seaside School District is located on the North Coast of Oregon and nestled between the Pacific Ocean and the Coast Range. Famed for its forested headlands, breathtaking scenery, abundant year-round outdoor recreational activities, and many points of interest; tourism has emerged as its leading industry. A pleasant 90-minute drive from Portland, Seaside is a first choice destination on the Oregon Coast. Three miles of pristine beach and two miles of oceanfront promenade make Seaside a popular tourist town. Gearhart to the north is a quiet residential and resort community with several beautiful golf courses and miles of beautiful beach. Cannon Beach to the south is full of quaint shops, local artists, and is one of the most visited beaches in Oregon.

The Application Requirements are:

- Letter of Interest
- Completed Application Form
- Current Resume
- Copy of Oregon Administrator License or current administrator license from other state
- Statement of Educational Philosophy (1 page)
- Completed Mentor Questionnaire
- Letters of Recommendation (3-5 preferred)
- Other information demonstrating success in education

For additional information and application materials visit the district's website or contact the Search Consultant:

Greg McKenzie, Search Consultant
Window to Leadership, LLC dba NextUp Leadership
1470 Rosemont Road
West Linn, Oregon 97068
Phone: 503-752-2438
Email: gregmckenzie@att.net OR gregmckenzie@window2leadership.com

Closing date for applications: March 18, 2016 (or open until filled)

Seaside School District is an Equal Opportunity Educator and Employer.

SEASIDE SCHOOL DISTRICT 10
CANNON BEACH * GEARHART * SEASIDE

Seaside School District Superintendent Vacancy

A career opportunity in Seaside, Oregon

Seaside School District is seeking a leader with an outstanding record in the field of education to serve as superintendent beginning July 1, 2016. The Board anticipates a salary range of \$118,000 to \$128,000 plus benefits, but without PERS pickup.

Our District

Schools:

- Seaside High School
- Broadway Middle School
- Gearhart Elementary School
- Heights Elementary School

Seaside School District serves approximately 1,550 students from the three distinct communities of Seaside, Gearhart, and Cannon Beach. The district has been blessed with excellent community support, successfully passing five consecutive Local Option levies within the past fifteen years. Since its formation in 1967, Seaside School District has been served by only three superintendents. Many teachers and administrators have received state awards from organizations such as the Oregon School Boards Association and the Oregon Business Council's Employers for Educational Excellence. The School Board has named Dr. Doug Dougherty superintendent-emeritus and asked him to serve half-time during the 2016-2017 school year with special duties assigned.

Our number one commitment is to the children of today and the adults that they will become in the future. Our teachers work together to provide extensive academic programs and practical experiences that prepare students for a rapidly changing world.

For more information, visit the district's website: www.seaside.k12.or.us.

Our Community

Seaside School District is located on the North Coast of Oregon and nestled between the Pacific Ocean and the Coast Range. Famed for its forested headlands, breathtaking scenery, abundant year-round outdoor recreational activities, and many points of interest; tourism has emerged as its leading industry. A pleasant 90-minute drive from Portland, Seaside is a first choice destination on the Oregon Coast. Three miles of pristine beach and two miles of oceanfront promenade make Seaside a popular tourist town. Gearhart to the north is a quiet residential and resort community with several beautiful golf courses and miles of beautiful beach. Cannon Beach to the south is full of quaint shops, local artists, and is one of the most visited beaches in Oregon.

Location: Seaside, Oregon

Closing Date: March 18, 2016

Start Date: July 1, 2016

Application Information:

Greg McKenzie

Search Consultant

503-752-2438

gregmckenzie@att.net

District Website

www.seaside.k12.or.us



Board of Directors

Steve Phillips
Chair

Mark Truax
Vice Chair

Tom Maltman

Patrick Nofield

Hugh Stelson

Brian Taylor

Lynn Ulbricht

Qualities and Qualifications

Preferred Leadership Skills

- Builds collaborative working relationships with staff and community
- Demonstrates strong decision making and problem solving ability
- Provides empowering leadership throughout the district
- Believes in students and values their input
- 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 solid budgeting skills and understands Oregon school finance
- Wants to be a part of the Seaside community for a long time
- Embraces the community's values and traditions
- Values the contribution of staff and lets them do their job
- Genuinely cares about each student's success and well-being
- Willingly reaches out to partner with parents, community, and local businesses
- Is committed to serving all students from all backgrounds
- Demonstrates a record of creative ideas and successful implementation
- Is familiar with capital improvements and school construction projects

Desired Candidate Profile

- Effective communicator
- Good listener
- Positive attitude
- Open-minded
- Well organized
- Approachable/personable
- Inspirational/motivating
- High degree of integrity
- Enjoys working with kids
- Sense of humor
- Willing to make tough decisions
- Follows through
- Humble
- Life-long learner

Minimum Job Requirements

- A current Oregon administrative license with a superintendent's endorsement or a transitional superintendent license;
- Successful experience as an educational leader and administrator;
- Other qualifications as determined by the Board.



Keys to Success

Who Are We?

- Close-knit community on the beautiful Oregon coast
- Small, friendly town working together for our schools
- High quality, dedicated staff, administrators, and School Board
- Collaborative work environment
- Long-tenured staff who come here to stay
- 50% of our students participate in arts and music programs
- Only three superintendents since the school district was formed in 1967
- Unique funding source that does not depend on the state school fund
- School/community partnerships with hospital, local government, and businesses

What's Next?

- Address facility needs in tsunami hazard zone
- Provide more opportunities in CTE and STEM
- Enhance use of technology in teaching
- Develop a long-range facilities and technology plan
- Provide more offerings for career readiness and college bound students
- Attract and retain high quality staff and administrators
- Continue strong emphasis on music, arts, and athletic programs
- Find creative ways to serve high needs populations

ASB Tsunami Project

As students attending school 200 feet from the ocean, the imminent danger of the Cascadia subduction zone fault break, known as the “really big one,” is a major concern of students and the community. Because of this danger, the Seaside High School student council started the Seaside High School ASB Tsunami Project (also known as “Don’t Catch This Wave”).

The goal of the project is to raise money and awareness to improve disaster preparedness in the Seaside community and other communities throughout the Pacific Northwest. The primary fundraising goal is to relocate schools outside of the tsunami zone and build them to withstand a magnitude 9.0+ earthquake. Other goals are to create emergency radio communications, natural disaster preparedness kits, and other disaster preparedness provisions.

To reach its goals, the student council has taken on numerous fundraising efforts—an internet donation process through social media; writing letters to politicians, fortune five-hundred companies, and celebrities; and teaming up with various organizations and other schools to help meet goals.

Seaside School District is an equal opportunity educator and employer and actively seeks minority applicants.

Application Requirements:

- Letter of Interest
- Completed Application Form
- Current Resume
- Copy of current administrator license
- Statement of Educational Philosophy (1 page)
- Completed Mentor Questionnaire
- Letters of Recommendation (3-5 preferred)
- Other information demonstrating success in education

For additional information and application materials, contact:
Greg McKenzie
Search Consultant
Window to Leadership, LLC
1470 Rosemont Road
West Linn, OR 97068

503-752-2438
gregmckenzie@att.net
gregmckenzie@window2leadership.com

Application for Position of Superintendent

Seaside School District

Last Name: First Name: MI:

Home Address:
Street, City, State, Zip

Phone: E-mail:

Education (Undergraduate and Graduate) (Attach a supplemental page if necessary)

<i>Institution</i>	<i>Dates Attended</i>
<i>Major</i>	<i>Degree</i>

<i>Institution</i>	<i>Dates Attended</i>
<i>Major</i>	<i>Degree</i>

<i>Institution</i>	<i>Dates Attended</i>
<i>Major</i>	<i>Degree</i>

Employment History: List all full-time experience, both in and outside the field of education, beginning with your current employment. (Attach a supplemental page if necessary).

Position: Employer:
Student Enrollment: Years (From/To): Salary:

Position: Employer:
Student Enrollment: Years (From/To): Salary:

Position: Employer:
Student Enrollment: Years (From/To): Salary:

Candidates selected for an interview will be required to provide at least five references. References should reflect a broad representation of professionals.

Length of Present Contract: Expiration Date: Date Available:

Where did you learn about this position?

Are you currently licensed as a Superintendent in Oregon? Yes No

If not, are you eligible to obtain the Oregon Superintendent endorsement? Yes No

Have you listed ALL current and former employers who are education providers in the Employment History section of this application?
If no, please provide them all on a separate sheet. Yes No

Are you a "Veteran" as defined under Oregon law (ORS 408.225(f))? Yes No

Are you a "Disabled Veteran" as defined under Oregon law (ORS 408.225(c))? Yes No

For more information about Oregon Superintendent Licensure contact:
Teacher Standards and Practices Commission
465 Commercial Street, NE
Salem, Oregon 97301
Phone: 503-378-3586
www.tspc.oregon.gov

List all other names or aliases you have used:

Community Service, Awards, and Honors:

Required Information, Authorizations and Acknowledgments

Oregon law requires certain information from all school employees for an education provider at time of hiring. "School employees" includes superintendents and administrators. "Education provider" includes among others, the following institutions:

- K-12 school district;
- Education service district;
- Any state operated program serving kindergarten through grade 12 students;
- Public charter school; and
- Private school;

For the purposes of this application the following questions must be answered, information provided and authorizations granted. *Your signature is required at the end of this application for your application to be complete.*

Questions	Answer Yes/No
1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?	<input type="checkbox"/>
2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?	<input type="checkbox"/>
3) Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?	<input type="checkbox"/>
4) Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?	<input type="checkbox"/>
5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?	<input type="checkbox"/>
6) Have you ever surrendered a professional license of any kind before its expiration?	<input type="checkbox"/>
7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?	<input type="checkbox"/>
8) Have you ever been convicted or been granted conditional discharge by a court for any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as; driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?	<input type="checkbox"/>
9) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in the question 8 above?	<input type="checkbox"/>
10) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons?	<input type="checkbox"/>
11) Have you EVER been the subject of a substantiated report of child abuse or sexual conduct (involving a K-12 student or minor child)?	<input type="checkbox"/>
12) Are you currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a K-12 student or minor child)?	<input type="checkbox"/>
If you answered "yes" to any questions, please explain in detail on separate sheet indicating corresponding question number.	

Consents and Authorizations	Answer Yes/No
1) I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.	<input type="checkbox"/>
2) I hereby authorize my current or former education provider employers to release any disciplinary records of a crime listed in ORS 342.143 for which I was convicted.	<input type="checkbox"/>
3) I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.	<input type="checkbox"/>

Acknowledgements	Answer Yes/No
1) I acknowledge that should I be offered a contract for the position of superintendent as a result of this application, the school district may not enter an employment contract or agreement that: <ul style="list-style-type: none"> (a) Has the effect of suppressing information relating to an ongoing investigation related to a report of suspected child abuse or sexual conduct or relating to a substantiated report of child abuse or sexual conduct by a current or former employee; (b) Affects the duties of the education provider to report suspected child abuse or sexual conduct or to discipline a current or former employee for a substantiated report of child abuse or sexual conduct; (c) Impairs the ability of the education provider to discipline an employee for a substantiated report of child abuse or sexual conduct; or (d) Requires the education provider to expunge substantiated information about child abuse or sexual conduct from any documents maintained by an education provider. 	<input type="checkbox"/>
2) I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district and a license review through the Oregon Teacher Standards and Practices Commission or any other relevant state licensing agency related to my employment.	<input type="checkbox"/>
3) I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.	<input type="checkbox"/>

Verification

The information that I have provided in this application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. (Please attach a brief explanation for any circumstances arising from the Questions above which you believe might negatively affect your application including: criminal convictions, professional license discipline, and pending investigations in any state). Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired.

Signed (a typed name in this field on the part of the application constitutes a valid signature)

Date

Please return the completed and signed application form with other application materials to:

A. Gregory McKenzie, Search Consultant
 Window to Leadership, LLC dba "NextUp Leadership"
 1470 Rosemont Road
 West Linn, Oregon 97068
 Ph: 503-752-2438
 E-mail: gregmckenzie@att.net OR gregmckenzie@window2leadership.com

Closing Date: March 18, 2016 (or open until filled)

APPLICATIONS RECEIVED AFTER 5:00 PM (PST) OF THE DEADLINE MAY NOT BE CONSIDERED.

The District is an Equal Opportunity Educator and Employer and Actively Seeks Minority Applicants

Seaside School District Mentor Questionnaire

Candidate Name: _____

Date: _____

Search Consultant: Greg McKenzie
gregmckenzie@att.net
gregmckenzie@window2leadership.com
503-752-2438

1. Identify one professional mentor who has strongly influenced your leadership style. Explain the circumstances of your professional mentor/protégée relationship.

Mentor: _____

Relationship: _____

2. What leadership characteristics of this mentor did you admire the most? (Describe the style in narrative without reference to a particular model).

3. What characteristics of your own leadership style may have been influenced by this mentor?

4. What characteristics of your leadership style are most likely to influence your protégées?

Seaside School District 10

1801 S. Franklin Street, Seaside, OR 97138 ♦ Phone: 503-738-5591 ♦ Fax: 503-738-3471 ♦ www.seaside.k12.or.us
An Equal Opportunity Employer and Provider

POSITION ANNOUNCEMENT

Posting ID 1361

Assistant Superintendent

(Posted 12/21/2018)

JOB TITLE: Assistant Superintendent

REPORTS TO: Superintendent

SUMMARY:

The Seaside School District is seeking a dedicated school leader to serve as Assistant Superintendent beginning July 1, 2019, who will show the qualities to transition into the Superintendent position in January 2021.

This is an exciting time to be part of the Seaside School District. We are in the process of building and updating our schools to give all of our students safe learning spaces designed to support their learning, now and into the future. In the fall of 2020, we will open a new high school and middle school, and move all of our elementary students into an expanded and remodeled elementary building. All 1,600 of our students will be on the same campus, safely out of the tsunami inundation zone. We are also in the process of implementing a new strategic plan to create a blueprint for our educational program, providing our students the best opportunities to learn while they are in school and beyond.

Our District has a history of a committed staff, with many teachers, support staff and administrators spending all or most of their career here. Since the District's inception in 1967, Seaside has had four superintendents. Our student population includes many families who have specifically chosen to live here, and many other families who have been in our District for multiple generations.

Our North Coast community is geographically large, stretching from Sunset Beach and Cullaby Lake to Arch Cape and Hamlet. Our area abounds with the beauty of the ocean, the forest, and the mountains. Larger still is the generous spirit of the people who live here, who have provided the resources for our schools, as well as their on-going time and involvement to support our students. The Seaside School District has passed five consecutive local option levies as well as our \$99.7 million school construction bond.

TO APPLY:

Go to the Seaside School District website employment page, <http://www.seaside.k12.or.us/employment>, and follow the instructions and link to complete the online application.

TIMELINE:

- Posting opens December 21, 2018.
- Posting closes January 31, 2019, at midnight.
- Interviews (round ONE) February 19-22, 2019.
- Interviews (round TWO) March 4-8, 2019.
- Recommendation to School Board March 19, 2019.

QUESTIONS: Leslie Garvin, Executive Assistant, Seaside School District Office (503)738-5591 or lgarvin@seasidek12.org

The Seaside School District, in support of employment practices free of barriers to disabled individuals and in compliance with the Americans with Disabilities Act of 1990, provides reasonable accommodations necessary upon request and appropriate notice. For further information or assistance, contact the Business Manager at (503)738-5591. Speech/hearing impaired individuals may reach the District through the Oregon Telecommunications Relay Service by dialing 1(800)735-2900.

SEASIDE SD 10
Assistant Superintendent/Future Superintendent (1361)

JOB POSTING

Job Details

Posting ID **1361**
Title **Assistant Superintendent/Future Superintendent**
Description **JOB TITLE:** Assistant Superintendent/Future Superintendent
 REPORTS TO: Superintendent

SUMMARY:

The Seaside School District is seeking a dedicated school leader to serve as Assistant Superintendent beginning July 1, 2019, who will show the qualities to transition into the Superintendent position in January 2021.

This is an exciting time to be part of the Seaside School District. We are in the process of building and updating our schools to give all of our students safe learning spaces designed to support their learning, now and into the future. In the fall of 2020, we will open a new high school and middle school, and move all of our elementary students into an expanded and remodeled elementary building. All 1,600 of our students will be on the same campus, safely out of the tsunami inundation zone. We are also in the process of implementing a new strategic plan to create a blueprint for our educational program, providing our students the best opportunities to learn while they are in school and beyond.

Our District has a history of a committed staff, with many teachers, support staff and administrators spending all or most of their career here. Since the District's inception in 1967, Seaside has had four superintendents. Our student population includes many families who have specifically chosen to live here, and many other families who have been in our District for multiple generations.

Our North Coast community is geographically large, stretching from Sunset Beach and Cullaby Lake to Arch Cape and Hamlet. Our area abounds with the beauty of the ocean, the forest, and the mountains. Larger still is the generous spirit of the people who live here, who have provided the resources for our schools, as well as their on-going time and involvement to support our students. The Seaside School District has passed five consecutive local option levies as well as our \$99.7 million school construction bond.

TO APPLY:

Go to the Seaside School District website employment page, <http://www.seaside.k12.or.us/employment>, and follow the instructions and link to complete the online application.

TIMELINE:

- Posting opens December 21, 2018.
- Posting closes January 31, 2019, at midnight.
- Interviews (round ONE) February 19-22, 2019.
- Interviews (round TWO) March 4-8, 2019.
- Recommendation to School Board March 19, 2019.

QUESTIONS: Leslie Garvin, Executive Assistant, Seaside School District Office (503)738-5591 or lgarvin@seasidek12.org

The Seaside School District, in support of employment practices free of barriers to disabled individuals and in compliance with the Americans with Disabilities Act of 1990, provides reasonable accommodations necessary upon request and appropriate notice. For further information or assistance, contact the Business Manager at (503)738-5591. Speech/hearing impaired individuals may reach the District through the Oregon Telecommunications Relay Service by dialing 1(800)735-2900.

<i>Shift Type</i>	Full Time	<i>Salary Range</i>	
<i>Salary Code</i>	Annual	<i>Position Type</i>	Administrator
<i>External Job Application</i>	Superintendent	<i>Internal Job Application</i>	Internal - Assistant Superintendent
<i>Location</i>	District Office	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>			

SchoolSpring

<i>Job Categories</i>	--
<i>Job Type</i>	Not provided
<i>Grade Level(s)</i>	--
<i>Degree Preferred</i>	Not applicable ("Degree Preferred" will not appear on job posting)
<i>Experience Preferred</i>	--
<i>Work Eligibility</i>	Not required to apply
<i>Employment Start Date</i>	Start Immediately

Job Application Timeframes

<i>Internal Start Date</i>	12/21/2018	<i>General Start Date</i>	12/21/2018
<i>Internal End Date</i>	01/31/2019	<i>General End Date</i>	01/31/2019

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>	Certified Survey
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PERSONAL INFORMATION

To continue your application, you must at least complete all required fields and then click "Save and Continue" at the top or bottom of the page.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Contact Information

First Name

Middle Name

Last Name

Maiden/Former Name

Email

Primary Phone

Alternate Phone

Address

Street

City

State

Zip Code/Postal Code

Work Authorization

*Are you legally able
to work in the U.S.?*

QUALIFICATIONS

To continue your application, you must at least complete all required fields and then click "Save and Continue" at the top or bottom of the page.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Availability

Available Date

Educational License/Certificate #1

There may not be enough room to enter all of your licenses/certificates. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

Certification State

Certification Area

*Certification Area
Type*

Grade Level

Expiration Date

Code Number

Educational License/Certificate #2

Certification State

Certification Area

*Certification Area
Type*

Code Number

Expiration Date

Grade Level

Educational License/Certificate #3

Certification State

Certification Area

*Certification Area
Type*

Grade Level

Expiration Date

Code Number

Other Professional License #1

There may not be enough room to enter all of your licenses. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

Certification Type

Certification Name

Issued By
Expiration Date

Issue Date

Other Professional License #2

Certification Type
Issued By
Expiration Date

Certification Name
Issue Date

LANGUAGE SKILLS

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Language Skills

Besides English, what other languages do you speak and/or write? Please indicate your level of proficiency for each language you select.

If you wish to indicate proficiency in more than three languages, you can provide additional information in the "Resume & Cover Letter" section later in this application.

Language #1	- Proficiency
Language #2	- Proficiency
Language #3	- Proficiency

SPECIAL EDUCATION SKILLS

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Special Education Skills

Please select any special education skills you have. Use the Notes field to provide additional details about your experience.

If you wish to indicate additional skills, you can provide information in the "Resume & Cover Letter" section later in this application.

Skill #1	- Notes
Skill #2	- Notes
Skill #3	- Notes

TECHNOLOGY SKILLS

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Technology Skills

Please select any technology skills you have. Use the Notes field to provide additional details about your experience.

If you wish to indicate additional skills, you can provide information in the "Resume & Cover Letter" section later in this application.

Skill #1	- Notes
Skill #2	- Notes
Skill #3	- Notes

COACHING/ADVISING SKILLS

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Coaching/Advising Skills

Please select any coaching or advising skills you have. Use the Notes field to provide additional details about your experience.

If you wish to indicate additional skills, you can provide information in the "Resume & Cover Letter" section later in this application.

Skill #1	- Notes
Skill #2	- Notes
Skill #3	- Notes

EDUCATION

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

High School

School Attended	City/State
Degree	

Undergraduate Institution #1

There may not be enough room to enter all of your education. Enter what you can, most recent first. If the institution you attended is not in the drop-down list please choose "Other". You can provide additional information in the "Resume & Cover Letter" section later in this application.

Name of School	State
Degree	Subject
Attended From (mm/yyyy)	Attended To (mm/yyyy)
GPA	

Undergraduate Institution #2

Name of School	State
Degree	Subject
Attended From (mm/yyyy)	Attended To (mm/yyyy)
GPA	

Undergraduate Institution #3

Name of School	State
Degree	Subject
Attended From (mm/yyyy)	Attended To (mm/yyyy)
GPA	

Graduate Institution #1

There may not be enough room to enter all of your education. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

Name of School
Degree
From (mm/yyyy)
GPA

City/State
Degree Subject
To (mm/yyyy)

Graduate Institution #2

Name of School
Degree
From (mm/yyyy)
GPA

City/State
Degree Subject
To (mm/yyyy)

Student Teaching #1

There may not be enough room to enter all of your student teaching. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

Name of School
Grade
Year

Cooperating Teacher
Phone Number

Subject
Semester
Cooperating Teacher
Name
Cooperating Teacher
Email

Student Teaching #2

Name of School
Grade
Year

Cooperating Teacher
Phone Number

Subject
Semester
Cooperating Teacher
Name
Cooperating Teacher
Email

EXPERIENCE

If you do not have entries for this section, click "Save and Continue" at the top or bottom of the page to continue your application.

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Experience Summary

Actual experience in a scholastic environment (with the exception of non-academic experience).

Years of teaching
experience
Years of
administrative
experience
Years of non-
academic experience

Years of student
teaching experience
Years of classified
experience

Experience in Education #1

There may not be enough room to enter all of your experience. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

Assignment
Employer City
From (mm/yyyy)
Supervisor Name

Supervisor Email

Employer Name
Employer State
To (mm/yyyy)
Supervisor Phone
Number

*Duties and
Responsibilities
Reason For Leaving*

Experience in Education #2

*Assignment
Employer City
From (mm/yyyy)
Supervisor Name*

*Employer Name
Employer State
To (mm/yyyy)
Supervisor Phone
Number*

*Supervisor Email
Duties and
Responsibilities
Reason For Leaving*

Experience in Education #3

*Assignment
Employer City
From (mm/yyyy)
Supervisor Name*

*Employer Name
Employer State
To (mm/yyyy)
Supervisor Phone
Number*

*Supervisor Email
Duties and
Responsibilities
Reason For Leaving*

Experience in Education #4

*Assignment
Employer City
From (mm/yyyy)
Supervisor Name*

*Employer Name
Employer State
To (mm/yyyy)
Supervisor Phone
Number*

*Supervisor Email
Duties and
Responsibilities
Reason For Leaving*

Work Experience #1 (Non Education)

There may not be enough room to enter all of your experience. Enter what you can, most recent first. You can provide any additional information in the "Resume & Cover Letter" section later in this application.

*Title
Employer City
Employed from
(mm/yyyy)
Supervisor Name*

*Employer
Employer State
Employed to
(mm/yyyy)
Supervisor Phone
Number*

*Supervisor Email
Duties and
Responsibilities
Reason For Leaving*

Work Experience #2 (Non Education)

Title

Employer

Employer City
Employed from
(mm/yyyy)
Supervisor Name

Employer State
Employed to
(mm/yyyy)
Supervisor Phone
Number

Supervisor Email
Duties and
Responsibilities
Reason For Leaving

ADDITIONAL

Additional

*What are the three
most important traits
you possess as a
leader?*

How have you committed yourself to understanding and aiding in the pursuit of equity and inclusion in your professional and/or personal life?

Share an example of an instructional improvement initiative you have led and how it changed student outcomes.

REFERENCES

If you would like to list references as part of your application, please use this section to do so. References are not required in order to submit your application.

<i>Title</i>	<i>Relationship</i>
<i>Address</i>	<i>City</i>
<i>State</i>	<i>Zip</i>
<i>Email</i>	<i>Phone</i>
<i>From</i>	<i>To</i>

RESUME & COVER LETTER

Before clicking "Save and Continue", be sure you have scrolled down the whole page to review and/or complete all relevant application sections.

Resume & Cover Letter

You may type (or copy and paste from another document) a resume and cover letter for just this posting or leave blank.

Resume

Cover Letter

BACKGROUND INFORMATION (TEACHER)

Background Information (Teacher)

Is your physical/mental health condition such that you can fulfill the essential job functions of the work for which you are applying (either with or without reasonable accommodations)?

*Are you willing to
substitute?*

Are you currently the subject of an inquiry, review or investigation for alleged violation of professional standards of conduct by either an employer or a licensure agency?

If yes, please explain.

Have you ever been

*placed on disciplinary
leave by an
employer?*

If yes, please explain.

Have you ever had an adverse action taken on a professional certificate, license or charter school registration?

If yes, please explain.

Have you ever been denied any professional license for which you applied or granted a professional license on a conditional or probationary basis?

If yes, please explain.

*Have you ever
surrendered a
professional license of
any kind before its
expiration?*

If yes, please explain.

Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

If yes, please explain.

I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualification, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.

Indicate that you have read and agree to these terms by placing both your INITIALS and DATE in the text box.

Have you listed ALL current and former employers who are education providers in the Experience section of this application?

If no, please explain.

Are you a "Veteran" as defined under Oregon law (ORS 408.225(f)? If you answer "yes" to this question, your service record should be reflected in the Work Experience section of your application. In addition, if claiming preference points, you may be required to provide certification that you are an eligible veteran or disabled veteran under OAR 839-006-0440(5) and (8).

Are you a "Disabled Veteran" as defined under Oregon law (ORS 408.225(c)? If you answer "yes" to this question, your service record should be reflected in the Work Experience section of your application. In addition, if claiming preference points, you may be required to provide certification that you are an eligible veteran or disabled veteran under OAR 839-006-0440(5) and (8).

ATTACHMENTS

Attachment

Resume

Letter of Interest

Transcript

Other

Other

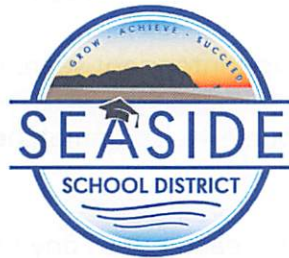
Other



HUMAN CAPITAL ENTERPRISES
REDEFINING HUMAN RESOURCES LEADERSHIP

A Superintendent Search Proposal

for the



SEASIDE
SCHOOL DISTRICT
Grow, Achieve, Succeed

Human Capital Enterprises believes it uniquely has the expertise to support the Seaside School District with the highest caliber leadership and support through its upcoming executive transition. As a leading Pacific Northwest superintendent search firm, we pride ourselves on searches conducted with exceptional service to our Boards and widely respected attention to detail – with the highest level of integrity in the process. Our strong local ties combined with our connection to the national educational leadership community allows us to bring the best candidates from across Oregon, the rest of the Pacific Northwest, and throughout the country.

Respectfully Submitted for Consideration,
February 2026

February 24, 2026

Dear Chair Swedenborg, Vice-Chair Davidson, and Directors Gomez, Haag, Mattocks and Taylor,

Thank you for inviting us to submit a proposal to serve as Board partners to the Seaside School District in your upcoming leadership transition.

We thank you in advance for reading the proposal below. We are honored to be the most often-referred superintendent search firm in Oregon, and we believe that is because we have an outstanding record regarding:

- An unparalleled level of service to our client boards
- A depth of understanding and innovation regarding superintendent search processes
- Customer satisfaction unmatched by any other superintendent search firm operating in Oregon
- A track record of successful hires who stay the course – also unmatched by our competitors.

But please don't take our word for it. We invite you to reach out to any member of any board leadership team whom we have served (*see p. 5 for a list of satisfied school boards*), including those listed below:

South Lane School District	Colleen Valley, former Board Vice-Chair	colleen.valley@slane.k12.or.us	541.521.6728
Forest Grove School District	Valyrie Ingram, former Board Chair	Please use phone	808.754.3776
High Desert ESD	Shelley Knutz, Board Secretary	shelley.knutz@hdesd.org	541.280.1788
Redmond School District	Charan Cline, Superintendent	charan.cline@redmondschools.org	971.241.8391
Riverdale School District	Michelle Rosenbaum, Board Chair	mrosenbaum@riverdale.k12.or.us	(310) 351-9051

Thank you for reviewing this proposal. We look forward to a possible partnership that serves you, and all of the Seaside community, with remarkable outcomes.

Hank Harris
Robyn Bean

I. Executive Summary

We are not like other Superintendent Search firms.

Human Capital Enterprises, a national firm which considers Oregon our home, is unmatched in our ability to represent Seaside on the regional and national scene and to attract top talent to this search. Although the bulk of our work is in the Pacific Northwest, we are widely known by educators in all fifty states – and as such we truly are a national firm. We have had the honor to serve as the Search Consultants in the most recent superintendent searches in districts large and small including Forest Grove, South Lane, Portland Public, Riverdale, High Desert ESD, and Salem-Keizer.

How do we do this? We are a known and trusted name with years-long relationships with educational stakeholders across the nation who take our phone calls and help point us to leaders of outstanding talent and character. Our growth is deliberate and intentional, but even in states where we do not typically conduct searches, many educators know Oregon because they know us. It is not uncommon for us to be at national conferences and be approached by a superintendent or educational leader who claim knowledge about Oregon schools – *solely through our national announcements*. We get calls from other search firms who want to know “how we do it.” We are meticulous about our work, absolutely committed to our school boards, incredibly dedicated, and respectful to our candidates who are willing to “put themselves out there”.

Our valued school board partners will routinely tell you that we have far and away exceeded their expectations in all aspects of their Superintendent Search. Our candidates, whether they are selected for a superintendency or not, routinely tell us that we bring a level of professionalism and savvy that is unmatched by other firms. We are a small, humble, and nimble firm and we are a significant player in Pacific Northwest superintendent searches. To serve school boards in this way is immensely rewarding, and we are honored by the accolades we receive. We do this work because we love this work.

We are the only superintendent search firm in the Pacific Northwest that is led by Human Resources professionals, which means we have spent a good portion of our careers dedicated to providing the highest level of thoroughness, integrity, fairness, and communication to the recruitment and selection process.

We see ourselves as true partners to the Board, with high investment in the outcome – ever mindful that the hiring decision rests squarely on the shoulders of the elected school board. Our commitment is paralleled by our comprehensive understanding of Oregon and a vast national network. We do our work with exceptional quality, and that is why we are the most highly recommended Superintendent Search firm operating in Oregon. It is also why districts as small as South Laen, Riverdale and Forest Grove, and as large as Beaverton, Portland

Public, and Salem-Keizer, look to us as their trusted partner in leadership searches. And we aim to bring that caliber of service to the Seaside School District.

For our Seaside team, we'd like to introduce you to:

Robyn Bean is a highly respected educational leader and human resources executive with over 30 years of service to schools. Most recently, she served as Chief Human Resources Officer for Northwest Regional ESD, where she had previously served as a Special Education Director. As a result of her deep work in NWRESA over many years, Robyn knows the Oregon coast and Clatsop County better than any superintendent search consultant anywhere.

Her diverse leadership background has provided her with a deep understanding of both personnel systems and student-centered programming, making her a trusted advisor to districts far and wide. In her HR role, she supported dozens of school systems with critical services including compensation studies, investigations, labor relations, and leadership mentoring. Robyn has also been active for many years in the American Association of School Personnel Administrators (AASPA) serving as a Regional Director from 2015-2019.

Since joining HCE in 2020, Robyn has continued to serve school boards as a consultant where she brings her extensive HR expertise to superintendent searches. She is known for her fairness, clarity, and ability to build trust throughout the hiring process. Robyn has successfully guided multiple searches, where her thoughtful approach ensures that every candidate is evaluated with integrity and every board has confidence in the process. Her work reflects a lifelong dedication to public education and to helping districts secure leaders who will foster inclusive, supportive, and high-performing school communities.

Erin Prince is a seasoned school district leader who has served as Superintendent of Corvallis and Central Kitsap, Washington. She has also spent time as Vice President at the highly regarded Chalkboard Project. With an earned PhD in Education from Oregon State, Erin is known throughout the Pacific Northwest as a thought leader in education reform. She also brings an extremely strong national network through her work with AASA, the American Superintendent's Association.

Erin has served as a search consultant on multiple searches with HCE include the most recent superintendent search for Dallas and the High Desert ESD.

Hank Harris will support Ms. Bean and Dr. Prince on this search. Hank is the founder and president of Human Capital Enterprises and one of the most respected superintendent search consultants in the nation. With close to twenty years of service in public education followed by almost fifteen years leading HCE, Harris has built a strong national reputation for professionalism, integrity, and expertise in executive leadership searches. He began his career as a high school teacher in Vancouver, Washington, before moving into administrative leadership roles in Oregon and California, including principalships and district leadership

positions. Harris served as Executive Director of Human Resources in Portland Public Schools and held the same role in Washington’s Bellingham Public Schools, where he honed the HR expertise that continues to distinguish his work today.

Since founding Human Capital Enterprises in 2011, Hank has personally led or co-led more than 100 superintendent and executive-level searches nationwide. His work has supported districts of all sizes, from small rural systems to large urban districts. Known for his meticulous attention to process, fairness, and stakeholder engagement, Hank has become a trusted partner to school boards across the Pacific Northwest and beyond. His leadership has contributed to HCE’s unparalleled record of superintendent longevity, with 96% of placed superintendents since 2020 still in their seat or having served at least four years. Today, Hank continues to guide searches combining his deep HR knowledge, superintendent partnerships, and national networks to help districts identify and secure transformational leaders.

II. Where We Have Served

Our Northwest roots run deep, and we have served many of the region’s small, medium-sized, and large school districts as well as Oregon ESDs. Below is a list of some of the Northwest searches we’ve conducted on behalf of our partner boards. You are most welcome to reach out to any of them to ask about our performance and our result.

- Ashland, OR – *Superintendent*
- Beaverton, OR – *Superintendent*
- Bellevue, WA – *Superintendent*
- Bethel, OR – *Superintendent*
- Central Point, WA – *Superintendent*
- Chimacum, WA – *Superintendent*
- Dallas, OR – *Superintendent*
- Eugene, OR – *Superintendent*
- Evergreen, WA – *Superintendent*
- Forest Grove, OR – *Superintendent*
- High Desert ESD – *Superintendent*
- Medford, OR – *Superintendent*
- Oregon Department of Education – *Deputy Director*
- Oregon Department of Education – *Assistant Superintendent (2)*
- Port Angeles, WA – *Superintendent*
- Port Townsend, WA – *Superintendent*
- Portland Public – *Superintendent*
- Puget Sound ESD – *Superintendent*
- Prosser, WA – *Superintendent*
- Redmond, OR – *Superintendent*
- Richland, WA – *Superintendent*
- Riverdale, OR – *Superintendent*

- Salem-Keizer, OR – *Superintendent*
- Seattle Public, WA – *Assistant Superintendent of Finance*
- Sequim, WA – *Superintendent*
- South Lane, OR – *Superintendent*
- Tillamook – *Superintendent*
- Willamette ESD – *Superintendent*

III. Work Plan

HCE envisions certain milestones for this work with the school board, on a clear timeline that will have been pre-approved by the members of the Board. The work of the search can be delineated as follows.

PLANNING

HCE will engage with the Board in an open-session *Planning Meeting* which will establish the parameters and a framework for the search. We develop a strong communication plan with the Board that meets the needs of the Board collectively and individually. There are various paths a Board can take in a search, and we will walk you through them to arrive at a process that is best for the Board and community. We will also outline protocols that ensure a commitment to fairness and integrity in the hiring process.

As your partners in this search, we shoulder the responsibility for managing the search – which means your staff can rest assured that, but for a small number of events in the process, they will not be required to add to their already full plates.

Our philosophy can be distilled to three truisms:

1. that Board Members are well-served by strongly considering the various voices of the community in the development of the *Next Superintendent Criteria*.
2. that Board Members should have high-value feedback in the selection process from a sample of community members.
3. and that the Board, and only the Board, has the statutory responsibility to select and hire the next Superintendent.

ENGAGING

Community engagement is a hallmark of our work – as is learning about the dreams and aspirations of the Board Members we serve. We will meet individually with each Board member, and our team will also get to know the community by engaging with key stakeholders. There is high value in engaging as much of the community as possible, and to do this, an online survey in English and Spanish is created so that all stakeholders can offer input.

Following this high-level engagement, HCE will return to meet with the Board in Open Session to present a document we call *Seaside School District's Next Superintendent Criteria* for the Board to consider. From that draft, the Board will establish criteria for what this next superintendent should bring to the table. There are literally hundreds of desirable qualities and experiences that a leader could bring. Deeply engaging in a variety of ways with the Seaside education community – the people who know the district best – during the engagement period will help identify the *specific qualities and experiences* that your next extraordinary leader should embody. This *Next Superintendent Criteria* will guide our next phase: recruiting.

RECRUITING

In hiring a search firm, school boards not only want a trusted partner who can run a process, but who can also find exceptional talent – and in Seaside's case, to entice great leaders who match your criteria to consider this opportunity. The ability to attract candidates who may not be actively searching for a leadership role is a key hallmark of the HCE approach. Our direct email announcements are widely known by virtually every school leader in Oregon, as well as leaders across all fifty states – in fact they reach an audience of over 40,000 educational stakeholders across the country.

In addition to that, HCE reaches out to talented individuals who reflect the district's profile of the ideal superintendent candidate, and in so doing we share it with individuals who might not otherwise know about the vacancy. Similarly, there are candidates who might know of the vacancy but who may not recognize that it is an ideal opportunity for them to consider. By enlisting not only our own network but our "network of networks," we are able to reach a very wide array of educational leaders from across the region and across the country. And because they typically know our name and reputation, they will be receptive to hearing about Seaside.

SELECTION

The team will engage in conversations with top prospects followed by a preliminary interview and preliminary reference check. Board Members will receive a confidential link in which they can view all applications and all candidate materials. HCE will then engage with the Board in a *Slate Meeting* in executive session where we will offer recommendations, including articulating a rationale regarding each recommended and non-recommended candidate. As the decision-making entity, the Board will collectively engage to determine whom to interview from any of the candidates who have applied. Following those interviews, the Board will then advance candidates to meet in person in a finalist interview.

Each of these interviews represent a set of data points on a candidate. We also coordinate a thorough system of telephone reference checks, internet searches, and a full investigative background check on finalists. By the time the Board meets with the finalists for a second time, the Board will have a significant number of data points on each of the finalists. We believe that no other search firm provides the amount of information, per finalist, that we do at Human Capital Enterprises.

TRANSITION

We will guide the Board through the finalization process, which includes various components such as the public announcement and contract development. This begins with contract negotiations, followed by an open session Board Meeting where a motion is made to appoint the new superintendent. We remain in close contact with the Board Chair and the superintendent over the ensuing weeks to ensure an appropriate transition, and we are happy to serve as a thought partner during this process at no extra cost.

IV. Communication

Although each search is different, it is fair to say that in general, we develop strong partnerships with each member of the Board – and we partner frequently with the identified Board *Lead*, who is often though not obligatorily the Board Chair. There are many logistics involved in a successful superintendent search, and it is vital we have a partner at the Board level.

We are a highly communicative team. The collective board can expect to hear frequently from us. Most often, information to the Board is disseminated through the Board Lead or through the Executive Assistant. Key to all of this is a value that all Board members are in the loop and have a right to all of the information that is provided. Thus, specifically with respect to candidate information, we are careful that all candidate information is provided simultaneously to all Board members. We do not have one-off conversations with board members about candidates – and we do that specifically to ensure fairness to the process and to clarify that each Board member is an equal decision-maker.

V. A Search of Integrity

We center our recruitment practices on principles of integrity and fairness. In a superintendent search, this manifests in various ways. For the sake of brevity, we'll highlight two.

1. At the initial Planning Meeting with the Board, we will ask Board Directors to individually commit to not meeting with, engaging with, have coffee with, or hold conversations with prospects or candidates. We do this to ensure that there are no inadvertent advantages given to candidates who might already have more access to powerful voices.

It is not unusual for a well-intentioned candidate to reach out to a Board member to request a conversation. But out of fairness for all candidates, we ask that no candidate gets unfairly advantaged by having access to a Board Member where other candidates would not. Historically, those kinds of connections – especially where a certain candidate might know someone who is closely connected with a Board member and therefore can advocate on his/her behalf – advantage some candidates, typically those who already bring a higher level of privilege to the equation. In ensuring equity for all candidates, we

take pains to make sure that there are no such “legs up” afforded a certain candidate or group of candidates.

2. A second approach we take is to do our utmost to ensure that top candidates have an opportunity to engage with our team *prior* to an initial interview. Many candidates are not aware that it is acceptable (and in fact wise) to reach out to a recruiter to learn more about the organization – and those who are already aware of this are often the very candidates who already bring privilege into the system. Knowing this, we preemptively invite top candidates to engage in a videocall with us in order for them to have the opportunity to ask us questions about the role *prior* to their initial interview. We are typically thanked by such candidates who say they’ve never had a recruiter attend to them before in this way.

VI. Draft Timeline

We propose the draft timeline on the following. Exact dates will be determined in conjunction with the full Board in order to ensure full participation of all Directors.



Superintendent Search Proposed Timeline

Activity	Proposed Date(s)
Board Planning Meeting <i>in Open Session</i>	March
1:1 Board Conversations	March
Focus Group Meetings and Online Survey Window	April
Presentation of Seaside's Next Superintendent Criteria <i>in Open Session</i>	April
Recruitment Window including additional e-Blast and other Advertising	March-April
Preliminary Interviews virtual <i>with consultants</i>	April-May
Presentation of Slate <i>in Closed Session</i>	May
Board initial interviews (first round) <i>in Closed Session</i>	May
Finalist (second round) interviews <i>in Closed Session</i>	May
Board meets to identify preferred candidates <i>in Closed Session</i>	May
Selection and Announcement	June
Superintendent assumes responsibilities	July 1, 2026

VII. Our commitment to staff

District employees will have opportunities to offer input into the *Next Superintendent Criteria* and may also have an opportunity to be involved at the selection phase of the search. All such opportunities are voluntary.

- A. A senior staff person/executive assistant will serve as liaison and will:
 - a. be involved in the scheduling and organization of board-member 1:1s and focus groups.

- b. provide on-site support to the consultant and Board during in-person interviews.
- c. serve as a point-person throughout the search for information flow.
- B. A communications point-person will
 - a. routinely update the district's website to provide information to community and staff.
 - b. inform the public and employees about opportunities to participate.
 - c. prepare a press release about a hire or pending hire and may be asked to work in conjunction with counterpart in other school districts.

VIII. Board Member Responsibilities

Collectively, the Board is the "Hiring Manager" for the new superintendent. The Board's work involves setting the framework for the search and engaging in a highly focused way in the selection processes. During our initial *Planning Meeting*, an official timeline will be finalized in alignment with individual Board members' schedules such that all Board members are able to commit to all individual and collective responsibilities, specifically:

- A. 1:1 interview by each Board member with HCE consultant. *Scheduled at the convenience of each Board member.*
- B. 1 appointed member will convene with the senior staff person (see V. A.a above) and HCE to identify the Focus Groups.
- C. Seaside's Next Superintendent Criteria meeting. *Held in Open Session.*
- D. Document Review. *In preparation for item (E) below, Board members should individually set aside approximately 4-7 hours to review application materials in the days leading up to the Slate Meeting.*
- E. Slate meeting, during which semifinalists are selected. *Held in Executive Session.*
- F. First Round Interviews. *One full extended day of interviews.*
- G. Second Round Interviews. *Typically held on multiple consecutive afternoons, approximately 3-5 hours in duration.*
- H. Telephone Reference Checks on finalists. *We find it to be of high value for Board Members to be involved in the telephone reference checks on finalists. Any Board Member may opt out of this if they choose.*

IX. Fee for Service

Base Fee for Superintendent Search Package: \$24,700

- A. Included in the Base Fee
 - a. Board Planning Meeting in Open Session.
 - b. 1:1 engagement interviews with all Board Members.
 - c. Eight 40-minute focus group engagements with small groups of constituents.
 - d. Coordination of community surveys in both Spanish and English.

- e. Authoring draft of *Seaside School District's Next Superintendent Criteria*.
- f. *Next Superintendent Criteria* Meeting with Board in Open Session.
- g. Coordinating the advertising of the vacancy.
- h. Engaging with staff on communications and logistics.
- i. High-level recruitment involving multiple points of contact with prospects:
 - i. Researching;
 - ii. Sourcing;
 - iii. Attracting;
 - iv. Pre-Screening.
- j. Preliminary interviews with top contenders.
- k. Single preliminary phone reference checks on top contenders.
- l. Preparation of materials for Board review in advance of Slate meeting.
- m. Slate Meeting in Executive Session.
- n. Preparation of First Round Interviews.
- o. Coordination of First-Round Interviews including debrief and facilitation.
- p. Preparation of Feedback from Board after First-Round Interviews.
- q. Facilitation of Board decision-making after each round of interviews.
- r. Preparation of Second-Round Interviews.
- s. Engagement with Board and Staff around logistics of Second-Round Interviews.
- t. Coordination of Second Round (Finalist) Interviews.
- u. Coordination of Board-approved background-checks.
- v. Coordination of multi-point phone reference checks on all finalists.
- w. Engagement with district counsel on final processes.
- x. High-level communication with candidates throughout the process
- y. Counsel to Board Lead throughout the process including evenings and weekends.

B. Travel Expenses

a. Consultant Travel

At our Board Planning meeting we will determine which meetings are to be in-person and which are to be virtual. Consultant travel expenses will be billed as supplemental invoices within thirty days of completed travel. Your lead consultant will be based in Phoenix, AZ until April, and in Portland, OR upon return.

b. Candidate Travel

If there are travel expenses incurred by finalist candidates, they will be reimbursed by HCE and invoiced to the District at the conclusion of the interviews.

C. Optional Other Expenses

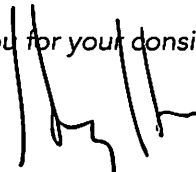
- a. Advertising agreed upon by the Board will be invoiced at cost by HCE. There is no charge for the Listserv Announcement that reaches over 40,000 subscribers.
- b. Background Check with a third-party entity in the amount of \$1175 per finalist.
- c. Additional Focus Group Engagements available at \$195/session.
- d. Implicit Bias Training: TBD.

- e. Confidential Community Interview Panel including coordinating, outreach, crafting interview questions, hosting, calendaring, orienting, and facilitating: \$1900/panel of 12.
- f. Other activities not covered by this contract are billed at the hourly rate of \$195/consultant and might include the following such activities: additional board meetings not listed above; planning for public finalist events; managing public finalist events.
- g. Although many school boards choose to handle the superintendent search communications in-house, an add-on package is available. This includes managing the publicity and community engagement regarding the search and can include both one-way and two-way communication packages. Packages are based on district needs and are billed hourly at \$165/hr.

Guarantees

- A. The superintendent appointed with HCE's assistance will not be actively recruited by HCE for another role if it would result in the Superintendent leaving the District within four years of employment, unless the Board provides written authorization to HCE that it may do so.
- B. This search process continues under the parameters articulated in this service agreement up until the time a contract is signed between the District and a new superintendent, or through June 30, 2026, whichever is earlier. If by June 30, 2026, no suitable superintendent has been identified by the Board, HCE will continue to provide services toward the hiring of a superintendent, permanent or otherwise, at no additional Base Fee to the district through January 1, 2027.
- C. If the newly hired Superintendent departs from the position within eighteen months of signing an employment agreement, and if a majority of the Board by vote is still in place, HCE will recruit new candidates and coordinate the selection process at no additional Base Fee.

On behalf of Human Capital Enterprises, I thank you for your consideration.



*Hank Harris
President, Human Capital Enterprises*

Executive Search Services Proposal



Seaside SD – February 24, 2026

Vince Adams, Board Development Specialist | 971-446-0904 | vadams@osba.org

Executive Summary

The Oregon School Boards Association (OSBA) partners with school districts to conduct superintendent searches that are well organized, credible, and focused on attracting a strong pool of qualified candidates. We provide a complete, start-to-finish process that supports the board from early planning and community input through finalist selection, transition, and governance alignment.

Superintendent searches involve real risk for boards, including public trust, legal compliance, process missteps, and long-term leadership fit. OSBA's search process is intentionally designed to help boards manage these risks through clear criteria, consistent evaluation tools, and a process that can be clearly explained and confidently defended.

OSBA's approach keeps the board firmly in its role as the hiring authority while providing structure and guidance at every step. Our consultants lead a clear and disciplined process that helps districts attract a strong and diverse pool of candidates, evaluate applicants consistently based on community priorities, and make well-informed decisions grounded in evidence rather than impressions.

OSBA manages every phase of the search, including community input, leadership profile development, recruitment and outreach, screening and interviews, finalist activities, and post-hire transition support. We remain engaged beyond the hiring decision to support a successful leadership transition and a strong board–superintendent working relationship. Our work is grounded in deep Oregon-specific experience, practical governance expertise, and a consistent process to fit each district's size, context and capacity.

By the end of the search, board members can clearly explain how community input, adopted criteria, and candidate evidence informed their decision. OSBA's role is to ensure the board reaches its final selection with confidence, both in the candidate chosen and, in the fairness, and consistency of the process that led to that decision.

How to Use This Proposal

- If you want a quick overview: Read Sections 2–5.
- If you want to know what OSBA will deliver: See Section 6.
- If you want to understand costs: See Section 7.
- If you want to know who you'll work with: See Sections 8–9.

1. About OSBA

Founded in 1946, the Oregon School Boards Association (OSBA) is a nonprofit membership organization that serves Oregon’s public-school boards, education service districts, and community colleges. Our work is guided by a single purpose: to strengthen local governance so students, families, and communities thrive.

OSBA supports boards by providing practice services that help districts operate effectively and make sound decisions, including:

- Governance training and development to help boards work together with clarity and confidence
- Policy services that keep districts aligned with state and federal requirements
- Labor and legal guidance that supports stable and compliant district operations
- Executive search services designed specifically for Oregon’s governance and legal environment

Our superintendent search services reflect OSBA’s broader mission and values:

- **Board-centered:** We respect and protect the board’s role as the hiring authority. OSBA structures and facilitates the process, but all hiring decisions remain with the board.
- **Structured and consistent:** We use clear criteria, practical tools, and experienced facilitation to support fair and consistent evaluation through the search.
- **Oregon-specific:** Our organization understands Oregon law, labor relations, funding structures, and community dynamics, which helps boards avoid common risks and missteps.
- **Committed to continuity:** We support districts early in the process and remain engaged after the hire to help boards and new executives begin their work aligned and prepared.

Across all areas of service, OSBA is dedicated to helping boards govern effectively, communicate clearly, and make decisions that reflect community priorities and support student success.

2. OSBA's Approach to Executive Searches

OSBA conducts executive searches using a clear and consistent approach that keeps the board in control while providing structure, support, and guidance through the process.

OSBA searches are designed to be:

- **Board-Centered:** The school board is the hiring authority. OSBA structures and facilitates the process, but all hiring decisions remain with the board. Our role is to provide clear criteria, reliable information, and practical tools so board members can discuss candidates effectively and make decisions together with confidence.
- **Structured and Consistent:** OSBA uses essential tools such as evaluation guides, screening matrices and standardized interview formats to help board members and screening panel participants focus on the leadership profile rather than personal impressions. This structure supports fair and consistent evaluation from the first application review through final interviews and keeps discussions grounded in evidence.
- **Fair and Accessible:** OSBA designs searches to reduce unnecessary barriers for qualified candidates and to build trust in the process. Clear instructions, virtual participation options, flexible scheduling, and advance interview questions help candidates participate fully while reinforcing public confidence in the board's work.
- **Confidential:** Protecting candidate confidentiality is critical to attracting strong applicants, particularly sitting superintendents. OSBA safeguards candidate information through required training, confidentiality agreements and secure digital systems to create a process candidates and boards can trust.
- **Intentionally designed:** No two districts and no two searches are the same. OSBA works with each board to design a search that reflects local context, community expectations, and board priorities. Engagement methods, timelines, and participation options are scaled to district needs while maintaining a clear and consistent structure.

Overall, OSBA's approach is designed to support confident governance. Our process helps boards gather meaningful input without overburdening staff or volunteers and ensures the process is understandable, fair, and trusted by the community.

3. Search Process Integrity

Protecting the integrity of the superintendent search is essential for attracting strong applicants and helping the board do its work with confidence. OSBA uses clear and consistent practices to protect candidate information, follow public meeting requirements and maintain a fair, secure and trustworthy process.

Information Security & Confidentiality

Confidentiality is a key part of a successful executive search. OSBA uses clear safeguards to protect candidate information and support legal and ethical compliance, including:

- Confidentiality training for all board members and screening panel participants
- Signed confidentiality agreements before anyone receives access to candidate materials
- Secure access to applications through the REVELUS online system, which prevents sharing materials by email or personal devices
- Clear procedures for handling candidate files, screening discussions and interview materials
- Guidance on Oregon public meetings law, including when and how executive session authority may be used

These practices help candidates feel comfortable entering the process and allow the board to proceed with clarity and confidence.

Semi-Closed Searches

In a semi-closed search, the applicant names remain confidential during the early stages of screening. Once the board selects its finalists, the district publicly announces the individuals who will participate in finalist activities.

This approach preserves candidate privacy during the competitive phase of the search while still allowing the community to meet with finalists and provide input. Semi-closed searches are the most common model OSBA supports because they balance candidate protection with meaningful public engagement.

Fully Closed Searches

In a fully closed search, finalist names are not released to the public. Only the selected superintendent's name is announced at the conclusion of the process. This model is often used when high-quality candidates may be reluctant to apply if their interest could become public.

To ensure community perspectives are still considered, OSBA convenes a confidential community advisory panel. Panel members represent key community groups and meet privately with finalists. Their feedback is shared with the board in a structured, non-evaluative way to inform the board discussion without compromising candidate confidentiality.

Fully closed searches require careful planning, consistent protocols and strict confidentiality. OSBA manages these elements so the board can focus on thoughtful deliberation and sound decision-making.

4. Roles & Responsibilities

OSBA serves as the process leader for the superintendent search. We design, manage, and facilitate each phase of the process to ensure clarity, consistency, and follow-through. Our role is to handle the organization and process coordination so the board can stay focused on its core responsibility: making a well-informed leadership decision.

How OSBA Supports the Process

OSBA manages the search from start to finish. We design the process, keep it on schedule and make sure everyone involved understands what to expect at each step. Our responsibilities include:

- Facilitating planning and community input
- Drafting the leadership profile and position announcement
- Managing the posting, marketing and candidate communication
- Providing screening tools and training participants on how to use them
- Facilitating screening and interview sessions
- Coordinating finalist visits and collecting feedback
- Supporting board deliberations and next-step planning
- Providing transition and governance training after the hire

In short, OSBA provides the structure, coordination and facilitation so the board can focus on thoughtful decision-making.

The School Board's Role

The board is the hiring authority. Board responsibilities focus on key decisions and active participation throughout the process, including:

- Approving the search calendar and leadership profile
- Reviewing all applicants and participating in interviews
- Maintaining confidentiality
- Selecting semifinalists, finalists, and ultimately the superintendent
- Participating in transition and governance work with the new leader

District Staff's Role

District staff provide important logistical and communication support to help the process run smoothly. This typically includes:

- Serving as the primary contact for scheduling and coordination
- Providing meeting spaces and technology support
- Sharing district materials and communication assets for marketing
- Assisting with finalist visit arrangements

District staff do not manage the search. OSBA leads the process, while district staff support local logistics.

Screening Panel's Role

When used, screening panels support the board by offering additional perspectives during application review. Panel members help keep the focus on the leadership qualities and criteria the board and community have identified as most important. They review materials using the same tools and criteria as the board and help surface common strengths, themes, and questions for board consideration.

Screening panels are advisory only. They do not select candidates or make recommendations. All screening input is shared with the board to support thoughtful discussion and informed decision-making.

This approach allows the board to benefit from broader insight while maintaining full authority and responsibility for all hiring decisions.

What the screening panel members typically do:

- Review applications using established criteria
- Share perspectives focused on leadership qualities and alignment
- Participate in interviews when requested (optional)
- Take part in the finalist activities when appropriate (optional)

5. Search Phases & Timeline Overview

Typical Search Timing

Executive searches for school districts historically began after the winter holidays; however, Oregon's recruitment patterns have shifted in recent years. To attract the strongest possible candidate pool, OSBA now recommends launching searches **earlier in the school year**, ideally between **late October and January**. Many districts across the state have moved their timelines forward, and earlier launches help ensure that strong candidates are not already committed elsewhere.

A full, standard superintendent search typically takes **12–20 weeks** from kickoff to appointment, depending on board availability, holidays and finalist scheduling. Accelerated searches, often used for interim positions, can be completed in **4–6 weeks**.

OSBA works with each board to intentionally design a search calendar that reflects district needs, staffing capacity and timing considerations while allowing enough time for meaningful engagement, careful evaluation and high-quality finalist consideration.

The phases below outline a **proposed full-featured search calendar for this spring** and the pacing of each component. All dates are subject to change based on changes to the search program configuration.

Phase 1: Planning & Community Input

Duration: usually 3–4 weeks.

Early engagement sets the foundation for a successful search. OSBA designs community input processes to help boards understand local priorities, strengthen confidence in the hiring process, and clearly define the leadership qualities most important to the district. Input methods are scaled to district context and capacity while ensuring feedback is gathered early enough to shape the leadership profile and overall search strategy.

The search begins with early planning and immediate community engagement. OSBA works closely with district leadership to understand local context, clarify expectations and prepare for key decisions. Early activities typically include:

March 10, 2026 Regular Meeting

- Kickoff meeting with OSBA and district leadership
- Establishing the search calendar
- Launching the community input survey as early as possible
- Optional focus groups to gather more detailed input from specific community groups

March 24, 2026 Special Meeting

- Public hearing on superintendent qualities and qualifications
- Board approval of superintendent qualities and qualifications
- Determine the salary range

Phase 2: Position Announcement & Search Launch

Duration: usually 2 weeks.

March 25 – April 6

After reviewing and summarizing community input, OSBA prepares a clear report highlighting key themes. Based on this information, OSBA:

- Works with district staff to assemble marketing materials such as photos, videos and district information
- Drafts the superintendent position announcement
- Develops digital marketing materials for social media and targeted outreach (graphics, formatted messaging)
- Completes an internal quality review to ensure accuracy, clarity and alignment with district context

Phase 3: Recruitment & Outreach

Duration: generally 6–8 weeks.

April 7 – April 28 (3 weeks)

During this phase, OSBA launches a coordinated recruitment effort designed to reach a broad and qualified pool of candidates. Activities typically include:

- Posting the position announcement on national, regional and Oregon-specific education job boards
- Nationwide email outreach to professional networks and prospective candidates.
- Coordinated social media promotion of prepared digital assets from Phase 2 on:
 - LinkedIn
 - Facebook
 - Instagram
 - X (formerly Twitter)

For standard searches, the application window is typically eight weeks. When circumstances require an accelerated timeline, such as an interim search, the application period may be shortened to four weeks.

All recruitment efforts are aligned to the district's leadership priorities, context and timeline to support a strong and competitive applicant pool.

Phase 4: Screening & Semifinalists

Duration: approximately 4 weeks.

Screener training: April 21

Screen applications: April 22 – April 29

Select interviewees: April 29

Conduct interviews: May 5

OSBA provides structured screening tools and facilitates application review by the board and, when used, a screening panel. Screening panels serve in an advisory role, helping surface common themes and perspectives for board consideration. OSBA does not rank candidates or make recommendations. All evaluation information is provided to the board to support discussion and decision-making.

This phase is designed to support fair, consistent, and well-organized evaluation of all applicants. Key activities typically include:

- Training for the board and screening panel participants on confidentiality and reducing bias
- Secure access to applications through REVELUS after required training and confidentiality agreements are completed
- Board review of the full applicant pool, with advisory input from a screening panel when used. OSBA does not pre-screen or withhold candidates
- Use of structured screening tools such as evaluation guides and screening matrices aligned to the adopted leadership profile
- Facilitated debrief with the screening panel to identify shared observations and questions
- Board deliberation and selection of semifinalists
- Support in developing interview questions aligned to district priorities
- Facilitation of screening interviews, including scheduling, logistics and compliance support

Phase 5: Finalist Activities

Duration: 1-week of preparation plus 1–2 days of finalist visits.

Week of May 18th

After screening interviews, the board selects its finalists. OSBA then works with the board to design finalist activities that provide meaningful interaction and information to support confident decision-making.

Finalist activities are tailored to district preferences and may include:

- Customized finalist schedules, developed with the board and district
- Facility and classroom tours
- Student interactions when appropriate
- Staff forums for employees to meet finalists and share feedback
- Community forums or meet-and-greet events based on board preference and search model
- Final interviews with the board, facilitated by OSBA
- Optional meetings with the outgoing superintendent when appropriate
- Structured debriefs with groups who interacted with finalists

All feedback gathered during finalist activities is shared with the board to support thoughtful deliberation and final decision-making.

Phase 6: Decision & Transition

Duration: immediate upon finalist process completion.

Ratify the negotiated contract by May 28

At the conclusion of finalist activities, the board deliberates and selects the next superintendent. OSBA supports this phase by facilitating discussion, providing decision tools, and ensuring all relevant information is considered.

After the appointment, OSBA remains engaged through a comprehensive transition phase. OSBA provides six hours of governance and transition training tailored to the needs of the board–superintendent leadership team. This work often includes:

- Clarifying governance roles and responsibilities
- Developing or revising the board–superintendent operating agreement
- Establishing communication protocols to support a strong partnership
- Reviewing established superintendent evaluation procedures and best practices

These sessions help set clear expectations, strengthen alignment and support a smooth, well-supported and successful leadership transition.

6. Deliverables Summary

OSBA provides a complete superintendent search service, from the earliest planning conversations through transition with the new superintendent. Our transition and governance support is a key part of this work and reflects our commitment to long-term leadership success, not just a filling a position.

Below is a summary of the core deliverables districts can expect as part of an OSBA-led superintendent search.

Core Deliverables

- Kickoff consultation and development of the search calendar
- Community input survey in English and Spanish, with a summary report of key themes
- Leadership profile developed from community and staff input and adopted with board facilitation
- Professional position announcement tailored to the district
- Digital marketing materials for online and social media outreach
- Comprehensive posting and recruitment across national, regional and Oregon-specific platforms
- Secure candidate management through OSBA's online REVELUS system
- Structured screening tools, including evaluation guides, matrices and scoring forms
- Training for all screeners on confidentiality and reducing bias
- Facilitated screening interviews, including support with interview question development
- Customized finalist visit design, with options for staff, student, and community engagement
- Final board interviews facilitated and supported by OSBA
- Structured collection and organization of feedback from finalist activities
- Decision-making support during board deliberations
- Six hours of transition and governance training for the board-superintendent leadership team

OSBA Guarantee

OSBA stands behind its executive search process. If the district completes the full OSBA search, including the six hours of post-hire transition training, and the newly hired superintendent leaves the district within the first year for any reason, OSBA will conduct a new search with the **base professional fee waived**. The district would be responsible only for travel expenses and any optional add-on services.

This guarantee reflects OSBA's confidence in its process and its commitment to thoughtful planning, strong transitions and long-term leadership success.

7. Cost Structure & Travel

Every superintendent search is unique, but several cost elements remain consistent across OSBA-led processes. We design our work to provide clear and predictable costs and to limit travel expenses whenever possible.

Base Fee

OSBA charges a flat professional fee for the full executive search. This fee covers all core services, including:

- Planning, facilitation and overall process design
- Community input survey development and summary reporting
- Leadership profile development
- Position announcement and marketing strategy
- Screening and interview facilitation
- Support for finalist activities
- Six hours of transition and governance training

For this search, the base fee will be: **\$9700.**

The base fee includes all professional services and does not include any travel-related expenses.

Most components of the search, including planning meetings, screening and board work sessions, can be conducted virtually without reducing the quality or integrity of the process. This flexibility helps districts manage costs while maintaining a well-supported and thorough search.

Travel & On-Site Visits

In most searches, OSBA consultants may need to visit the district only once, typically during the finalist phase when candidates are on site for finalist activities. If all other meetings are held virtually, districts may not incur any consultant travel costs beyond this visit.

When in-person attendance is required, travel costs are reimbursed as follows:

- Mileage calculated from the consultant's home at the current IRS rate of **\$0.725** per mile
- Travel time billed at \$100 per hour
- Lodging and meals reimbursed at actual cost when overnight travel is necessary

All OSBA consultants live within an hour of Salem. Mileage is calculated from the consultant's home to the district, and the final consultant assignment may result in small variations in total travel cost.

Estimated Travel Cost (Template)

To help districts plan and budget for travel-related expenses, OSBA provides a customizable estimate template. Once the district location and visit logistics are confirmed, consultants will complete the actual figures.

This approach allows boards to understand potential costs in advance and avoid unexpected expenses.

Cost Category	Estimated Amount	Rate / Notes	Total Cost
Mileage	238 miles	\$0.725 per mile	\$173
Travel Time	4.5 hours	\$100 per hour	\$450
Other Costs	\$75	Lodging/meals if required	\$75
Total Estimated Cost			\$698

The travel cost table is provided as an estimate only. Actual costs will vary based on consultant location, district geography and timing of the visit.

Optional Focus Groups

If the district chooses to include on-site focus groups as part of the community input process, the following costs apply:

- Consultant time is billed at \$200 per hour while working in district
- An additional 2–4 hours of consulting time for reviewing, summarizing and analyzing focus group feedback
- Travel and consulting time for focus groups are billed separately from the flat professional fee.

Focus groups are fully customizable and may also be conducted virtually. Virtual focus groups can reduce or eliminate travel-related costs while still providing meaningful community input.

8. OSBA Search Team



Vince Adams

Executive Search Consultant

Vincent Adams brings a wealth of leadership experience to OSBA, having joined the organization in April 2020 after serving on the Corvallis School Board since 2013. His diverse career includes distinguished service in the U.S. Navy, emergency medical services, and business management. Before joining OSBA, Vince was the director of the Rural Communities Explorer at Oregon State University, a program that equips Oregon’s communities with vital demographic, economic, and social data to drive informed decisions.

In his roles, Vince has worked extensively with local government officials, nonprofit leaders, and community members, guiding them through data-informed decision-making processes. As a faculty search advocate at OSU, he played a pivotal role in fostering inclusive, effective hiring practices. Vince’s combination of strategic insight, a collaborative approach, and hands-on hiring expertise ensures that he brings a proven track record of success to OSBA's executive search services. His approachable demeanor and years of experience provide clients with confidence that their leadership needs will be met with professionalism and care.

Education

Oregon State University — Honors Bachelor of Environmental Science, 2007

Oregon State University — Master of Public Policy, 2010

Education Employment

2020-present Board Development Specialist – OSBA

2010-2020 Program Director – Oregon State University

Community Service

2023-present Board Secretary – Centers Against Rape and Domestic Violence

2022-present Board Chair – Oregon Coast School of Art

2018-present Tripartite Board Chair – Community Service Consortium

2013-2023 School Board Member – Corvallis School District

2018-2019 Board Member – Corvallis Housing First

2013-2016 Board Member – Central Willamette Credit Union



Jennifer Nelson

Executive Search Consultant

Jenn Nelson joined OSBA in 2022, bringing extensive experience in board governance, local government operations and policy development. She began her career as an executive assistant and municipal clerk in Newberg and Carlton, later moving into education as a substitute teacher, special education assistant and ultimately secretary to the board of directors at Newberg Public Schools. She was promoted to board development specialist and executive search consultant in 2024, where she now blends her operational expertise with a deep understanding of school system needs.

As a key member of OSBA's executive search team, Jenn is known for her attention to detail, strong analytical skills and thoughtful approach to candidate recruitment and community engagement. With nearly two decades of experience supporting boards in hiring and working with chief executives, she is a skilled facilitator who helps districts navigate complex processes with clarity and confidence. Jenn is also dedicated to elevating the role of board secretaries and administrative professionals, championing their professional growth and building statewide networks that strengthen governance across Oregon.

Education

NW Clerks Institute/International Institute of Municipal Clerks – Certified Municipal Clerk (CMC), 2014

Arizona State University – Bachelor of Arts, English Literature, 2002

Gettysburg College – Undergraduate coursework, Theater and Visual Arts, 1997-1999

Education Employment

2022 – Present	Board Development Specialist/Senior Administrative Assistant, OSBA
2021 - 2022	Administrative Asst. & Board of Directors Secretary, Newberg Public Schools 29J
2019 - 2021	Educational Assistant IV SPED, Newberg Public Schools 29J

Local Government Employment

2014 - 2019	City Recorder/Elections Officer/HR Manager/City Manager Asst., City of Carlton
2006 - 2014	Deputy City Recorder/Assistant to the City Manager & Mayor, City of Newberg
2004 - 2006	Ops & Incident Mgr./Certified Investigator, Susquehanna Developmental Services

Community Service

2024 – present	Member – Chehalem Valley Middle School Parent Group
2019 – 2021	Board Member/Secretary – Antonia Crater Elementary Parent Teacher Group
2010 – present	Volunteer – Newberg Public Schools
2013 – 2017	Volunteer – Girl Scouts of America

9. References

Butte Falls SD – 2025

Katie Misfeldt, Board Chair – katie.misfeldt@buttefalls.k12.or.us; 541-890-3189

Dufur SD – 2025

Tim Fain, Board Chair – tim4dsd2@gmail.com; 503-310-2601

Mount Angel SD – 2025

Andrea Pfau, Board Chair – andrea.pfau@masd91.org; 503-871-7740

Coos Bay SD – 2024

Kim Brick, Former Board Chair – kimbr@coos-bay.k12.or.us; 541-297-4428

Alsea SD – 2023

Risteen Follett, Board Chair – risteen.follett@alsea.k12.or.us; 541-740-6037

Neah-Kah-Nie SD – 2023

Sandy Tyerer, Former Board Chair – sandrat@nknsd.org; 847-302-2699



EXECUTIVE Search Services



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



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

Oregon School Boards Association customizes every search to meet the needs of your board and your community.

OSBA consultants and staff work alongside your board to facilitate the process, advise and handle the many details of this critical task swiftly and professionally.

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

OSBA helps you find the best candidates for the position by providing an experienced, well-informed consultant to guide the board through each step of the search process.

- The responsibilities of the board and the consultant are clearly outlined.
- The board is provided with the necessary training and selection tools.
- The board has the opportunity to review candidate applications, conduct interviews and see candidates in action with their home community and staff members. We stick with you until the ideal candidate is found.
- The consultant handles all correspondence with applicants.

BUILD A SOLID FOUNDATION

A SOLID TRANSITION PROGRAM (6 hours)

Because the first year is so critical for setting the tone of professional relationships, OSBA, in conjunction with the Coalition of Oregon School Administrators (COSA), provides a unique collaboration designed to support the superintendent and board. OSBA will meet with you and your new executive to:

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

Since 1984, OSBA has helped boards hire more than 500 executives for Oregon school districts, education service districts, community colleges and other agencies. Our executive search services are the most comprehensive, experienced and successful in Oregon.

We know and serve the state of Oregon better than anyone in the business. We are committed to your success!

STEPS IN THE SEARCH PROCESS

HIRE OSBA TO CONDUCT THE SEARCH

- The board identifies a person to be point-of-contact for the consultant.
- We guide you in getting the process started.

COMPLY WITH OREGON'S PUBLIC MEETINGS LAW

- Our consultants review applicable requirements with the board.
- OSBA is a trusted partner in helping boards meet their legal obligations.

DEVELOP A SEARCH CALENDAR

- Your consultant will develop a customized search timeline that will be adopted in a public meeting.

DETERMINE A PROCESS FOR INTERNAL APPLICANTS

- The board decides whether internal applicants follow the same application process or are guaranteed an interview.
- The board establishes the internal process in a public meeting.

IDENTIFY THE QUALITIES AND QUALIFICATIONS FOR THE NEW CHIEF EXECUTIVE OFFICER

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

PREPARE ELECTRONIC SEARCH FLYER

- The board or its designee provides flyer content.
- We design a high quality electronic flyer and two comprehensive digital marketing campaigns.
- We post the flyer on the OSBA website and share via social media.
- Additional marketing fees may apply at actual costs.

KEEP YOUR COMMUNITY UP TO DATE

- The board announces the position and search calendar through normal board practices.
- OSBA drafts press releases in the finalist phase.

RECRUITING/ADVERTISING

- We promptly distribute a notice of vacancy to over 40,000 candidates and educational organizations throughout the United States, especially in the West.
- OSBA also actively recruits viable candidates with direct email communication and telephone calls.

REVIEW AND DISCUSS CONTRACT

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

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

New superintendent when asked to tell the school board audience a little about himself **57**

“We might have thought, once our selection was made, the executive search process was over, but no, it was not. Impressively, it became clear that you wanted the board-superintendent relationship to get off on a good track and were eager to teach us processes to meet that goal. By helping us outline board expectations of the superintendent, and superintendent expectations of the board; by helping us set priorities for the new superintendent’s first three months, and by reviewing basic boardsmanship with us, we are on a far firmer footing than we would otherwise have been.”

Pleasant Hill School Board chair

CONSULTANT RECEIVES APPLICATIONS

- Applications are submitted electronically through an application portal called Revelus.

SCREEN APPLICATIONS

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

SELECT APPLICANTS TO INTERVIEW

- The board conducts interviews in executive session.

SELECT FINALISTS

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

CHECK REFERENCES

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

FACILITATE ON-SITE FINALISTS’ PROCESS

- Finalists spend a day meeting with staff and community members and visiting each school or campus.

SELECT “FIRST CHOICE” CANDIDATE

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

NEGOTIATE CONTRACT

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

ANNOUNCE SELECTION

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

TRANSITION PROGRAM

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



OUR GUARANTEE

- One-year guarantee from executive contract signing.
- Original search during peak period.
- Transition plan completed within 6 months.
- Notify OSBA by Oct. 30 for new search under guarantee.
- Additional fees for marketing may apply.

EXECUTIVE SEARCH FEES

- Executive search fees are based on student enrollment.
- Consultant travel time and expenses and reimbursements to candidates or board members are additional.
- The consultant estimates at least four to seven trips to the district: three to five trips for the search process and two trips to identify board/superintendent expectations, goal process, superintendent evaluation and assist with transition plan. The consultant's mileage, meals and lodging are billed separately as actual expenses. Travel time will be billed at an hourly rate.
- If a board conducts its own search, an OSBA consultant can meet with the board to discuss the process; consultant travel time and expenses are the only charges. Additionally, there will be expenses for the self-directed search manual, as well as any travel and posting costs, if applicable.

INTERIM EXECUTIVE SEARCH ASSISTANCE

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

PRICES VARY BASED ON ADM.

SMALL DISTRICT EXECUTIVE SEARCH ASSISTANCE
Includes manuals, phone support, meetings.

OSBA OFFERS À LA CARTE TRANSITION SERVICES

JOB POSTING SERVICE
Individual posting of position on OSBA website. Packages available.



Vince Adams

Executive search coordinator

503-588-2800 | vadams@osba.org

Vince Adams joined OSBA in April 2020 and served on the Corvallis School Board from 2013 to 2021. His career spans a service in the U.S. Navy, working in emergency medical services and business management. He has conducted a variety of executive searches.

Vince believes that effective school board governance is fundamental to student outcomes and exists at the intersection of high value information, well-articulated values and collaborative decision-making processes. He strives to keep students at the center as he seeks to empower school boards across Oregon.

Vincent earned a bachelor's degree with honors in environmental science and a master's degree in public policy at Oregon State University.



Jenn Nelson

Board development specialist
Executive search consultant

503-588-2800 | jnelson@osba.org

Jenn Nelson joined OSBA in April 2022 with a wide range of experience in board and local government operations and policy.

Jenn is passionate about supporting and elevating the role of administrative professionals. She believes that the biggest decision a school board makes is selecting a superintendent. Through her passion to support and facilitate that process, she hopes to help strengthen board-superintendent relations and establish school structures that lift student achievement and break down barriers.

Jenn earned her bachelor's degree with honors in English literature from Arizona State University.



Reggie Glenn

Board development
administrative analyst

503-588-2800 | rglenn@osba.org

Reggie Glenn joined OSBA in October 2024, delivering a well diverse background and professional experience within the administrative field.

Reggie is truly excited about becoming a valued asset to the Board Development team. He is passionate about coordinating the training and service needs for our school districts, which in return provides high-quality education for our children.

Reggie earned his bachelor's degree with honors in business administration from DeVry University San Diego.

CONTACT US



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

rev. 07.2025

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



COST DETAIL

Seaside Superintendent Search

NWLA SEARCH PROCESS COSTS	SEARCH PROCESS BY PHASE	HOURS AND RATE	TOTAL
Phase I	Preparing for the search, focus groups, job brochure and application, survey, salary analysis	75 hrs x \$100/hr	\$7,500
Phase II	Recruiting and Screening Candidates, candidate search, application distribution, NWLA-candidate correspondence, references	75 hrs x \$100/hr	\$7,500
Phase III	Interviewing Scheduling, interview day schedule, interview questions, Candidates, background checks, references, candidate evaluation	62 hrs x \$100/hr	\$6,200
Phase IV	Final Selection, assist in contract negotiation, candidate notification, candidate selection	15 hrs x \$100/hr	\$1,500
TOTAL PROJECT, HOURLY RATE PORTION		227 hrs x \$100/hr	\$22,700
ESTIMATED ADDITIONAL COSTS			
Estimated Mileage	1800 miles (if fully claimed)	1800 x \$0.70	\$1,260.00
Hotel	4 nights (if claimed)	4 x \$220	\$880.00
Possible Interviewee Travel	Unit per interviewee \$1000.00	TBD by Board	
Extended Advertising	Dependent on Board decision		
TOTAL			\$2,140.00



An Overview of the NWLA Superintendent Search Framework

**Northwest Leadership Associates provides all necessary documents, procedures, questions, and schedules for each component of the search process. All materials can be modified or reworked to the needs of the District and Board to best address the search process.*

Phase 1-Preparing for the Search

The first phase has three core objectives: 1. To establish a working framework and process for effectively and efficiently completing a successful superintendent search, 2. To actively involve the District community (school community, staff, parents, Board, others) to determine the “challenges and opportunities”, “professional requirements”, and “personal qualities” wanted for the next superintendent, and 3. To synthesize gathered information and finalize the recruitment materials and strategies to be used for the search process, and to act as a guide up to/and in the final candidate selection.

These activities include: 1. Focus groups with community and staff as determined by Board, 2. Individual interview with each Board member, 3. Synthesize gathered information from focus groups into a “Leadership Profile” 4. Initiate community survey, 5. Finalize the recruitment materials and strategies to be used for the search process, and to act as a guide up to-and-in the final candidate selection. 6. Initiate compensation and benefit discussion regarding contract.

Phase 2-Recruiting and Screening Candidates

The second phase includes all activities centered on finding highly qualified, quality candidates for the superintendent position. These activities include: 1. Position announcements and postings on internet sites both local and national, 2. Personal networking and contacts of potential candidates, 3. Internal targeted lists of candidate specifically interested in specific position, 4. Work with internal candidates, 5. Screening of candidates, reference checking, candidate file processing and formatting, 6. Reporting to Board of search processes, 7. *Evaluating and providing the Board with a tiered grouping of all applicants as compared to “leadership profile”,* and 8. Managing the interview process for those selected by the board to be interviewed.

Phase 3-Interviewing Candidates

The third phase is to provide the Board with effective interviewing framework(s), interviewing questions, interview strategies, interview protocols, and documentation for both the preliminary and final interview sessions. The consultant will also provide: 1. Professional advice and considerations when selecting candidates for interviewing, 2. Effective processes for selecting potential interviewees based on the contents of the job posting brochure and “leadership profile” as a guide, 3. The management and coordination of candidate interview scheduling, 4. Interview questioning strategies and protocols, 5. Interview status notifications to candidates in both preliminary and final interviews.

Phase 4-Making the Final Selection and Closing the Search

The fourth phase is to: 1. Assist the Board with any additional information before a final decision is made, 2. Perform criminal background checks and digital footprint reviews, 3. Assist the Board and legal counsel with contract negotiations, and 4. Provide notification to candidates not selected for the position.

1. NWLA SELECTED TO LEAD SEARCH

- 1.1. After selected to lead search NWLA to engage in prompt search discussion with Board Chair, Board, or designees.
- 1.2. Position Pre-Announcement posted with contact information.

2. BOARD APPROVES SEARCH PLAN AND TIMELINE

- 2.1. Meet and review with Board, should be in Board study session, plan for at least one hour.
- 2.2. Establish direct contacts, liaisons, designees between the Board/District and NWLA.
- 2.3. Review plan and timeline in detail; leave with an understanding of what will happen, and when.
- 2.4. Begin review of relevant District information, budget(s), historical information.
- 2.5. Compensation package comparability review.

3. ONLINE SURVEY AND FOCUS GROUPS

- 3.1. Launch online survey, in Spanish and English if desired, ASAP.
- 3.2. Will hold focus groups, in-person or via Zoom with key patron and stakeholder groups identified by Board.
- 3.3. Individual Board interviews.
- 3.4. Meet with administrative team, central office staff, and have open meetings with staff and community; will be via Zoom if required.
- 3.5. Utilize District survey information systems and District dissemination practices.
- 3.6. Begin assembling search brochure and refine challenges and opportunities, professional requirements and personal attributes.

4. BOARD APPROVES POSTING; RECRUITMENT BEGINS

- 4.1. Distilling and synthesizing collected information develop a draft(s) job posting, based on Board discussions and input via survey, interviews and focus groups, for review/approval of Board.
- 4.2. Complete posting and receive Board approval for posting/brochure.
- 4.3. Brochure emailed to 3500+ individuals, organizations, departments, districts; position posted on appropriate web sites including state administrative sites WASA, WSSDA, AWSP and connected regional websites.
- 4.4. Brochure and application delivered to targeted lists and interested candidates.
- 4.5. Active person-to-person recruitment of potential candidates.

5. MID-SEARCH REVIEW MEETING WITH BOARD

- 5.1. Study session with Board.
- 5.2. Review search progress to date.
- 5.3. Review format for preliminary interviews (questions will be drafted by NWLA for Board review/modification/approval).
- 5.4. Review process and procedures for Screening Report and Candidate Selection.
- 5.5. Decision regarding Open/Executive Session for interviewing preliminary candidates.

6. APPLICATION DEADLINE

- 6.1. All Applications will be uniformly formatted and prepared for distribution to Board only by NWLA.
- 6.2. NWLA will begin vetting as applications arrive and finish ASAP after deadline as number of applications dictate.

7. SCREENING REPORT; SELECTION OF CANDIDATES FOR INTERVIEWS

- 7.1. Executive session meeting with Board and NWLA for candidate review.
- 7.2. Estimated one week following the application deadline, a full screening report will be available to Board. Applications submitted before application deadline will be processed and distributed to Board in order to provide as much time as possible for critical review.
- 7.3. NWLA will review results of our vetting of all candidates to report to Board.
- 7.4. NWLA will separate candidates into three tiered groups in relation to requirements.
- 7.5. Board will select candidates to invite for interviews; NWLA will inform ALL candidates of status; those not invited are not eliminated, just not invited to interview at this time.

8. PRELIMINARY INTERVIEWS (IF NEEDED)

- 8.1. Candidates selected by Board.
- 8.2. Interviews are conducted by board; 50 minutes each; same questions for all candidates.
- 8.3. Open meeting/Executive session, use of Interview Observer Panel selected by Board.
- 8.4. Executive Session to follow final interview planning.
- 8.5. Board selects three (or more) candidates to be invited for finals; NWLA will inform ALL candidates of status; those not invited are not eliminated, just not invited to interview at this time.

9. FINAL INTERVIEWS

- 9.1. Generally, one candidate per day; full day of meetings with patron and stakeholder groups and Board.
- 9.2. Open meetings with staff and community; sessions with administrators; all who attend to provide feedback to Board.
- 9.3. Board Executive Session interview; time to ask specific, pointed questions past experience and confidential matters of leadership; less structured and more open-ended than preliminary interviews.

10. BOARD SELECTS NEW SUPERINTENDENT

- 10.1. Board can discuss in Executive Session, but must vote in open meeting; must be roll-call vote

11. FINAL BACKGROUND CHECKS AND CONTRACT NEGOTIATIONS

- 11.1. NWLA will have criminal and financial background and digital footprint checks on all finalists.
- 11.2. NWLA will assist in negotiations as requested by board; NWLA preference to have general contract "pre-negotiated" contract with three finalists.
- 11.3. All contract negotiations are in conjunction with Board and District legal counsel.

12. NEW SUPERINTENDENT ASSUMES POSITION

- 12.1. Generally, on July 1, but can be earlier or later as situation warrants.

 presents an invitation to apply

 for the position of

SUPERINTENDENT

 South Coast Education

 Service District

 Oregon

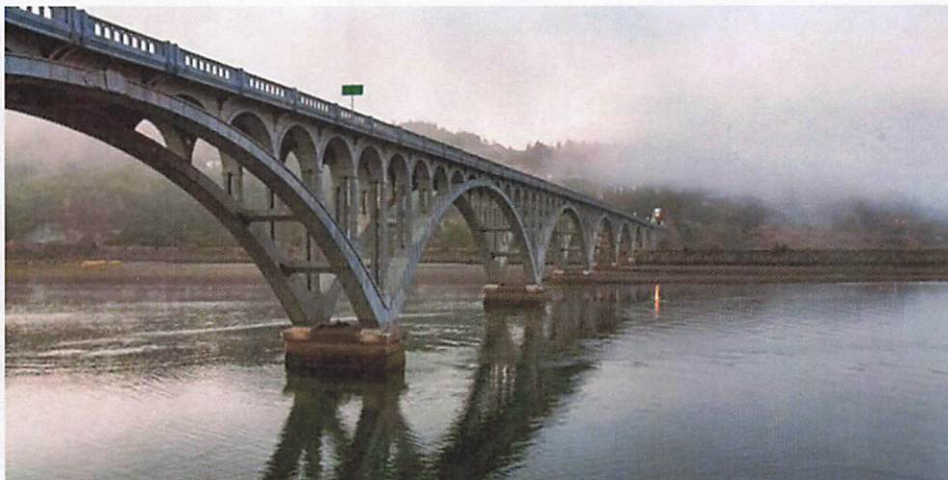


Our Vision: "Together We Can"

Mission Statement:

*In collaboration with all of our partners
we will ensure students maximize their potential through:*

Quality Service
Professionalism
Growth
Sustainable Systems



Isaac Lee Patterson Bridge, to Gold Beach

About the South Coast Communities...

The South Coast ESD area stretches from Reedsport to Brookings as well as inland areas from Coquille to Powers. The area offers a rare combination of natural beauty, community spirit and meaningful opportunities. The distinctive coastline, rugged beaches and dense forest offer a lifestyle that encourages a healthy balance with work life.

The communities that make up the South coast region have a welcoming, down-to-earth culture where local businesses are part of the social fabric.

While historically dependent on timber and fishing, the region is now growing and transitioning for the 102,000 residents. Career opportunities are available in public service, local industry, education, agriculture, and healthcare. Future development in the Port of Coos Bay will create a critical hub in maritime trade.

This 100-mile stretch of authentic coastline provides what cities cannot: uncrowded beaches, natural beauty, and genuine small-town communities where your work matters.

For more information about the South Coast communities visit:
visithetheoregoncoast.com/regions/south-coast/



Arch Rock, located between Gold Beach and Brookings

About Oregon ESDs...

Working together for the nearly 600,000 students of our state, Oregon's 19 Education Service Districts are instrumental in building a powerful and equitable system that serves students from birth to age 21.

Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all public school students.

Today 19 ESDs are serving Oregon's 36 counties.

South Coast ESD serves the region of Coos, Curry and Western Douglas counties.

Our service area includes the beautiful southern Oregon coast from Reedsport to Brookings as well as inland areas from Coquille to Powers.

Our member districts are: **Bandon, Brookings-Harbor, Central Curry, Coos Bay, Coquille, Myrtle Point, North Bend, Powers, Port Orford Langlois and Reedsport.** In addition SCESD participates in dedicated partnerships with Early Learning, Health Care, our local Tribes and higher education.

SCESD provides services in the following core areas:

- Services for children with special needs
- Technology support
- School Improvement
- Administrative and support services.

Other services may be provided as approved in the Local Service Plan.

The 80 dedicated staff members provide professional services to 10 local school districts and approximately 13,250 students.

For more information about the South Coast ESD visit:
www.scesd.k12.or.us



SCESD and Region's Strengths

- **Experienced and Dedicated Staff:** The ESD is recognized for having highly skilled, knowledgeable, and passionate staff who are committed to supporting students and districts
- **Strong Alignment and Leadership:** The Board and current superintendent share common goals and work well together, fostering a unified direction for the organization
- **Family-Oriented and Supportive Culture:** Employees describe the ESD as a tight-knit, family-like environment where people help and support each other
- **Responsive to District and Community Needs:** The ESD is seen as adaptable, nimble, and quick to respond to the needs of partner school districts and the broader community
- **Diversity of Services and Expertise:** A wide range of services and professional expertise is available, allowing the ESD to meet varied needs across the region
- **Community Collaboration:** The ESD is known for its ability to convene key stakeholders and foster collaboration within the community
- **Adaptability and Flexibility:** Being a smaller organization allows the ESD to be nimble, flexible, and more responsive to change
- **Natural Beauty and Quality of Life:** The South Coast region is praised for its scenic coastline, recreational opportunities, and overall quality of life, which contribute to a positive work environment

Key Challenges and Opportunities

- **Organizational Change:** The region is undergoing complex transitions that require steady, values-driven leadership to strengthen systems, while maintaining organizational and community trust
- **Specialized Staffing:** Recruiting and retaining specialized positions at the ESD to serve our districts can lead to challenges in continuity of service. Expanding partnerships with higher education, private providers and community partners may help address long-term workforce needs
- **Funding Uncertainty:** Declining enrollment and uncertain state and federal funding for SCESD and districts will require careful planning and steady leadership across the large geographic area
- **Professional Development:** Ongoing, next level professional development, that includes coaching for early career staff, training opportunities in math and addressing student behaviors in classrooms, along with mental health support to students and families facing barriers to school success, will shape a strong response to ongoing challenges
- **Emerging Community Needs:** Anticipating emerging needs in community conditions and convening regional stakeholders, will enable more innovative and collaborative service delivery models



Professional Qualifications

- Experience within or alongside an ESD, preferably as a superintendent or administrator

Personal Characteristics

- Open, approachable, and available to staff and community
- Relationship-focused, collaborative, and a humble servant leader

- Strong business acumen, including expertise in school finance, budgeting, and human resource management
- Visionary, adaptable leadership with a focus on capacity building and marketing ESD services
- Ability to build strong partnerships and collaborate with districts, staff, and community stakeholders
- Commitment to visibility, transparency, and accountability with open communication

- Innovative, forward-thinking, and willing to embrace change
- Strong communicator, listener, and team builder
- Honest, transparent, and trustworthy
- Desire to integrate into and invest in the South Coast community
- Ability to make tough decisions, follow through, and solve problems creatively

Board of Directors

Corinne Potts, *Board Chair*
 Jackie Crook, *Vice Chair*
 John Buckley
 Billie Reeves
 Bruce Levy
 Joanne Moss
 Charlotte Hutt

Compensation

The ESD Board will negotiate a contract commensurate to other Oregon Education Service Districts and local school districts of similar size, with a salary range of \$185,000 – \$192,000 depending on experience and training.

Application Packet

A completed application packet should include the following:

- A formal letter of application
- A completed SCESD/NWLA application form (request from Jada Rupley)
- A current resume
- Three to five letters of recommendation from current position and recent positions
- A written statement explaining how you plan to address each of the key challenges/opportunities noted in the vacancy announcement

Send an electronic copy of all application materials to:

Jada Rupley, Consultant: jadarupley@gmail.com

Dave Novotney, Consultant: novotneyconsultants@gmail.com

Joel Aune, Owner/Chief Operating Officer: gunderaune@gmail.com

Tom Rockefeller, Owner/Chief Operating Officer: rockefelleratom34@gmail.com

Applications received by March 6, 2026 will receive first consideration

The District retains the right to accept applications until a superintendent is selected

Application materials will become property of NWLA and the district, and will not be returned to the applicant

Please do not contact the school district directly regarding the selection process for this position.

All inquiries, including those from applicants with disabilities who need help in completing application

materials, should be made to the following NWLA Associates

Joel Aune | Email: gunderaune@gmail.com

Northwest Leadership Associates | gunderaune@gmail.com gunderaune@superintendentsearch.com | Richland, WA 99352 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!



Re: Superintendent Search Services

1 message

JOEL AUNE <gunderaune@gmail.com>

Tue, Feb 24, 2026 at 9:30 AM

To: "Garvin, Leslie" <lgarvin@seasidek12.org>

Cc: "jadarupley@gmail.com" <Jadarupley@gmail.com>, Tom Rockefeller <rockefelleratom34@gmail.com>

Hello Leslie,

Thank you for reaching out—we would welcome the opportunity to assist the Board in its search for the next Superintendent of the Seaside School District.

I have included a copy of our superintendent search framework, which provides an overview of our search process. We work closely with each Board to tailor this framework to best meet the district's specific needs and priorities.

I have also included a sample brochure from one of our current searches (South Coast ESD) to illustrate the type of materials we develop for school districts. Should we move forward, we would work with the Board to create a customized brochure for Seaside, which would be distributed widely as we launch the search and recruit prospective candidates.

The total cost for the search would be \$22,750 (see attached detail). Associated travel costs will be determined as we finalize the search plan with the Board—I'm happy to explain how this typically works now, or at a later time.

Please feel free to share any or all of these materials with the Board, as you see fit. In the meantime, don't hesitate to reach out with any questions or if you would like additional information.

For more information about Northwest Leadership Associates, you may visit our website:

<https://superintendentsearch.com/>.

If Seaside engages Northwest Leadership Associates, the lead consultant would be Ms. Jada Rupley:



Jada Rupley is the former superintendent of Clackamas Educational Service, OR, and the Associate superintendent of Educational Service District 112, WA. She was also the former Oregon Director of Early Learning for Oregon State and currently works as a consultant for PointNorth Consulting in strategic planning. Jada has more than 35 years in the field of education with a wide range of experience in teaching and administration. She has also served on the Board of Trustees for Clark College, Vancouver, as well as a Portland State University Education Department Advisory member.

The Northwest Leadership Associates team includes fifteen search consultants, all of whom would be involved in varying degrees in the Seaside search—most specifically candidate outreach and recruitment, as each consultant has a robust database of contacts.

In order to help with planning on our end, are you able to provide any information as to when the Board might be making a decision on the search? I am already working on a draft timeline that would serve as a launch point for our engagement with them.

We appreciate the opportunity to support the Seaside School District Board of Directors in its search for the next superintendent and would welcome the opportunity to visit with the Board or Board President to discuss Northwest Leadership Associates and the search process in greater detail.

I look forward to hearing from you.

Respectfully,
G. Joel Aune
Owner/Chief Operating Officer
Northwest Leadership Associates
509.389.2430

On Mon, Feb 23, 2026 at 3:09 PM Garvin, Leslie <lgarvin@seasidek12.org> wrote:

Hello,

Our School Board is beginning a discussion about proceeding with a Superintendent Search and whether or not to hire a consultant. If you could provide a ballpark figure for services, and a general idea of what those services include, it would be greatly appreciated.

Sincerely,

Leslie Garvin

Executive Assistant

Seaside School District 10

Strengthening Community, Inspiring Possibility, Ensuring Opportunity

2600 Spruce Drive, Suite 100

Seaside, OR 97138

503-738-5591, phone

503-738-3471, fax

lgarvin@seasidek12.org

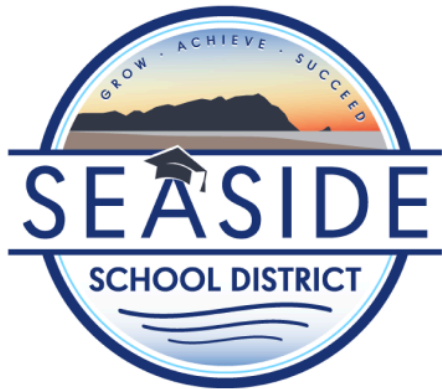
3 attachments

 **SEASIDE COST BREAKDOWN DETAIL.pdf**
133K

 **NWLA SEARCH FRAMEWORK.pdf**
206K

 **SOUTH COAST ESD.pdf**
959K

HYA



SEASIDE

SCHOOL DISTRICT

Grow, Achieve, Succeed

SEARCH PROPOSAL

February 25, 2026

Table of Contents

INTRODUCTION.....3

FIRM INFORMATION.....3

SCOPE OF SERVICES..... 4

 Engage Phase..... 4

 Recruit Phase..... 4

 Select Phase..... 5

 Sample Timeline 7

 Transition Phase..... 8

THE SEARCH TEAM..... 8

REFERENCES.....9

SUPERINTENDENT SEARCH FEES..... 8

GUARANTEES..... 10

INTRODUCTION

HYA proposes to conduct a national search for talented and highly qualified candidates for the position of Superintendent of Schools for the Seaside School District. This document serves to clearly outline the specific services, deliverables, and costs proposed for the Seaside School District.

FIRM INFORMATION

HYA has more experience in identifying quality education executives than any other firm in the industry. It's no accident that our firm has assisted Boards with successful selections in more than 2,000 searches, with student enrollment ranging from less than 500 students to upwards of 640,000. The large quantity of searches HYA conducts per year puts us at a competitive advantage. The search volume places the firm and our Associates in more frequent contact with potential candidates, many of whom may not be actively seeking employment but are then known to our Associates and can thus be recruited when or if an appropriate position arises.

HYA began working with rural, urban and suburban School Boards more than 35 years ago in an effort to assist them in recruiting highly qualified candidates and finding a leader who is the right fit for the school system. HYA's continued success is about people: our Associates, their extensive contacts, and the School Boards assisted. HYA builds relationships with each new search, expanding our reach and record of success.

In addition to your local HYA search team, clients have a network of 100+ Associates from throughout the United States that assist with our firm's mission to provide aggressive, thorough, and quality assistance to School Boards in need of identifying and recruiting highly qualified executives for superintendencies and other administrative positions.

HYA has been committed to engaging a diverse cadre of associates and candidates ever since it was established in 1987. Many HYA Associates have served and/or currently serve as members of and Board of Directors of ALAS (Association of Latino Administrators and Superintendents), NABSE (National Alliance of Black School Educators) and other associations across the country. HYA is proud of the diversity of candidates hired with its assistance, including individuals of varied gender, race, ethnicity, culture, and religious background. At HYA we are committed to identifying, supporting, and placing school and district leaders of color and gender who have long been historically underrepresented in these posts.

SCOPE OF SERVICES



Engage Phase

HYA takes great pride in its commitment to community engagement and thoroughness of the processes used to gather input. The firm has a strong reputation for deep and meaningful engagement through its stakeholder forums, community interest group meetings, and individual interviews. A Community and Leadership Profile Report will be publishable for your community.

The Engage Phase is a disciplined and inclusive approach that seeks first to understand what students, staff, parents, Board, and community members need and desire from their school district and Superintendent. HYA engages both internal and external stakeholders using virtual or face-to-face interviews, focus groups, forums, and surveys. The goal is to gather information from all stakeholders to identify the strengths of the district/community and current and foreseeable district/community challenges within a research-based framework to match the right leader with your school district.

Depending on the Board's selections for the Engage Phase, some of the most important deliverables include the following:

- Summary of the planning meeting with the Board that details the timeline, steps of the search process, and decisions made by the Board;
- HYA's Community and Leadership Profile Survey and Survey Report, as selected and paid for by the Board;
- Findings from interviews, focus groups, and/or town hall meetings. Up to four (4) one-hour sessions are provided.
- *Leadership Profile Report* and desired characteristics based on the data from a survey, interviews, focus groups, meetings with the Board, and other material made available to the Associates.



Recruit Phase

HYA uses a myriad of recruiting techniques to ensure all potential candidates are reached. Without spending a dollar on advertising, HYA clients know that they are getting immediate exposure through the HYA Active Searches page with over 25,000 page views per month. In addition, HYA can provide analytics on your job posting, including how

many views your job has received during a specific period of time, the average amount of time your posting was viewed, etc. No other firm has the infrastructure to provide this data to their clients.

HYA utilizes the firm's extensive national network of Associates. HYA Associates throughout the country are aware of outstanding superintendents and aspiring superintendents in their state and region and maintain close professional relationships with many educators and school district leaders who might be interested in making a job change or career move. HYA Associates have ongoing relationships with state and national superintendent organizations, including AASA (The School Superintendent's Organization), ALAS (Association of Latino Administrators and Superintendents), and NABSE (National Alliance of Black School Educators).

Depending on the Board's selections for the Recruit Phase, the deliverables include:

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

Reference checking is one of the most important tasks in the search process. We begin with the informal references of referrals for potential candidates. Once an individual moves to the level of a potential candidate through the application process or through recommendations and recruitment efforts, we begin our vetting process. This includes contacting the listed references on the application or provided by the candidate. We continue the vetting process by conducting comprehensive internet searches to review any public information regarding the candidates. HYA Associates conduct confidential reference calls to obtain deep insight on any candidate that would be recommended to the Board for consideration.



Select Phase

When the Associates present a select slate of candidates to the Board, the number of slated candidates is determined by the Board during the initial planning meeting. **HYA believes that the Associates are responsible for supporting the School Board in all**

phases of the search. This is particularly true during the interview process with the semi-finalists and finalists because the Board should be focused on assessing the candidates, not managing logistics. The Associates are available throughout the interview process but it is the Board's decision and sole discretion to hire or not hire a particular candidate, and the Board takes responsibility for that decision.

Some of the specific deliverables during this phase include:

- Conduct the Interview Workshop and provide materials and protocols to ensure informative and effective board interviews;
- Present a slate of candidates, the number of candidates to be determined by the Board with a recommendation from HYA;
- Schedule interviews for the Board with selected semi-finalists and finalists;
- Facilitate board discussion to narrow the candidate pool after each round of interviews;
- Coordinate and provide investigative background check(s) of candidates, provided by an independent third-party firm, as selected and paid for by the Board;
- Communicate with all unsuccessful candidates at the close of the search and the appointment of the new superintendent;
- Assist the Board in announcing the appointment of the new superintendent.

In preparation for the Interview Workshop the Associates will solicit questions, hypothetical situations, and/or topics of interest, identified by the Board as desirable topics of discussion for the Board's initial round of interviews with the candidates. The feedback is used to develop an interview "script", which will be reviewed and revised during the Interview Workshop and later used by the Board for the first round of interviews. It should be noted that second-round interviews are generally unscripted and designed to follow up on topics and questions identified during the first-round interviews. The Interview Workshop that takes place prior to the slate presentation, or in a separate advance session, is designed to prepare the Board for candidate interviews. It will include written guidelines and protocols to ensure informative and comprehensive interviews. The workshop is approximately one to two hours in length and will also cover the steps in the final stages of the search.

The Associates will facilitate each decision-making session of the Board, if desired. Such involvement permits more active engagement by all Board members in both the general search process and the specific dialogue regarding the candidate pool. In facilitating the decision-making process, HYA assists the Board in assessing the abilities of the respective candidates in relation to the criteria identified by the Board. HYA does not provide counsel relative to the Board's process for interviewing candidates. The Board will seek the advice from its attorney regarding the Board's process for interviewing candidates to comply with open meeting laws in its state.

An additional step is recommended towards the end of the Select Phase, before any public announcement: executive due diligence. **HYA highly recommends executive due diligence on the finalist(s).** Executive due diligence involves an investigative background check(s) that may be conducted on the three candidates that the Board brings back for second interviews or the preferred candidate. The investigative background check(s) is conducted by an independent third-party entity and includes a review of criminal and civil court records, driving records, college degrees and university accreditations. The comprehensive package includes a news and social media review.

Sample Timeline

The timeline below list the activities that will take place during the process. **Should our firm be selected, we will work in close collaboration with the Board to finalize a timeline that reflects the Board’s priorities, key milestones, and community engagement needs.** This collaborative approach ensures that the process is both comprehensive and responsive to the District’s context and calendar.

SAMPLE TIMELINE (Exact dates established with board at the planning meeting)

ACTIVITY	
Contract Awarded	This date would determine all other dates.
Planning Meeting with Board	Within a week or two of contract award.
Online Survey Open/Close	Week following planning meeting.
Advertising	Remaining dates will be determined in collaboration with the board.
Leadership Profile Development Interviews/Focus Groups	Each of these activities typically take 2-3 weeks but due to the shorter timeline for the search, many of these steps may be consolidated to ensure we can have a superintendent in place on July 1, 2026.
<i>Leadership Profile Report</i> Presented to Board	
Application Deadline	
Seminar For Interviews and Final Stages of Search Process	
Slate Presented to Board	
Board Initial Interviews	
Boards Meets to Identify Semi-Finalists	
Board Interviews with Semi-Finalists	
Third-Party Background Checks (Optional)	
*Board Site Visit (Optional)	
Announcement of Appointment	July 1, 2026
Superintendent Assumes Responsibility	TBD After Appointment of New Superintendent
Retreat With New Superintendent (Optional)	



Transition Phase (Unique to HYA)

The *Transition Phase* provides transition support to ensure a successful transition. From placing over 2,000 leaders, **HYA knows how critical the transition phase is for success and longevity**, setting the tone for trust, stability, and momentum. HYA Search Clients receive **complementary enrollment in the HYA Transition Academy for their selected new leader** (non-clients pay \$4,500). This six month program will produce the following four essential deliverables to be presented to the board and shared with constituents:

- a 100-day plan to document specific actions the Superintendent will take during the transition period,
- Key Performance Indicators (KPIs) to measure progress, align communication and define school quality,
- an agreed-upon evaluation process and instrument, and
- an assessment of the current strategic plan.

For more information, please go to <https://hyasearch.com/academy/>.

THE SEARCH TEAM

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

HYA Associate	Cell Phone	Email
Debbie Brockett, Ed.D.	(702)809-3697	brockett.debbie.i@hyasearch.com

The associate selected for this search, Dr. Debbie Brockett, is a retired superintendent and a 30-year educator with extensive executive leadership experience. She brings deep expertise in recruiting and selecting senior district leaders, gained through her service as a Regional Superintendent in the nation’s fifth-largest school district and as a superintendent in Oregon. Dr. Brockett continues to coach and mentor district leaders and is widely recognized for her collaborative leadership style and strong communication skills.

Daneyelle Martell	(847)250-7493	daneyellemartell@hyasearch.com
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Daneyelle Martell serves as project manager and can be reached for additional assistance.

REFERENCES

HYA's reputation for effectiveness and integrity is extremely important. A link for an extensive list of national searches our firm has completed in the last five years is below. Our references will attest that phone calls from Board members and the Superintendent are picked up or returned immediately, regardless of the time of day. Emails are returned in a matter of hours, and questions are answered in detail. **Our team works for you and with you.**

[List of national searches our firm has completed in the last five years.](#)

The board can reach out to any of these districts for a reference.

SUPERINTENDENT SEARCH FEES

In consideration for Services, the District will pay to HYA Corporation:

- Consulting Fee for the search is \$22,000.
This fee is due in two installments:
 - Half will be invoiced upon execution of the contract/letter of agreement
 - Remaining amount will be invoiced upon presentation of the slate
- Associate Expenses: Travel will be reimbursed by the Board. Mileage reimbursement is based on current IRS guidelines. HYA does not ask for reimbursement of meals.

Service:	Included in Fee:	Additional Cost Breakdown
Associate Days (On-site/ Virtual)	Four in-person or virtual days in the district interacting with the Board and/or community for: <ol style="list-style-type: none"> 1. Planning Meeting 2. Presentation of the <i>Leadership Profile Report</i> 3. Community Engagement Sessions 4. Presentation of the Slate 	Travel for each day to the district (can choose virtual meetings to avoid these costs): Hotel if required for the visit. *The exact cost would be determined when the board decides on the format for these eight days.

Service:	Included in Fee:	Additional Cost Breakdown
Community Engagement	<p>Up to four (4) engagement sessions for Interviews, Focus Groups, Town Hall Meetings, as decided by the Board. These can be held in person or virtually.</p> <p>Survey and report of findings</p> <p>Effective Superintendents White Paper</p>	
Advertising	<p>Listed on HYA's active searches webpage (25,000+ page views per month)</p> <p>Full webpage dedicated to your search</p> <p>K12JobSpot posting (for the length of the search)</p> <p>Postings on HYA's social media accounts</p>	No required additional costs.
Background Check	HYA Associates screen and conduct reference checks on candidates.	No required additional costs, but HYA highly recommends an investigative background check on each finalist. We do offer this service, but the board could choose an independent investigative firm.
List of additional services offered, but not required.		

Other Considerations:

If the Board chooses to reimburse candidates for travel for interviews, candidates will submit the expenses directly to the District for reimbursement.

HYA is a green corporation and provides all search materials online. If the Board requests hard copies of the materials, the district will be invoiced to cover the costs of any printing, binding, and shipping of materials.

Modification or Termination of Search Timeline

It is always HYA's goal to complete the search successfully and on the agreed-upon timeline. However, we recognize that circumstances may arise that require adjustments to the timeline or, in rare cases, termination of the process. These circumstances may include, but are not limited to, an insufficient or non-competitive candidate pool, significant changes to the District's leadership priorities, Board-directed adjustments, or unforeseen external factors that impact the search. Should such circumstances occur, HYA will work closely with the District to determine appropriate next steps, including revising the timeline or process as needed. If termination becomes necessary, HYA will provide written documentation outlining the reasons and collaborate with the District on next steps.

GUARANTEES

Fixed Price

Services and pricing detailed in this proposal are valid for 90 days from the date of opening. Services are rendered within 14 days of Board approval.

Client-Satisfaction

Throughout the search process the Associates will be available to counsel with the Board about the search. If the Superintendent departs from the position during the first year and a majority of the Board by vote is still in place, HYA will recruit new candidates for the Board at no additional cost barring travel, advertising, and due diligence expenses. This applies to HYA-slated candidates.

[HYA Signature Search Brochure](#)

HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 702-809-3697 or at debbiebrockett@hyasearch.com with questions or requests for additional information.

BUDGET COMMITTEE CANDIDATE RANKING FORM

1= top pick

2= second choice

3= third choice

4= fourth choice

	Alex Carney	Katherine Lacaze	Rachel Ward	Penny York
Board Member 1	4	2	3	1
Board Member 2	1	2	4	3
Board Member 3	3	1	4	2
Board Member 4	2	1	3	4
Board Member 5	2	4	3	1
Board Member 6	1	4	2	3
Board Member 7	2	1	4	3
Ranking Score	15	15	23	17

Top two (lowest ranking scores) candidates are highlighted in yellow