

Sitka School District Mission:
The Sitka School District will intentionally develop
Haa Latseení
(Our Strength of Mind, Body, and Spirit)
to inspire and prepare students to be compassionate, empowered,
and equipped critical thinkers within a global community.

School Board Meeting

Wednesday, November 1, 2023 | 5:45 PM | Sitka High School Library, 1000 Lake Street, Sitka, AK
99835

Proposed Agenda

1. **Recognitions - 5:45 - 6:00 p.m.**
2. **Call to Order - 6:00 p.m.**
3. **Flag Salute**
4. **Land Acknowledgment**
5. **Roll Call**
6. **Approval of the Proposed Agenda and Consent Agenda**
 - 6.a. Minutes from October 4, 2023
 - 6.b. Minutes from October 19, 2023
 - 6.c. Personnel Report
 - 6.d. CBS and SSD Joint Use Facilities MOU
7. **Persons to be Heard**
 - 7.a. Persons to be Heard - Non-Agenda Items
 - 7.b. Persons to Be Heard - Agenda Items
8. **Special Reports: Government to Government**
9. **School Highlights - SHS**
10. **Reports and Presentations**
 - 10.a. Gifted and Talented Plan Update
 - 10.b. Maintenance Project Updates
 - 10.c. SHS Student Council Resolutions
11. **Board Member Reports**
12. **Administrative Reports**
 - 12.a. Budget Update
 - 12.b. Enrollment Update
 - 12.c. Superintendent Update
13. **Unfinished Business**
 - 13.a. Funds from FY23 Fund Balance Transferred to SHS Activities Fund
14. **New Business**
 - 14.a. Stacy Golden - Request to Purchase Van
 - 14.b. Contracting for Superintendent Search
15. **Future Agenda Items/Upcoming Events**

- 15.a. November 3-4, 2023 - Annual School Board Retreat and Goal setting with AASB - District Office Boardroom
- 15.b. November 9-12, 2023 - Annual AASB Conference in Anchorage
- 15.c. December 6, 2023 - Next Regular School Board Meeting - 5:45 p.m. Harrigan Centennial Hall
- 15.d. December 12, 2023 - 6:00 p.m. in District Office Boardroom - Work Session - Superintendent Evaluation Process

16. Adjournment

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

SITKA SCHOOL BOARD MEETING
October 4, 2023 – 6:00 p.m.
Sitka High School Library

Sitka School District

Interim Superintendent: Steve Bradshaw

1. RECOGNITIONS

Haa Latseeni Students of the Month: Claire Erler, BES, Addison Graham, KGH, Neo Price, BMS, Marina Dill, SHS, Trenton Lara, PHS.

The Board recognized the Principals and staff of Keet Gooshi Heen Elementary, recipients of the National Blue Ribbon Schools Award.

2. CALL TO ORDER

The Sitka School Board meeting was called to order by Vice-President Todd Gebler at 6:09 p.m. in the Sitka High School Library.

3. FLAG SALUTE

**4. LAND
ACKNOWLEDGEMENT**

5. ROLL CALL

In attendance were Tom Williams, Danielle Snyder, Tristan Guevin, Melonie Boord, Todd Gebler, and Felix Myers. The meeting was quorate.

**6. APPROVAL OF
PROPOSED AGENDA
AND CONSENT
AGENDA**

Mr. Guevin moved, and **Ms. Snyder** seconded to amend the proposed agenda to move item 13. New Business to before Persons to Be Heard.

The motion **PASSED** without opposition.

13. NEW BUSINESS
a. **PHS and SHS OUT OF
STATE TRAVEL
REQUESTS**

Mr. Guevin moved, and **Mr. Williams** seconded to approve PHS and SHS requests for out-of-state student travel to the AISES (American Indian Science and Engineering Society) national conference in Spokane, WA from October 19-21, 2023.

The motion **PASSED** unanimously.

**7. PERSONS TO BE
HEARD**

There were no persons to be heard at this meeting.

8. **SPECIAL REPORTS:**
GVT TO GVT

Sarah Ferrency, STA Interim Education Director reported to the board that preschool has started up again, following some staffing challenges. She shared that the increase in school lunch prices is a burden to some families who do not qualify for free and reduced lunches.

9. **SCHOOL HIGHLIGHTS**

Joe Montagna shared a video of activities at Baranof Elementary School, which featured ‘Bingo Night,’ a family event to introduce families to the school. It was attended by 76 children and 62 adults.

10. **REPORTS AND PRESENTATIONS**

Janet Clark, with **Sitka Sound Science Center**, informed the board of the education programs focusing on literacy at SSSC. Many of the programs are funded by a joint grant with SSSC and City and Borough of Sitka.

Kim Babb, BES Reading Interventionist, reported to the board that benchmark screenings at BES have been completed. 80% of students in Kindergarten tested below proficient, and 47% of 1st graders tested below proficient. She interprets the high number of students who are below proficient in reading is partly due to a lack of pre-academic learning in a preschool setting in the last few years.

11. **BOARD MEMBER REPORTS**

Mr. Gebler congratulated Mr. Williams for winning a seat on the board in the recent municipal elections, and thanked Ms. Boord and Ms. Snyder for their time of service on the board.

Mr. Guevin reported that he had visited the SHS Junior class homeroom for a discussion focused on social/emotional learning, self-awareness, social awareness, and having a growth mindset. He also visited PHS during life skills, student government, and educational leadership classes.

Ms. Snyder reported that she had a tour of the CTE wing at SHS.

Ms. Boord reported on the progress of the Baranof Renaming Committee.

12. **ADMINISTRATIVE REPORTS**

Assistant Superintendent Dr. Jenson stated that there isn’t much to update the board on regarding the budget since the audit has not yet been completed. The board will meet with the auditors during the AASB Annual Conference. Mr. Bradshaw spoke to the board via Zoom regarding the audit and about the critical role the board plays in the district.

Dr. Jenson also informed to the board about professional development in the district and building leadership in the schools. She reported on the progress of the Baranof Renaming Committee, stating how helpful the new Board Policy and Administrative Regulation are in guiding the committee.

15. ADJOURNMENT

Mr. Williams moved, and **Ms. Snyder** seconded to adjourn the meeting at 7:58 p.m.

Todd Gebler, Vice-President

Tristan Guevin, Clerk

SITKA SCHOOL BOARD SPECIAL MEETING
October 19, 2023 – 6:00 p.m.
District Office Boardroom

Sitka School District

Interim Superintendent: Steve Bradshaw

1. CALL TO ORDER

The Sitka School Board special meeting was called to order by Vice-President Todd Gebler at 6:04 p.m. in the District Office Boardroom.

2. FLAG SALUTE

3. LAND ACKNOWLEDGEMENT

4. OATHS OF OFFICE

The Oath of Office was taken by new board members Tom Williams, Phil Burdick, and Steve Morse. Felix Myers also took the Oath of Office for his second term as SHS Student Representative to the board.

5. ROLL CALL

In attendance were Todd Gebler, Tristan Guevin, Tom Williams, Phil Burdick, Steve Morse, and Felix Myers. The meeting was quorate.

6. APPROVAL OF THE PROPOSED AGENDA

Mr. Guevin moved, and **Mr. Williams** seconded to approve the proposed agenda, as presented.
The motion **PASSED** unanimously.

7. PERSONS TO BE HEARD

Mike Vieira, SEA President expressed congratulations to the new board members. He mentioned that he had reviewed the four proposals for conducting a search for a new superintendent. He stressed to the board that stakeholder input is important.

Freddie Charbonneau, SHS Student Council advisor, informed the board that she and five students had just returned from the AASG Fall Conference. She appealed to the board to include students' voices in the superintendent search.

8. NEW BUSINESS

a. ELECTION OF BOARD OFFICERS

Assistant Superintendent **Deidre Jenson** instructed the board on the process of election of officers. The results of the election follows:
President – Tristan Guevin
Vice-President – Todd Gebler
Clerk – Tom Williams

b. LIAISON ASSIGNMENTS

The board self-selected school and community liaison assignments as follows:

BES – Todd Gebler
KGH – Phil Burdick
BMS – Steve Morse
SHS – Tom Williams
PHS – Tristan Guevin

Board Liaison to Assembly – Tristan Guevin
Board Liaison to STA – Todd Gebler

c. COMMITTEE ASSIGNMENTS

The board self-selected committee assignments as follows:

Policy Committee: Mr. Burdick, Mr. Gebler, and Mr. Myers

Activities Committee: Mr. Morse and Mr. Williams

Technology Committee: Mr. Gebler and Mr. Morse

Renaming Committee: Mr. Burdick, Mr. Morse, and Mr. Myers

9. ADJOURNMENT

Mr. Williams moved, and **Mr. Gebler** seconded to adjourn the meeting.
The meeting adjourned at 6:25 p.m.

Tristan Guevin, President

Tom Williams, Clerk

Sitka School District Personnel Report

as of 11/1/2023

Certified Employees Recommended for Employment		
Name	Current Position	Date Effective
Certified Employees Left Employment		
Name	Current Position	Date Effective
Classified Employees Recommended for Employment		
Name	Current Position	Date Effective
Folwer, Amberlynn	KGH Paraprofessional	10/11/2023
Johnson, Amanda	BES Paraprofessional	11/06/2023
Kluka, Ahmika	KGH Paraprofessional	10/10/2023
Mata, Kerinsa	PHS Paraprofessional	11/13/2023
Classified Employees Left Employment		
Name	Current Position	Date Effective
Coykendal, Dawnice	BMS Paraprofessional	10/26/2023
Gladden, Kyle	KGH Paraprofessional	10/11/2023
Munoz, Melina	SHS Paraprofessional	10/15/2023
Classified Employees Changed Positions		
Name	Current Position	Date Effective

MEMORANDUM OF UNDERSTANDING
BETWEEN CBS AND SSD
FOR JOINT USE OF SSD FACILITIES AND EQUIPMENT

This Memorandum of Understanding (MOU) is entered into by and between the City and Borough of Sitka (CBS) and the Sitka School District (SSD), collectively referred to as the "Parties." The purpose of this MOU is to establish and define the rights, responsibilities, and obligations between the Parties with respect to joint use of certain buildings and facilities (schools, gyms, , etc.), hereinafter referred to as the "SSD Facilities."

Recitals

- A. The CBS is a home rule municipality, organized and operating under the laws of the State of Alaska;
- B. The SSD is a system of public education for the municipality, established under Article X of the Home Rule Charter of the CBS which grants authority to a school board to operate the public education system, and is governed by Title 14 of the Alaska Statutes;
- C. The CBS owns the SSD Facilities, which the SSD uses for its public education system;
- D. The Sitka General Code (SGC), Section 2.08.080, entitled "Public school system," grants the SSD, through its school board, the responsibility for operating and maintaining the SSD Facilities used by the SSD for its public education system;
- E. The CBS has or will establish a parks and recreation program, hereinafter referred to as the "Program," with a Program coordinator and staff as funded, with the purpose of providing year-round recreation and community education programs for persons of all ages, including, but not limited to, gym programs like basketball and volleyball, open gyms, and other sports and activities, field programs like softball, soccer, disc sports, and other sports and activities, and classroom programs for community education and entertainment;
- F. The Parties recognize that it is beneficial that the Program use the SSD Facilities, and related equipment, for the Program's recreation and community education programs;
- G. The Parties further recognize the need for scheduling the use of the SSD Facilities, including classrooms, gyms, and fields, to best serve the community and students;
- H. The Parties agree that they share common goals for providing activities and opportunities for the well-being of the community and students; and
- I. The Parties agree that their limited financial resources can be maximized by the Parties working together to administer the use of the SSD Facilities for the benefit of the community and students in accordance with the Parties' common goals.

NOW, THEREFORE, the Parties agree as follows:

1. Use of SSD Facilities and Equipment by the Program.

a. **SSD Facilities.** The SSD authorizes the Program to use designated spaces as authorized by the superintendent in SSD Facilities for non-school purposes when the SSD Facilities are not being used by the SSD for school purposes. The Program will use the SSD Facilities only for the purposes that serve the Parties common goals as determined by the Parties. The Program shall be responsible for administering and managing all aspects of its use of the SSD Facilities, in consultation with the SSD and in accordance with applicable SSD facility use policies. In general, it is understood by the Parties that the SSD policies give priority to SSD use over Program use during out-of-school time during the school year and in the spring/summer. The Program shall be responsible for scheduling SSD Facilities for non-school uses. The SSD will not interfere with the normal operations of the Program. The hours of use of the SSD Facilities

shall be as determined by the Program in consultation with the SSD and in accordance with SSD policies. Upon reasonable notice, the SSD may limit access to or relocate use by the Program to accommodate SSD events, or other SSD needs, which take priority in accordance with SSD policies. The Program will require and issue facility use agreements to its users under terms deemed reasonable and appropriate by the Program with consultation with the SSD.

b. **SSD Equipment.** The SSD has various equipment and supplies used in its programs that may, upon request by the Program and approval of the SSD, be made available to facilitate and support the programs and activities offered by the Program. The equipment is subject to sections 2 and 3 below.

c. **CBS Fields.** The Program will schedule use of CBS fields. SSD will submit to the Program, in advance, its schedules for sports and activities on CBS fields. The SSD schedules will receive priority for field use. The Program will require and issue field use agreements to the field users under terms deemed reasonable and appropriate by the Program.

d. **Other use provisions.** The SSD will provide the Program with office space and storage at Blatchley Middle School. The Program will be responsible for providing its own office equipment and supplies. The SSD will facilitate phone services for the Program at a mutually agreeable fee. Internet access at Blatchley Middle School is the responsibility of the Program. The SSD will obtain and pay for custodial services for SSD Facilities. In addition to paying 3% of contracted custodial services, the Program will also pay for extraordinary custodial services incurred beyond the scope of SSD's contracted custodial services during non-school periods (weekends, holidays, and summers), with the Program directing through SSD designated staff to the custodial services contractor in advance (at least two weeks, if able) as to the extent (type, location, and times) of the services required.

There will be no fees paid to SSD from the Program for use of the SSD Facilities. Any user fees collected by the Program will belong solely to the Program. The Program will be responsible for facility security when Program use occurs before and after scheduled school hours or when Program users are the sole occupants of the facility. The Program will not be responsible for security in areas where SSD events are concurrently being held.

2. **Maintenance, Alterations, and Inspections.** The Program will keep the SSD Facilities, and equipment, used in good order, condition, and repair. The Program is responsible for any needed facility set-up and take-down. In all activities, the Program will act with due care, in accordance with applicable laws and SSD policies, and in a manner consistent with the nature of any nearby activities in the facility. The Program may not make improvements or alterations to the SSD Facilities without first obtaining written approval from the SSD. The Program may not post signage either on the exterior or interior of a facility without first obtaining approval of the SSD. The SSD may inspect the space being used by the Program at any reasonable time. The SSD may immediately remove or ask the Program to remove any material the Program brings into the space the SSD deems dangerous, inappropriate, or harmful to the SSD working environment.

3. **Damage and Loss.** The Program will be responsible for any damage to the SSD Facilities, and equipment, caused by the Program or any user under the Program and for the theft or damage of any equipment or other property in the SSD Facilities. The Program will fully reimburse the SSD for all costs incurred in repair or replacement of damaged or stolen property, not covered by insurance. The SSD will not be responsible for the loss, theft or damage of the Program's, or the users under the Program,

equipment or belongings that may be stored or brought into the SSD Facilities. The Program assumes the risk of such loss. The Program will reimburse the SSD for the cost of wear to SSD equipment used by the Program in a reasonable amount mutually agreed upon by the parties.

4. **No Representations or Warranties.** The SSD is not making any representations or warranties to the Program, or its users, about the SSD Facilities, or equipment, including the suitability or sufficiency for the Program's use. The Program accepts the SSD Facilities on an "as-is" basis as of the date of use.

5. **Insurance.**

a. The CBS and the SSD will continue to maintain comprehensive general liability insurance for the SSD Facilities, for claims arising against the activities of the Program pursuant to this MOU, with coverage amounts as determined to be reasonable by the CBS and the SSD.

b. The Program will require its users to obtain event/activity general liability insurance when using the SSD Facilities when the Program deems, in its sole discretion, it reasonable to do so and for coverage amounts as determined to be reasonable by the Program.

6. **General Provisions.**

a. The term of this MOU is intended to be perpetual.

b. This MOU may be terminated by the CBS at any time by giving thirty (30) days prior written notice to the SSD, or as otherwise mutually agreed by the Parties. This MOU may be terminated by the Sitka School Board at any time, with or without cause, by giving one (1) year prior written notice to the CBS Assembly. The Parties may mutually agree to terminate this MOU at any time. Upon termination, the Program will, at its expense, surrender the office space and all SSD Facilities in good order and condition, reasonable wear and tear excepted, and will remove all the Program's, and its users, personal property.

c. The CBS and the Program may not assign, sublease, or license all or any part of the SSD Facilities.

d. This MOU is for the exclusive benefit of the CBS, through its Program, and the SSD, and not for the benefit of any third party including, without limitation, any user of the Program.

e. The Parties are and will remain independent contracting entities. The Program will have sole responsibility for the planning, management, and implementation of the Program's activities in the SSD Facilities. The arrangements contemplated by this MOU do not create an ownership, lease, other property interest, other property relationship, partnership, joint venture, employment, fiduciary, or similar relationship for any purpose.

f. This MOU may be amended only as stated in a writing signed by both Parties stating that it is an amendment to this MOU. Each party agrees to independently reevaluate the terms and conditions of the MOU annually and bring any desired amendment to the MOU to the other party on or before June 30th. If deemed mutually desirable, the Parties shall make written amendment to this MOU for the mutual benefit of the Parties.

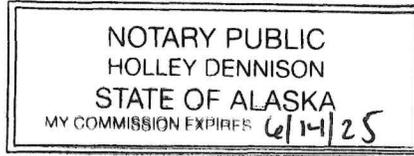
g. The individuals authorized to sign this MOU and act as agents are for the CBS, the Municipal Administrator, and for the SSD, the Superintendent.

City and Borough of Sitka

10/3/2023
Date

[Signature]
By: John Leach
Its: Administrator

STATE OF ALASKA)
) ss.
FIRST JUDICIAL DISTRICT)



The foregoing instrument was acknowledged before me this 3 day of October, 2023, by John Leach, Municipal Administrator of the CITY AND BOROUGH OF SITKA, an Alaska home rule municipality, on behalf of the municipality.

[Signature]
Notary Public in and for the State of Alaska
My Commission Expires: 6/14/25

Sitka School District

9/26/23
Date

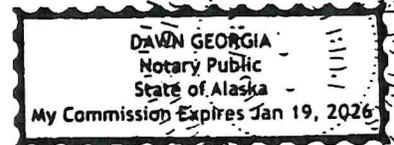
[Signature] Acting Superintendent
By: Steve Bradshaw
Its: Superintendent

STATE OF ALASKA)
) ss.
FIRST JUDICIAL DISTRICT)

This foregoing instrument was acknowledged before me this 26th day of September, 2023, by ~~Steve Bradshaw~~, Superintendent of the SITKA SCHOOL DISTRICT, on behalf of the district.

Deidre Jensen,
Acting Superintendent

[Signature]
Notary Public in and for the State of Alaska
My Commission Expires: 1-19-2026





SITKA

SCHOOL DISTRICT

DISCOVER | NURTURE | INSPIRE

**Gifted Services Plan
2023 Until Amended**

Gifted Services Plan Table of Contents

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Introduction

Sitka School District offers a variety of options for students who demonstrate outstanding levels of aptitude, achievement, and/or creativity. This plan outlines the process of identification, referral, evaluation, and program possibilities for gifted students.

I. Student Identification: Describe the child find plan that is used to locate, screen and refer potentially gifted students for evaluation. (4 AAC 52.8-00 (1))

Identification & Screening

The Sitka School District will actively seek out students who may meet eligibility requirements for the Gifted and Talented program through the following methods:

- Yearly review of assessment scores to identify students who consistently score exceptionally high (e.g., MAP)
- A nomination from teacher(s), principal, guardian(s), or student

Referral

The process for referring a student for the gifted and talented program is a function of each school's intervention and/or grade level team. If recommended by the intervention/grade level team, a formal evaluation process will be initiated that will include obtaining guardian consent for cognitive, academic, and/or creativity assessment by school psychologist. In some cases, students may meet the criteria with existing data. In this case, additional testing may not be needed.

Gifted Team

The evaluation process will involve a Gifted Team that includes the gifted services teacher at the student's building, classroom teacher(s), guardian(s), student, principal, and school psychologist when necessary.

II. Student Eligibility: Describe the procedures used to evaluate potentially gifted students and specify criteria that the multidisciplinary team uses to define which children exhibit outstanding intellect, ability, or creative talent. (4 AAC 52.8-00 (2))

Evaluation Process & Eligibility Criteria

Process

Once guardian consent is obtained (if required), the school psychologist will begin the evaluation. Data will be collected and considered using the Eligibility Matrix, and a recommendation for eligibility will be made. The justification for the eligibility recommendation will be clearly documented on the students *Gifted Evaluation Report*. Parent(s) and/or legal guardians, principals, and classroom teacher(s) will receive a copy of the *Gifted Evaluation Report* and may request a meeting to review results and decisions. If the student is not eligible, the student may be reevaluated after two (2) years.

Sitka School District's plan for addressing K-2 students under the umbrella of gifted and talented will include the following:

- The school's intervention or grade/level team will consider assessment scores, guardian and/or teacher nominations and determine if any interventions are appropriate for that student. Most often, a student's needs will be met via enrichment by the classroom teacher at this level.
- Formal evaluation will typically not occur at this level and full enrollment in the Gifted and Talented Program will not be considered until 2nd grade.

Eligibility Matrix

Students need to earn 10 points on the matrix in order to qualify for the gifted program. Points can be earned on the matrix in a variety of ways using standardized assessment data, teacher recommendation, and/or student demographic information. A student can earn up to 5 points for their cognitive score, up to 10 points for academic achievement, 3 points for creativity, and 3 points considering other relevant data. Students with cognitive scores at or above the 98th percentile will gain automatic qualification into the program.

Continued Placement

Placement in the gifted services program will continue unless the Gifted Team asks for a reevaluation regarding participation in the program or the guardian(s) request an exit from the program.

When considering an exited student for re-entry for gifted services, the Gifted Team will determine if any re-testing or reevaluation is required.

When a student transfers from outside of district and is already identified as gifted, the GT Coordinator and/or school psychologist will review the sending schools' documentation. The GT Coordinator will then meet with the student's guardian(s) and classroom teacher to discuss the student's plan of service, or the need for additional evaluation, if any.

III. Describe the ranges and/or types of services offered to gifted students by level – elementary, junior high/middle, and high school. Also describe the delivery model of the services at each level (i.e., group or individualized services, pull-out model, integrated, etc.).

Gifted Services

Services for gifted students are varied. At the current time, the SSD has a GT Coordinator who collaborates with the teacher assigned to provide services at each building level. One gifted services teacher serves grades 2-5, one gifted services teacher serves grades 6-8, and one gifted services teacher serves grades 9-12. Services vary by school, or grade. Also, the levels of services vary within a given year, school, or based on students' needs.

Following is a general overview of program options by age or grade, and then by levels of service:

Elementary

The gifted services teacher provides individual or small-group instruction to students identified as gifted at the elementary level outside of the general education classroom. When available, the gifted services teacher may extend services to students who are not currently identified based on teacher recommendation. If a student is identified as GT below second grade, the classroom teacher and principal will collaborate to develop a plan of service depending on student needs and available staff/programming.

Middle School

The gifted services teacher meets with identified students in a whole-group setting multiple times per week during a scheduled enrichment time. The teacher also meets with students individually throughout the school year to develop individualized plans, goals, and monitor academic progress. Accelerated placement in specific subject areas based on individual strengths is an option available with guardian/administration approval. Collaboration between middle school and high school GT teachers will take place in the spring to discuss transition plans.

High School

A four-year plan is developed for incoming freshmen to address projected needs toward college and career options. High school options include electives, acceleration, learning through service, independent study for credit, career exploration, advanced placement testing, correspondence opportunities, college credit for juniors and seniors, and mentoring. GT students will meet with the school counselor yearly beginning in the Spring of their 8th grade year for planning purposes. Transfer students will meet with the counselor upon arrival.

Transitions

A successful start in a new school is of critical importance. To help facilitate a transition, the GT Coordinator will collaborate with guardian(s), teacher(s), counselors, and administration in the spring or early fall to ensure student files and plans are shared with the next building and/or teachers.

Gifted Service Plan

After eligibility is established, a *Gifted Service Plan* is written by the gifted services teacher. To gather information for the development of this individualized plan, the gifted services teacher will meet with the student to develop personal goals. Guardians are encouraged to share their insights using an *Input Form*, or *Survey*, and this information will be reviewed when the teacher and student meet to set goals. The student's teachers are encouraged to complete a *Teacher Observation and Input* form; this information will be reviewed with the student as well.

The *Gifted Service Plan* will include the following areas:

- Student Learning Styles and Strengths
- Student Interests and Goals
- Teacher Observations
- Middle school/high school transition plan

The *Gifted Service Plan* will be revised each year or more frequently if conditions warrant. As part of the annual revision process, the gifted services teacher will:

- Meet with the student to review the old plan and revise/create a new one.
- Send the plan home for the guardian to review.
- Copy the plan to the student's current teachers.
- File a copy with the district office through the GT Coordinator

As with the eligibility process, the guardian may request a meeting with the gifted services teacher and/or team at any time.

For questions or comments:

Diana Fulton-Twaddle
Gifted & Talented Coordinator
Sitka School District
Phone (907) 966 6304
Email twaddled@sitkaschools.org

ELIGIBILITY MATRIX

Cognitive Ability	1	2	3	4	5
PERCENTILE	85-87%	88-90%	91-93%	94-95%	96-97%
<i>Full Scale IQ</i>					
<i>-or- General Ability Index (GAI)</i>					
*An overall score at or above the 98 th percentile automatically qualifies a student into the gifted program.					
<i>Test Name, Date</i>					
Academic Achievement	1	2	3	4	5
PERCENTILE	85-87%	88-90%	91-93%	94-96%	97-99%
<i>Reading</i>					
<i>Math</i>					
<i>Test Name, Date</i>					
Creativity	1		2		3
PERCENTILE	70%		80%		90+%
<i>Index Score</i>					
<i>Test Name, Date</i>					
Other Relevant Data	1				
		<i>Teacher Recommendation</i>			
		<i>Under-Identified Population</i>			
		<i>Discrepancy in Scores</i>			
Total Points		An overall total of 10 points or greater recommends placement.			

SSD GIFTED SERVICES PLAN



HIGHLIGHTS

- **Submitted and accepted by the Department of Education**
- **Plan Includes: referral process, eligibility criteria, service plan at different levels**

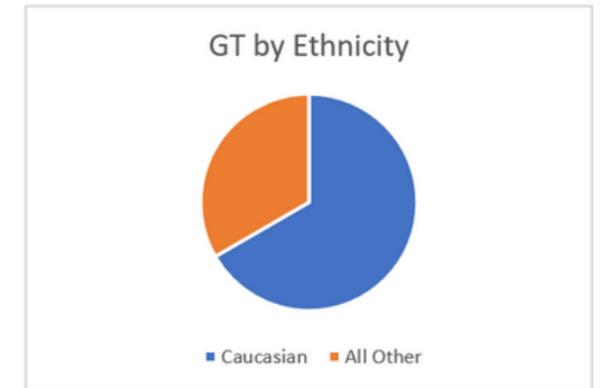
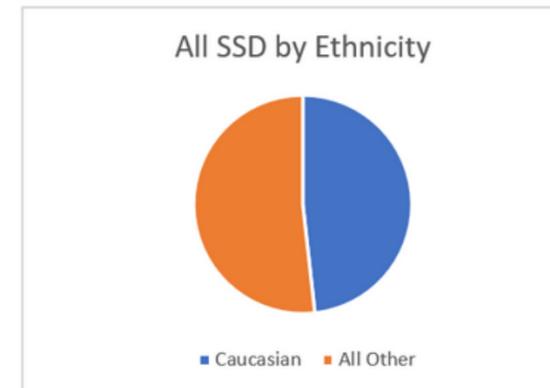
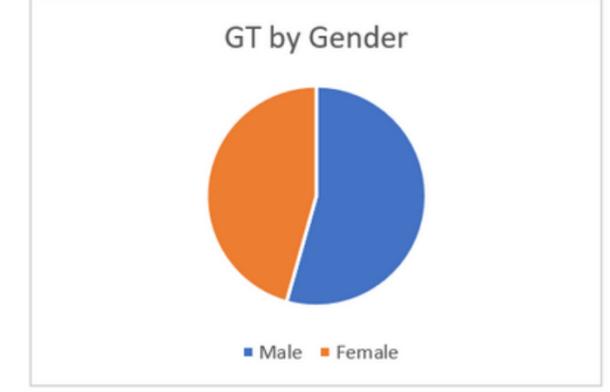
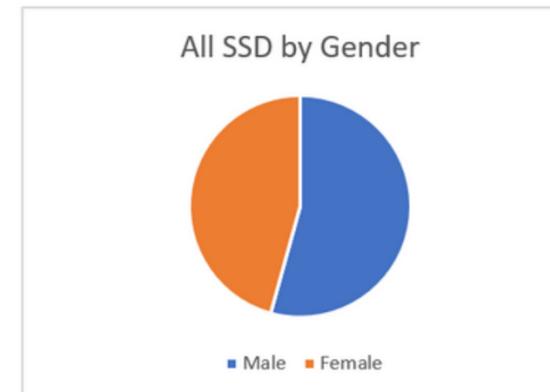
REFERRAL HISTORY

GT Referrals		
	Number Referred	Qualified
SY 16-17	12	8
SY 17-18	14	9
SY 18-19	13	13
SY 19-20	4	4
SY 20-21	2	2
SY 21-22	8	5
SY 22-23	20	16
SY 23-24	4	4

DEMOGRAPHICS

Total in District	1110
• Male	601 (54%)
• Female	509 (46%)
• Caucasian	537 (48%)
• Other	573 (52%)
• Alaska Native/Am Indian	239 (22%)

Total in GT	57
• Male	31 (54%)
• Female	26 (46%)
• Caucasian	38 (67%)
• Other	19 (33%)
• Alaska Native/Am Indian	11 (19%)



ELIGIBILITY MATRIX

ELIGIBILITY MATRIX

Cognitive Ability	1	2	3	4	5
PERCENTILE	85-87%	88-90%	91-93%	94-95%	96-97%
<i>Full Scale IQ</i>					
<i>-or- General Ability Index (GAI)</i>					
*An overall score at or above the 98 th percentile automatically qualifies a student into the gifted program.					
<i>Test Name, Date</i>					
Academic Achievement	1	2	3	4	5
PERCENTILE	85-87%	88-90%	91-93%	94-96%	97-99%
<i>Reading</i>					
<i>Math</i>					
<i>Test Name, Date</i>					
Creativity	1	2	3		
PERCENTILE	70%	80%	90+%		
<i>Index Score</i>					
<i>Test Name, Date</i>					
Other Relevant Data	1				
		<i>Teacher Recommendation</i>			
		<i>Under-Identified Population</i>			
		<i>Discrepancy in Scores</i>			
Total Points		An overall total of 10 points or greater recommends placement.			

FACILITIES BOARD REPORT 11/1/23

Personnel

In addition to the Director, Facilities is staffed with one electrician and three maintenance technicians. We have a pool coordinator position open, and it has been since June '23.

New employee – Jeremy Erickson was offered and accepted the open maintenance technician position. He brings years of knowledge and experience to the team, which has already proven useful. This will be the first time in years maintenance has been fully staffed.

Summer workers - We had a great group of summer workers this year. We had seven total throughout the summer, of which a majority were returning students. The summer team was able to assist with numerous projects, most of which would not have been completed if it wasn't for this program, including the pool.

Buildings

Increased Facility use - As the City Parks and Recreation programs becomes more active, we are seeing a significant increase in facility use at Blatchley, Keet, and Baranof. Consequently, we are experiencing difficulties with coordination of services such as custodial. I recommend a scheduling process that includes facilities so that conflicts are avoided. If proposed schedules were submitted to facilities, or other SSD personnel with enough time to adjust scheduled maintenance, we could avoid cancelling services (e.g. custodial, repairs, maintenance) and paying for services not received.

Services

Snow plowing - Plow Truck - I met with public works last week about our District's snow plan. City Public Works department and maintenance are working together on ways to maximize snow plowing/removal efficiency. The city has asked us to be ready during snow events and have the properties prepped before the larger equipment from the city arrives. Also discussed was the proposed reduced level of service to Blatchley middle school and Baranof elementary. Our snow removal equipment consists of 4-wheeler and a ½ ton plow truck, both way past their service life. The plow truck especially has taken quite a beating over the years and there is concern if it will be able to make it another season. It's maintenance recommendation that we replace the plow truck immediately and upgrade to a more heavy-duty model with a sander. (The high school and Blatchley have icing issues every year which the sander would resolve). The cost is estimated \$80k plus delivery.

Replacement schedule – The vehicle fleet is aging and many of the vans and trucks are due for replacement. I would like to create 10-year replacement schedule so that we can stagger out to replace our fleet. We should have a replacement schedule for all our assets, which is something I would like to tackle sooner than later.

Projects

SHS underground storage tank is back in compliance with DEC and has received its fuel authorization. We will be putting around 5000 gallons in to top it off. As fuel costs continue to rise it is my recommendation to utilize the electric boilers as much as possible.

KGH fire main and panel – Upon annual fire inspection it was determined that KGH fire panel would not pass inspection without replacement. The Assistant Fire Chief issued an Order to Correct. Even though

the panel is relatively new (10years?) it is no longer current, and parts are scarce. Maintenance received a quote to replace the panel during winter break which Steve quickly approved. The new fire panel will also need the smoke detectors upgraded to a more maintenance-free updated unit, which the contractor is including.

We also have an issue with the two fire mains that supply Keets fire suppression system. In one main, a pinhole leak has developed and there is concern of the integrity of the entire fire main. The two mains come in from the DO side of the building and run above the ceiling to the fire tree, a few hundred feet. After discussing the situation with Asst Superintendent Jensen, we agree to get the main inspected now to see exactly what we are dealing with.

Gym Floors - During annual resealing of the high school gym floor, we experienced a delamination of the sealant surfaces. We believe this happened from a combination of accumulation of the resurfacing sealant, and bad cleaning practices which have been addressed. We were able to sand and remove many layers of the damaged sealant. However, the company doing Mt. Edgcombe's floor checked our floor and stated they could come in and bring the floor back down to wood and resurface it. This practice is recommended every 12 years, we are on year 24. Estimated cost \$75k. If we do contract the work, we can have it warranted and resurfaced every year for around an annual cost of \$5k. Blatchley floor is due as well but, it's condition could provide a few more years

Pool – BMS pool was overdue for maintenance for several years. The neglected maintenance resulted in increased wear and tear not only to the equipment but to the pool itself. The maintenance team drained the pool and started the rigorous task of replacing and repairing tiles. The pool tiles, from the sixties, are hard to match and some creative ways were used to restore the tilework. Additionally, the entire pool, pool deck, and locker rooms received new grout and sealant. Down below, over two tons of filter media was replaced, filters and tanks were scrubbed. During inspection we found two critical flex couplers on the verge of collapse, which would have caused an untold amount of damage if they had gone unchecked much longer - they were replaced. The chlorine generator is still nonfunctioning, and funding has not been secured to replace it. Currently we are adding chemicals manually, which leads to the risk of human error. Also, during inspection, a post was found by the sauna to have completely rotted through due to an unchecked water leak. An engineer was flown over to evaluate, and it was determined that the post was not load bearing. Plans have been made to address and repair.

Currently the pool is not open to the public. We are very fortunate to gain Ric Jarvill back as temporary pool manager, but we need to fill the position permanently before we can add opportunities for the public to the pool schedule.

CMMS software – Maintenance has taken a huge undertaking updating and modernizing our maintenance software. This software is not only critical for facility maintenance and operation, but it is our main reporting tool to the state. Our old system was outdated and could not support our new reporting requests. It has been a lot of work migrating over to the new software. As one person puts it, fixing a treadmill while you're running on the treadmill, it's a tough task. Luckily the business manager and our IT director have been such a great help with bouncing ideas and getting recommendations to use this new software to its full extent.

Energy/heat audits – After reviewing sites heating costs and evaluating the various heating systems, I feel it would be prudent to look into obtaining energy audits to identify areas where we can increase efficiency. I feel this could be a huge savings to the district. I have reached out to Siemens in the hope we can utilize ARP and other funding sources for energy audits. There are critical heating issues in every

building. If these are kept on the back burner than events like BMS will become more frequent and costly to address.

Playground work at BES – Maintenance has been able to replace some of the broken hardware on the playgrounds at Keet and Baranof. During those repairs it became evident that most of the remaining hardware needs to be replaced. The equipment at both sites is from the 90's and the manufacturer has to custom make each replacement part which is costly. It's maintenance recommendation that we start looking at playground replacement options. Playgrounds have advanced a lot in the past 30 years not only with safety but child engagement as well.

At Baranof elementary we had some of the original playground equipment footer and rebar starting to expose itself causing safety hazards for the students. We were able to hire Pacific Services to come and remove the old asphalt, footers, and rebar down to subgrade and refinish the area to a point where we could install new equipment in the future. It was a large task, but the contractor was very accommodating by doing the work after hours or during the weekend.

SHS Art pipe - Repairs started Thursday evening on the drainpipe servicing the art lab and band room. Over the years clay has been entering the drain system which has caused a major clog. Maintenance has removed clay from an estimated 90 feet of pipe. It is unknown how far the clog goes down the pipe.

Emergency Generator at BMS and SHS – is inoperable and in unknown condition. SHS is a city evacuation site, it would be unsafe to do so without emergency power. I would like to get SHS and BMS emergency generators back online and on a maintenance schedule.

Training

Maintenance conference – I attended a maintenance conference in Anchorage where I had a chance to meet and collaborate with others involved with school maintenance. The three-day event was set up where we got to meet a variety of different reps in the industry to discuss best practices, updates on codes and statutes, a various reporting requirements required by the state. There were various members from state agencies like DEED and DEC. Our insurance company APEI also gave a few great lectures.

Siemens visit – I connected with Siemens a few months back to discuss updating our building controls and identifying and reducing energy waste. After a few discussions went by I had an opportunity to meet with a sales team from Siemens in Anchorage about different grant opportunities for energy upgrades/repairs. A rep from Siemens flew down and visited the high and auditorium to determine options on how to proceed. The Siemens team was working on performing an energy audit on the two facilities to see feasibility and finding that was needed.

In addition to revamping our maintenance procedures we are also starting a two new training programs. One program will be based on safety and the other more geared to maintenance best practice and standard procedures. We are also looking into professional development training. Specifically in electrical, HVAC, and automation services. Our business manager was able to secure the district a \$2500 grant from APEI for safety training and supplies.

Jared Williams
Maintenance Director



**Alaska Association of Student Government
Resolution # 11
ASAA Sanctioned Men's Volleyball
Submitted by: Francis Myers
Submitted: 10/13/23**

Be it Resolved by the Alaskan Association of Student Governments That: Men's volleyball be implemented as an ASAA regulated sport.

1. **Whereas**, the popularity and interest surrounding men's volleyball has skyrocketed in the past decade, both statewide and nationwide.
2. **Whereas**, In the 2012-13 school year, there were roughly 50,000 men's volleyball players at the high school level. In the past decade, the number of players has grown by over 50%, to over 77,000.¹
3. **Whereas**, 32 states have already implemented men's volleyball as an official or emerging sport.¹
4. **Whereas**, a survey conducted at Sitka High found that out of the 116 people who participated, 101 said they would support men's volleyball being implemented.
5. **Whereas**, out of the 69 men who took the survey, 46 said they would be interested in playing men's volleyball during the fall season.
6. **Whereas**, the ASAA handbook states, "A school must provide equal athletic opportunity for both sexes in numbers that are "substantially proportionate" to enrollment."²
7. **Whereas**, volleyball is the only unbalanced state sport at a 3A-4A level that isn't coed, meaning men aren't allowed to participate.
8. **Whereas**, in the Sitka School District, the fall sports options for women are girls' volleyball, swimming, and cross country. The options for men are only swimming and cross country.

9. **Whereas**, the ASAA handbook also states, “The Board of Directors may sanction additional interscholastic activities [...] upon request of member schools or districts.”²
10. **Whereas**, if multiple Alaskan School Districts requested the implementation of men’s volleyball, student support was garnered, and if ASAA approved the school districts’ requests for volleyball, a statewide men’s volleyball league would be possible.

Therefore, be it resolved that the Alaska Association of Student Governments supports the establishment of an ASAA sanctioned men’s volleyball league.

Action Statement: if passed by the general assembly of AASG, this resolution will be taken to the Sitka School District for their consideration in sending a request to ASAA, asking for the implementation of a men’s volleyball league. Furthermore, this resolution would be sent to any student leaders interested with having their own school district sending a request to ASAA.

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The resolution passes with unanimous consent

Passed by the Fall 2023 General Assembly of AASG hosted by West Valley High School

Danika Hamm

AASG Vice President, Danika Hamm

Kathleen A. Navarre

AASG Executive Director, Kathleen Navarre



Alaska Association of Student Governments

Resolution #12

Educating School Staff on Identifying Mental Health Issues

Submitted by: Kylie Orlando, Olivia Skan, and Jasmine Wolfe

October 13, 2023

Be it Resolved by the Alaska Association of Student Governments that: Members of AASG will support school staff in receiving continuous mandatory training to identify and address mental health issues.

1. **Whereas**, the American Academy of Pediatrics, the Children’s Hospital Association and the American Academy of Child & Adolescent Psychiatry declared an emergency in child and adolescent mental health;³
2. **Whereas**, between 2016 and 2019, Alaska’s annual suicide rate for adolescents was three times higher than the national average;⁶
3. **Whereas**, as of 2019, 19.7% of Alaska youth attempted suicide, and this percentage continues to rise every year;⁸
4. **Whereas**, of the students in general education classes, 1 in 6 have a diagnosable mental health disorder;⁵
5. **Whereas**, many students have mental health difficulties that do not rise to the extent of a diagnosis;²
6. **Whereas**, 88 percent of public schools in the United States did not feel that they could adequately supply students with mental health services. The main restriction being insufficient mental health professional staff necessary to manage school caseloads and access to licensed mental health professionals;⁴

7. **Whereas**, There are not nearly enough school psychologists, counselors, and social workers to assist teachers with these students. The numbers of these professionals in schools fall well below levels recommended by their national associations;²
8. **Whereas**, Jen Vorse Wilka, president of YouthTruth, says, “Feeling depressed, stressed, or anxious is now the No. 1 obstacle to students’ learning;”²
9. **Whereas**, Educators are often the first to notice mental health problems in children and young adults;¹
10. **Whereas**, the Substance Abuse and Mental Health Services Administration recommends that educators take mental health awareness training to learn more about mental health; ¹
11. **Whereas**, the statewide suicide prevention council states that suicide can be prevented through increased awareness and education; ⁹
12. **Whereas**, “According to the National Alliance on Mental Illness (NAMI), schools are uniquely positioned to identify, intervene and even prevent certain mental health-related issues in children;” ³
13. **Whereas**, an effective training program would allow teachers to: “Recognize when young people are at risk for, or are experiencing, mental health problems;” ¹
14. **Whereas**, if educators had appropriate training they would be able to support school systems;⁷
15. **Whereas**, the Sitka High School Student Council believes that there needs to be training for educators that addresses what to do to identify and intervene in mental health issues before it reaches the stage of acceptance of suicide as a solution to students’ distress;
16. **Whereas**, educators in the state of Alaska are only required to do one of the following courses every five years: Suicide Awareness, Suicide Prevention, Suicide Intervention, Responding to Suicide - Postvention Guidelines; ⁷
17. **Whereas**, training needs to be continuous to be effective;¹³
18. **Whereas**, time should be provided to educators to complete this training, as it is critical to the health and safety of students;¹⁴
19. **Whereas**, the Alaska Board of Education states that a 4 year period is sufficient between updating the information in the “Promoting Wellness to Prevent Suicide Act” in Alaska; ⁹
20. **Whereas**, the Sitka High School Student Council believes that training should be completed annually, along with a biannual review by a professional to determine the time relevancy of the training;
21. **Whereas**, a provided one-day training period to complete the program is optimal;¹⁵
22. **Whereas**, in order for the training to be effective, educators need to be willing to participate;¹¹
23. **Whereas**, 93% of educators reported a high level of concerns for student mental health needs;¹²
24. **Whereas**, 85% of educators expressed a desire for additional mental health training;¹²
25. **Whereas**, educator at Sitka High School, Frederique Charbonneau, who has been teaching for 20 years, states, “I agree...that we do not have enough training on mental

health issues. Doing one part of mental health training every five years is not effective...I believe that this training will be more effective and engaging than the one we already have because we care about this topic;”

26. **Whereas**, Effective teachers form authentic, caring relationships with their students;¹⁰

27. **Whereas**, if 1 in 6 youth in Alaska are suffering and educators can do something to prevent that, we should make this our first priority.

Therefore, be it resolved that the Alaska Association of Student Governments: will support efforts made throughout our state to allow school staff to receive mandatory training to identify and address certain issues in students.

Action Statement: If passed by the General Assembly of AASG, this resolution will be brought before the Sitka School District School Board, as well as the State Board of Education, House Education Committee, and the Senate Education Committee for their consideration.

Sources

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2. Author, Free Spirit. “Why It’s Important for Teachers to Recognize and Understand Students’ Mental Health Challenges.” *Free Spirit Publishing Blog*, 3 May 2021, <https://freespiritpublishingblog.com/2021/05/03/why-its-important-for-teachers-to-recognize-and-understand-students-mental-health-challenges/>. (Myles, Cooley Ph.D, psychology)
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12. Moon, Jungnim, et al. “Educators’ Perceptions of Youth Mental Health: Implications for Training and the Promotion of Mental Health Services in Schools.” *Children and Youth Services Review*, vol. 73, Feb. 2017, pp. 384–91. *ScienceDirect*,
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The resolution passes with noted opposition

Passed by the Fall 2023 General Assembly of AASG hosted by West Valley High School

Danika Hamm

AASG Vice President, Danika Hamm

Kathleen A. Navarre

AASG Executive Director, Kathleen Navarre



Alaska Association of Student Governments

Resolution #13

AASG Does Not Support Book Bans

Submitted by: Kylie Orlando

October 13, 2023

Be it Resolved by the Alaska Association of Student Governments that: Student Governments of AASG do not support books being banned throughout Alaska, and the country as a whole.

1. **Whereas,** The ALA (American Library Association) points out that their recent surveys show that a majority of voters — on both sides of the aisle — oppose efforts to have books removed from their local public libraries;¹
2. **Whereas,** the last few months have seen a massive uptick in challenges and outright bans to books in libraries and schools all over the country, pushed, in many cases, by politicians attempting to weaponize “culture war” issues;²
3. **Whereas,** The ALA would typically not receive more than 500 challenges a year before 2020, then in 2021 an astonishing increase of 1,597 books were challenged, and it continues to rise each year;¹
4. **Whereas,** The ALA keeps a list of the top ten challenged books;¹
5. **Whereas,** The current list consists of *Gender Queer*, *Flamer*, *Tricks*, *The Handmaid’s Tale*, *Sold*, *Push*, *The Bluest Eye*, *This Book is Gay*, *Milk and Honey*, and *Maus I: A Survivor’s Tale*;²
6. **Whereas,** These books contain topics such as self-identity, sexual orientation/identity, LGBTQ+ experiences, self-discovery, sexual education, prostitution for means of survival, religious persecution, women’s rights, sexual slavery, racism, violence, etc.;²
7. **Whereas,** books can promote diverse intersectional experiences;⁶
8. **Whereas,** intersectionality identity markers are gender, race, disability, LGBTQ+, family structure, social significance, etc;⁶
9. **Whereas,** children’s books tend to depict protagonists that are "predominantly upper middle class, heterosexual, nondisabled, English-speaking, and male." This may make it

difficult for children to engage in learning if they are too marginalized to identify with such privileged characters;⁶

10. **Whereas**, Over 71% of all voters disagree with efforts to ban books, upwards of 79% of parents, and over 80% of students;⁸
11. **Whereas**, Sitka High School believes these are topics that are necessary for people to be educated about, and that cannot be done without books about them;
12. **Whereas**, around 90% of book challenges remain unreported and receive no media attention;¹
13. **Whereas**, the ALA cannot track what they call “silent censorship,” when individuals take it upon themselves to make sure that books cannot be found in libraries;¹
14. **Whereas**, it’s a relatively new thing for the ALA to see elected officials challenging books;¹
15. **Whereas**, To counteract the campaigns challenging books, the ALA is launching a nationwide initiative meant to empower readers to fight censorship;¹
16. **Whereas**, School boards across Alaska are banning books from learning curriculums;⁴
17. **Whereas**, School boards in Alaska, starting with the Mat-Su school district, banned *Invisible Man*, *Catch-22*, *The Things They Carried*, *I Know Why Caged Birds Sing*, and *The Great Gatsby*;⁴
18. **Whereas**, when the student representative on the Mat-Su school district school board questioned the selection process for a citizen’s library advisory committee to review books in Mat-Su schools, their role was significantly weakened;⁵
19. **Whereas**, when books were challenged in the Ketchikan School District, they voted to keep the books in libraries that certain community members found too based on “relationships and sexuality;”⁹
20. **Whereas**, additionally, Ketchikan’s city attorney, Mitch Seaver, issued a memo ahead of the meeting citing a wide range of court cases indicating that libraries cannot restrict minors’ access to materials unless they are “obscene;”⁹
21. **Whereas**, when concerning books, the definition of obscene is important because one key element is that to be obscene, a book must be “utterly without redeeming social importance to minors;”⁹
22. **Whereas**, Sitka High School Student Council believes that the books that are being banned do not fall under this definition of “obscene;”
23. **Whereas**, it is important for school boards to remember the voice of the students is the most important one because that is who they are serving;⁵
24. **Whereas**, Multiple books were banned due to racial premises and what was called an “anti-white” message;⁴
25. **Whereas**, Beau Hedrick, the Sitka High School librarian, believes that “banning books that have been read in school for generations takes away many people’s historical links they would not have otherwise.”
26. **Whereas**, many banned books teach children about real world problems;³

27. **Whereas**, many students learn more about the world through books than their own eyes;⁷
28. **Whereas**, Deborah Caldwell-Stone, director of ALA’s Office for Intellectual Freedom, believes, “Most libraries and schools have policies that say that people can certainly raise concerns about books. And we support that. That’s part of the First Amendment, the right to petition the government. But there should be a process involved with that. There should be an effort to verify their claims about the book, to read the work as a whole, to determine whose information needs are being served by the books;”¹

Therefore, be it resolved that the Alaska Association of Student Governments does not support book bans in our state, and country.

Action Statement: if passed by the General Assembly of AASG, this resolution will be brought before the Sitka School District School Board for their consideration, as well as the Matanuska Susitna School District School Board, the Library Citizen Advisory Committee, the State Board of Education, and the House and Senate Education Committees.

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The resolution passes with noted opposition

Passed by the Fall 2023 General Assembly of AASG hosted by West Valley High School

Danika Hamm

AASG Vice President, Danika Hamm

Kathleen A. Navarre

AASG Executive Director, Kathleen Navarre

Sitka School District
October 31, 2023 Board Report

Monthly Revenue Report

Account No	Account Description	Current Budget	YTD Encum	YTD Revenues	Remaining Balance	Percent Outstanding
24-100-000-000-000-011	CITY/BORO APPROPRIATION	7,697,278.00	0.00	2,750,499.32	4,946,778.68	64.27%
24-100-000-000-000-040	MISC. LOCAL REVENUE	45,000.00	0.00	9,118.41	35,881.59	79.74%
24-100-000-000-000-047	E-RATE REVENUE	69,076.00	0.00	0.00	69,076.00	100.00%
24-100-000-000-000-050	QUALITY SCHOOLS	41,798.00	0.00	0.00	41,798.00	100.00%
24-100-000-000-000-051	FOUNDATION	11,390,231.00	0.00	3,785,312.00	7,604,919.00	66.77%
24-100-000-000-000-052	HB281 ALLOCATION	888,213.00	0.00	0.00	888,213.00	100.00%
24-100-000-000-000-056	TRS ON-BEHALF	1,180,208.90	0.00	0.00	1,180,208.90	100.00%
24-100-000-000-000-057	PERS ON-BEHALF	86,413.10	0.00	0.00	86,413.10	100.00%
24-100-000-000-000-110	IMPACT AID	70,000.00	0.00	0.00	70,000.00	100.00%
24-100-000-000-000-190	FEDERAL THROUGH OTHER IN	360,000.00	0.00	0.00	360,000.00	100.00%
24-100-000-000-000-250	FUND TRANSFER	1,982,558.00	0.00	0.00	1,982,558.00	100.00%
Report Total		23,810,776.00	0.00	6,544,929.73	17,265,846.27	

Monthly Expense Report

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
100 - REGULAR INSTRUCTION	9,275,950.97	30,022.83	1,806,294.32	7,439,633.82	80.20%
120 - BILINGUAL/BICULTURAL	55,849.42	0.00	16,118.24	39,731.18	71.14%
130 - ENRICHMENT	3,498.40	0.00	273.42	3,224.98	92.18%
140 - CORRESPONDENCE STUDY	324,664.36	143,004.80	52,017.01	129,642.55	39.93%
160 - VOCATIONAL EDUCATION	375,784.98	4,911.37	59,758.76	311,114.85	82.79%
200 - SPECIAL ED INSTRUCTION	4,766,959.46	189,817.42	921,182.24	3,655,959.80	76.69%
220 - SPECIAL ED SUPPORT	1,023,606.54	606.88	180,280.02	842,719.64	82.33%
300 - PUPIL SUPPORT	9,567.62	0.00	0.00	9,567.62	100.00%
320 - GUIDANCE	540,003.21	0.00	95,478.18	444,525.03	82.32%
330 - HEALTH SERVICES	111,225.67	227.15	25,290.63	85,707.89	77.06%
350 - SUPPORT SERVICES	218,000.00	86,346.00	43,975.28	87,678.72	40.22%
351 - IMPROVEMENT INSTRUCTION	3,000.00	0.00	0.00	3,000.00	100.00%
352 - LIBRARY SERVICE	322,742.57	0.00	58,999.87	263,742.70	81.72%
400 - SCHOOL ADMINISTRATION	1,173,791.34	1,949.75	242,231.69	929,609.90	79.20%
450 - SCHOOL ADMIN. SERVICES	681,230.12	0.00	166,603.72	514,626.40	75.54%
510 - DISTRICT ADMINISTRATION	161,630.57	68,723.29	44,833.33	48,073.95	29.74%
511 - SCHOOL BOARD	83,148.80	18,585.90	4,380.41	60,182.49	72.38%
512 - SUPERINTENDENT'S OFFICE	459,565.90	0.00	125,543.01	334,022.89	72.68%
518 - SAFETY AND SECURITY	1,000.00	0.00	0.00	1,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT	529,153.91	0.00	327,561.56	201,592.35	38.10%
556 - TECHNOLOGY SERVICE	492,263.46	4,702.50	138,233.38	349,327.58	70.96%
600 - MAINTENANCE/OPERATIONS	2,784,073.46	561,101.82	768,520.19	1,454,451.45	52.24%
700 - Athletics	288,066.52	0.00	25,153.86	262,912.66	91.27%
900 - FUND TRANSFERS	126,000.00	0.00	0.00	126,000.00	100.00%
Report Total	23,810,777.28	1,109,999.71	5,102,729.12	17,598,048.45	

Revenue - Expenses Totals: 1,442,200.61

*The State has required all Districts to recognize and report on their financial statements their portion of the TRS/PERS relief as passed by 2008 Legislature appropriation.

Demographic / Enrollment (Headcount) Breakdown

As of 10/30/2023

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	12					0	12
KG	72					11	83
1	75					4	79
2		73				6	79
3		57				5	62
4		71				4	75
5		73				2	75
6			83			1	84
7			90			6	96
8			74			3	77
9				97	14	0	111
10				83	7	1	91
11				84	13	3	100
12				74	10	4	88
Bldg Total	159	274	247	338	44	50	1112

October 19, 2023

Dear Mr. Bradshaw, Ms. Jenson and Sitka School Board,

This letter is to give you some background on the request for purchase of a new passenger van for the science department at Sitka High School, SHS which will be discussed at the November board meeting.

SHS currently has two passenger vans that were donated to the activities department. When the vans are not being used by activities, classes may use them for field trips. The science department has significantly adapted our curriculum to increase student field trips. Last year this led to our department needing the vans nearly one hundred times during the school year.

Frequently the vans are in use by activities (their priority) or vans are already being used by another department in the building. Over the last year the science department has been working to get a third van for SHS that would prioritize to the science department, then secondary use would be activities and other departments within the school.

The district office has guided us to look for a van through the fleet sales option and to secure as new a van as possible. We have found a van through this option, Swickard Alaska in Anchorage, with a purchase price of \$47,312 and shipping to Sitka.

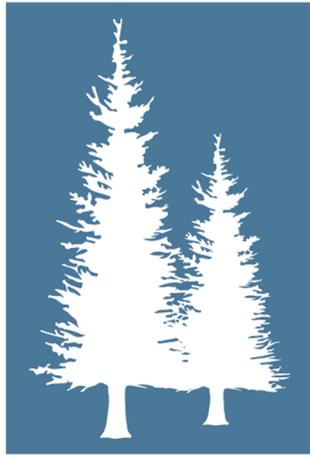
We are seeking approval for the purchase of a van for SHS and a contribution to the purchase. Our current financial level follows.

- Charitable Trust Donation (via Science Department) \$13,500
- CHARR Donation \$1000
- SHS Activities Department
- SHS General Fund
- Current grant submitted to cruise agency

Thank you for consideration of approval for this purchase and aid in purchasing the van if possible.

Sincerely,

Sitka High School



SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

October 18, 2023

**SUPERINTENDENT
SEARCH PROPOSAL**

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

October 18, 2023

Dear Sitka School District Board of Education,

Thank you for the opportunity to share this proposal overview of the services that Hazard, Young, Attea & Associates (HYA) can provide to the Sitka School District in your search for a new superintendent.

Why is HYA exceptional amongst educational search firms? We believe it is due to the following factors:

NATIONAL REACH – LOCAL KNOWLEDGE: We have conducted over 1,600 searches and are represented by Associates throughout the nation. HYA has assisted Boards in small, medium and large school districts with successful superintendent searches. HYA averages 80 searches across the U.S. annually. Dr. Mike Richie, HYA Vice President will be the Lead Associate on this search. Richie has led over 25 HYA searches across the Midwest and is currently working with the Galena City School District in Alaska assisting the district in revising their hiring practices.

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

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

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

Our proposal, which follows, gives an overview of a prototypical search, but please know that HYA customizes each search to the District's and Board's specific needs and wishes.

Sincerely,



Dr. Mike Richie, HYA Vice President
Email: mikerichie@hyasearch.com / Cell: 715-891-1816

Hazard, Young, Attea and Associates, (HYA) proposes to assist the Sitka School District in a national search for talented and highly qualified candidates for the position of Superintendent of Schools. This document serves to clearly outline the specific services, deliverables and costs proposed. This proposal gives an overview of a prototypical search, but please know that HYA customizes each search to the District's and Board's specific needs and wishes.

A summary of HYA's experience in conducting Pre-K-12 superintendent searches.

HYA believes that every child has the fundamental right to equal educational opportunities no matter their race, socioeconomic status or geographic location. HYA is a network of independent education experts with a mission to work with Boards and Administrators to recruit and develop great leaders, plan for the future, and measure the impact of initiatives.

HYA was established in 1987 and is one of the oldest and largest search firms in the nation, having assisted more than 1,600 School Boards select exceptionally talented leadership. Presently, our firm is represented by 130+ Associates across the country who conveniently serve clients and are uniquely qualified to bring local and national perspectives, knowledge, experience, and connections to each search.

HYA averages more than 80 searches per year. This large quantity of searches puts our firm at a competitive advantage as our Associates are in more frequent contact with potential applicants. Many candidates are not actively seeking employment opportunities but are known to Associates and can be recruited when an appropriate position arises.

The student enrollment in districts HYA has served ranges from less than 100 to over 640,000 students, and 94% of the superintendents we place stay in their position for more than three years. HYA Associates bring extensive executive search experience and broad educational backgrounds to its practice. Through continuing involvement in school and university work, Associates are aware of current educational issues and have strong relationships with leaders and opinion-makers in administrative leadership and management.

HYA identifies candidates who have demonstrated their ability to improve culture, recruitment, student academic achievement, and financial stability.

While using the District Leadership Profile Report (described on page 4) that we develop as a guide, HYA will recruit, screen, and slate candidates that are the best fit for the Sitka School District. HYA has an extensive network of Associates and deep connections with national organizations that serves well to ensure candidates brought to the Board have a proven history of improving culture, recruitment, student academic achievement, and financial stability. Associates will assist the District in creating interview questions and will be with you every step of the way to ensure the right leader is selected for the Sitka School District.

Your HYA team.

	<p>Dr. Mike Richie HYA Vice President mikerichie@hyasearch.com (715) 891-1816</p>		<p>Daneyelle Martell HYA Project Manager daneyellemartell@hya.com (847) 250-7493</p>
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HYA Associates do not work on an hourly basis. They complete the necessary work, irregardless of hours, as detailed in this proposal. A typical search takes approximately 3-4 months to complete. Mike Richie will serve as the Lead Associate for Sitka. He will be assisted by other Associates throughout the process along with support from Daneyelle Martell and HYA back office staff.

Other Contact Information:

- Max McGee (HYA President): maxmcgee@hyasearch.com (224) 234-6129
- Tahirhi Vinson (Client Support): tahirhvinson@hyasearch.com (847)250-7494
- Christina Mellen (Associate Support): christinamellen@hyasearch.com (847) 250-7206

Dr. Mike Richie, HYA Vice President: Mike Richie is an innovative leader who excels in thinking outside the box and is always looking for ways to provide the very best in educational leadership. He believes that strategic goals foster the momentum with which an organization's members can be self-motivated and productive.

After nearly 40 years in education, Richie has served as a teacher, coach, principal, and superintendent in small, medium, and large school districts. In his 25 years as a school superintendent, Dr. Richie is known by his staff and colleagues to be a visionary leader with a positive impact on and improving education. He has led his staff in raising test scores, building community and business partnerships, increasing open enrollment numbers, passing eight referendums, and drastically improving communications, public relations and social media efforts. In 2012 Dr. Richie was named Superintendent of the Year by the National Association of School Superintendents (NASS) for his outstanding achievement as a school district superintendent, continuous improvement and commitment to collaboration and mutual support in the profession.

Richie enjoys coaching and mentoring superintendents that are new to the profession. He serves on the Executive Committee of the National Association of School Superintendents (NASS) and is an adjunct professor at Viterbo University teaching classes in leadership, school law, politics and community relations – preparing students for their principal and superintendent certifications. He has visited China twice to give numerous presentations on American Education. These experiences make Dr. Richie an ideal Associate for coaching superintendents and assisting school systems in their executive searches. Since joining HYA in 2018 Richie has worked with over 30 School Districts in the area of consulting and conducting executive searches. (Richie's resume is listed in the Appendix of this proposal.)

Proven history and success in placing the right candidate as superintendent.

Richie was specifically chosen to lead the Sitka School District search due to his extensive experience working in and with small to medium size school districts across the US. Richie just returned from Alaska working with the Galena City School District. Mike Richie has a proven history of successful superintendencies in small and medium size districts, which makes him highly qualified to work with a district of your size. Mike Richie will work tirelessly to find the right fit for the Sitka School District.

Please reach out to any of these references.

HYA Searches/Consulting led by Mike Richie			
School District	District Reference	Phone Number	Email
Galena City, AK	Jason Johnson, Superintendent	907-656-1205	jason.johnson@galenanet.com
Goddard, KS	Justin Henry, Superintendent	316-794-4000	justinhenry@goddardusd.com
Lincoln, NE	Connie Duncan, Board President	402-419-0070	connie.duncan@lps.org
Strasburg, CO	Michael Marrero, Board President	303-434-0649	mmarrero@strasburg31j.com
South Sioux City, NE	Chris Krueger Board President	712-223-0698	chris.krueger@ssccards.org
Littleton, CO	Angela Christensen, Vice President	720-341-2197	achristensenboe@lps.k12.co.us
Iowa Association of School Boards	Elizabeth Brennan, Board President	515-778-5123	ejcb@me.com
Aurora, CO	Debra Gerkin, Board President	303-364-3794	degerkin@aurorak12.org
Hayden, CO	Tammie Delaney, Board President	970.846.1404	tdelaney@haydenschools.org
Aspen Valley Ski and Snowboard Club, CO	Ryan Smalls, Board President	970-948-5092	ryansmalls@mac.com
Whitewater, WI	Casey Judd, Board President	920-723-3035	cejudd@idcnet.com
Verona, WI	Meredith Christensen, Board President	847-724-8465	christem@verona.k12.wi.us
Raymond, WI	Gwen Keller, Board Member	414-350-1242	kellgwe@raymond.k12.wi.us
Yorkville Jt. #2, WI	Dave Callewaert, Board Member	414-510-2485	dave.callewaert@yorkville.k12.wi.us
Monroe, WI	Ron Olson, Business Administrator	608-293-0320	ronolson@monroe.12.wi.us

OUR SIGNATURE SEARCH PROCESS

 Engage	<ul style="list-style-type: none"> ● Conduct a planning meeting with the Board, which will detail the timeline and steps of the search process ● Complete individual Board Member interviews ● Conduct focus groups to gather input from constituent groups ● Post the on-line research-based community engagement survey with national norms <p><i>All information gathered in the Engage Phase will help create the District Leadership Profile Report which will identify goals, needs, and priorities of the school system to help better match a candidate's skills with the needs of the district and give valuable information to the new leader on day one of employment to set goals and priorities.</i></p>
 Recruit	<ul style="list-style-type: none"> ● Draft a position description to use for advertising ● Prepare and place advertisements as selected and authorized by the Board ● Recruit candidates utilizing local and national networks ● Correspond with candidates regarding the search process and timeline ● Screen ALL candidates using the District Leadership Profile Report and Desired Characteristics ● Conduct initial reference checks ● Identify best qualified candidates ● Prepare selected slate of candidates for Board consideration (number of candidates to be determined by the Board)
 Select	<ul style="list-style-type: none"> ● Present slate of candidates to the Board ● Conduct informal background checks with social media searches and reference checks ● Co-coordinate interviews for the Board with selected semi-finalists ● Co-coordinate the "Day in the District" for finalists ● Provide QR codes and feedback forms for the community to provide input for finalists ● Facilitate Board discussion to narrow the candidate pool after each round of interviews (<i>The Board's decision to hire/not hire a candidate is at the sole discretion of the Board</i>) ● Coordinate and provide third-party, independent investigative background check(s) of candidates as selected by the Board
 Transition	<ul style="list-style-type: none"> ● Communicate with all unsuccessful candidates at the close of the search ● Hold a debriefing meeting with the new superintendent and Board regarding information learned throughout the search process ● Transition Dashboard, for the new superintendent to document specific actions they will take during the transition period ● Offer other transition services to be considered by the Board and if desired, paid for by the Board: Executive Coaching, Board Governance Training, Superintendent Evaluation and Strategic Planning

How the Board, Administration, Teachers, Support Staff, and interested community members have meaningful input into the selection process and District Leadership Profile Report.

HYA will weigh heavily on community engagement to understand the organization. Individual interviews and focus groups are scheduled in order to learn about the strengths and challenges of the district as well as the desired characteristics of the new superintendent. Our key stakeholder focus groups will include but are not limited to: high school students, parents, certified staff, support staff, administrators, School Board Members, business partners, other businesses, civic groups, district residents, booster clubs, PTO's, and any other individual, group or organization that the Sitka School District Board identifies and wishes to include. These sessions will be both in person and by Zoom, which will allow for maximum participation. Concurrently, a research based,

on-line survey solicits input from six (6) disaggregate groups as determined by the Board. Data from the interviews and the survey inform the creation of the District Leadership Profile Report, which becomes a public document once accepted by the Board. This report includes essential information the Board will use in the selection process and the new leader can use on day one of employment.

Richie will pre-screen all applicants for the Board by conducting an interview with every person that applies for this position whether they are recruited or apply on their own. He will assist and guide the Board in narrowing down the candidate pool based on information that he collects during the Engage Phase. He also uses the Delphi Technique for narrowing the candidate field. This technique is particularly useful for larger candidate pools. Essentially the technique requires each governing body member to independently make a forced choice by head-to-head comparison of each candidate. Richie will walk you through this process.

Your HYA Associate will assist with planning and hosting community forums for finalists as part of their "Day in the District." The community is invited to engage with the candidates and give feedback to the Board via an online tool provided by HYA. The final interviews can be done in open session, where the public is encouraged to attend.

Services HYA utilizes to assist school districts in identifying qualified candidates.

HYA maintains a database/pool of potential candidates. In our HYA Candidate Search Dashboard, we currently have 622 candidates representing 44 states. Also, our 130+ search Associates assist each other when it comes to recruiting candidates. Associates can see each other's pool of candidates for all HYA searches. Many of our placements are recruited by HYA Associates, with many of them in our database/pool. Candidates are invited to set up a candidate profile with HYA to alert them and us of matches with potential openings based on experience, credentials, willingness to relocate, etc. In addition, HYA's application system allows the firm to contact past candidates for other recent positions.

Other than advertising through traditional publications and social media, HYA does not use any direct services to identify or recruit qualified candidates, as that is our primary area of expertise. Our first recruiting tool is our web presence. We work with each district to develop a unique language for our website and use Twitter, LinkedIn, Instagram and Facebook to direct applicants to our site. The website draws enormous interest because we also list open positions that our competitors are facilitating. More significant is our network. We pride ourselves on knowing thousands of educators across the country and using this network to identify potential candidates and to conduct initial vetting of these candidates to ensure they are qualified for the position and are a great potential match for unique needs of the district. Our skill set in this area and our network of educators has been one of the foundation components of our success over the past 35+ years.

We have deep and significant relationships with a number of state and national organizations so that we can get the word out about vacancies and solicit recommendations for highly qualified candidates. Through our network of Associates we also have relationships with most of the state-level administrative and School Board associations.

Evidence of commitment to diversity and successful experience in recruiting outstanding candidates from culturally diverse backgrounds.

HYA commits to identifying, supporting, and placing school and district leaders of color and gender who have long been historically underrepresented in these posts. Candidates we slate regardless of race, ethnicity, gender, or sexual preference must have recent, relevant, and demonstrated experience in successfully addressing opportunity gaps, leading with an equity lens, and advancing equity initiatives.

HYA Associates always work to provide a slate of candidates that is representative of the student demographic in the school district. Associates will recruit candidates that specifically match attributes and desired characteristics identified in the District Leadership Profile Report.

- Our team of Associates are diverse and have many connections that often result in leads for diverse candidates for a position.
- Several of our Associates serve or have served in leadership roles ALAS (Association of Latino Administrators and Superintendents) NABSE (National Alliance of Black School Educators), and the Women’s Conference of AASA.
- HYA has led searches to find the executive directors of several state and national organizations representing educators of color such as ALAS.
- HYA suggests advertising in publications targeted at diverse groups of educators.
- HYA conducts significant outreach efforts when we are conducting searches and make every effort possible to have the candidate pool represent the diversity within the organization.

A proposed search schedule, with a new superintendent in place no later than July 1, 2024.

TENTATIVE SCHEDULE FOR THE SITKA SCHOOL DISTRICT SUPERINTENDENT SEARCH	
Early November, 2023	The HYA Associate will meet with the Board to plan the search, determine the process, and finalize timeline etc.
Mid-November, 2023	Individual interviews with Board Members (phone)
Early December, 2023	Stakeholder interviews/focus groups/forums
Mid-November, 2023 through Mid-January, 2024	Post Position and recruit candidates Network with other HYA Associates Advertising and marketing campaign
Ongoing as HYA receives applications	HYA screening interviews/vetting
Early December, 2023	Open HYA digital survey to all stakeholders
Mid-December, 2023	Close HYA digital survey
Early January, 2024	Presentation of District Leadership Profile Report
Late January, 2024	Presentation of slate to Board and interview workshop
Early February, 2024	Board first round interviews / Board meets to identify semi-finalists
Mid- February, 2024	Finalists Day in the District
Late February	Board conducts final interview(s) and HYA third party background check
By mid-March	Superintendent’s hiring approved and announced
July 1, 2024	Superintendent contract formally begins

Sitka School District Superintendent Search Price Proposal Maximum Total Search Cost	
HYA Search fee with HYA norm referenced research based online survey:	\$17,500 (includes HYA Survey in English and Spanish)
HYA Search fee with without HYA norm referenced research based online survey:	\$15,500 (without HYA Survey)
Travel: Utilizing Zoom for portions of the search will reduce travel costs.	\$2,500 to \$5,000 (not to exceed)
Optional Services Available if Selected by School Board	
Advertising: The Board determines what type of advertising they want. HYA has designed extended advertising packages to maximize exposure for the vacancy. The Board will choose the package that best suits their needs. Advertising on the HYA website, National Association of School Superintendents (NASS) website and social media pages are included in the base fee.	Post Position on: <ul style="list-style-type: none"> ● HYA website and other social media sources ● Alaska Teachers and Personnel: https://alaskateacher.org/ ● AASA ● NASS ● Recruit at state and national conferences
Comprehensive Third Party Background Check: Background checks/Executive Due Diligence Services, are typically conducted on the lone finalist, as selected by the Board. The comprehensive cost from a third-party professional firm (per candidate) includes the following:	\$1,100 to \$1,950
<i>Personal Profile Summary, Social Security Trace, County Criminal Record History, Federal Criminal Record History, County Civil Record History, Department of Motor Vehicles License Information, Education (Degree) Verification, Credit Report, Investigation of all Aliases Identified within Past Seven Years, Investigation of all Jurisdictions of Residence, Education, and Employment within Past Seven Years, University and Academic Program Accreditation, National Criminal Record History, National Sex Offender Search, News Media Review, Social Media Review</i>	
Fee is due in two installments: <ul style="list-style-type: none"> ● 50% will be invoiced upon execution of the contract/agreement ● 50% will be invoiced upon presentation of the slate 	

Why HYA? The three most important reasons HYA should be selected for this search.

HYA can deliver a national search and can recruit a diverse pool of candidates. Because of our 35+ year history of success, our national reach and strong reputation, we believe we are the right fit for you for these reasons:

1. **We work for the School Board:** We understand that this is a very important process and will work with you every step of the way to customize a national search. Richie will be thorough and communicate with you throughout the entire process.
2. **Technological Infrastructure:** HYA has professionally staffed offices and a technological infrastructure that is a valuable resource to school districts. Our Board Portal is invaluable, with all search related materials including each application updated as they are received. School Board members have password protected anytime, anywhere 24/7 access to all documents.
3. **Proven history:** According to market research, HYA has the lowest superintendent turnover rates of any of our competitors. The quantity of searches we complete puts us at a competitive advantage as our Associates are in frequent contact with potential applicants. Many candidates are not actively seeking employment opportunities but are known to Associates and can be recruited when an appropriate position arises.

APPENDIX

1. Resume - Dr. Mike Richie
2. Reference Letter - Yorkville, WI
3. Reference Letter - Goddard, KS
4. Reference Letter - Littleton Public Schools, CO
5. Reference Letter - Whitewater, WI
6. HYA Customer Satisfaction Article
7. Certificate of Liability Insurance



MIKE RICHIE, ED.D.

HAZARD, YOUNG, ATTEA & ASSOCIATES
VICE PRESIDENT

 mikerichie@hyasearch.com

 @mikerichie130

 <https://hyasearch.com/>

 715-891-1816

EDUCATION

- 2006-Ed.D. Edgewood College, Madison, WI
- 2000 - Specialist Certification in Educational Administration, UW Superior, Superior, WI
- 1990 - M.S. Educational Administration, UW Superior, Superior, WI
- 1986 - Certification in Elementary Education, UW River Falls, River Falls, WI
- 1984 - B.S. in Physical Education, UW La Crosse, La Crosse, WI

AWARDS

2023
WASDA Superintendent 25 Year Service Award

2012
National Association of School Superintendents, National Superintendent of the Year

2012
The Collaborative Leadership Network, Collaborator of the Year, Rivers as Bridges

2010
YMCA Wisconsin Key Leader Award

2010
National Association of School Superintendents Featured Member

1994
WI Reading Association Outstanding Administrator Award

PROFESSIONAL EXPERIENCE

2018-Present

Educational Consultant Hazard, Young, Attea & Associates

2015-Present

Adjunct Professor Viterbo University, La Crosse, WI

2013-2017 & 2022-Present

Executive Committee-National Association of School Superintendents

K-12 PROFESSIONAL EXPERIENCE

2019 - 2023

Interim Superintendent Tomorrow River School District | Amherst, WI

2004 -2018 (Retired)

Superintendent Northland Pines School District | Eagle River, WI

2003 -2004

Superintendent Howard-Suamico School District | Green Bay, WI

2001 -2003

Superintendent New London School District | New London, WI

1995 -2001

Superintendent/Principal Hurley School District | Hurley, WI

1992 -1995

Elementary Principal Bonduel School District | Bonduel, WI

1990-1992

Elementary Principal New Richmond School District | New Richmond, WI

1984-1990

Teacher Rice Lake School District | Rice Lake, WI
Teacher St. Paul's Grade School | Bloomer, WI

RELATED LEADERSHIP ACTIVITIES

- Presenter - China/American PK-12 Education: Shanghai, Beijing, Chengdu, Yangzhou, Langfang, Wuhan, Wuxi China 2015 & 2017
- Presenter - WASB State Convention: Pay for Performance Pay Scale
- Presenter - WASB State Convention: Using a 360 Leadership Performance Review Tool
- Presenter - WASB State Convention: Strategies for Passing Referendums
- National Association of School Superintendents - Member 2011-Present
- WASDA - Administrative Salaries and Fringe Benefit Committee 2011-2017
- Published Monthly Superintendent's Message for the National Association of School Superintendents 2012
- Wisconsin Association of School District's Administrators Member 1998-Present
- Association of School Administrators - Member 1998-Present
- District Administrators Leadership Institute Invitee and Member 2014-2019
- National Association of School Superintendents Hall of Fame Member 2022

To Whom It May Concern: July 29, 2021

To any School District who may be looking at filling a District Administrator position, I would like to strongly encourage you to consider hiring Hazard Young Attea Associates (HYA) and specifically Mike Richie who is one of their Associates. Yorkville School just recently hired a new Part Time District Administrator for the upcoming school year and Mike was “front and center” in helping us make an excellent hire!

Yorkville has hired a couple of District Administrators in the past and to be honest, were not as successful as we could have been. This was primarily due to us simply posting the position and then hiring the best candidate out of the pool that applied. Mike took us down a completely different path.

When Mike first took on the task of helping us find a new hire, the first thing he did was interview each of the Board members individually, the members of the Administration team, several of the teachers, the custodial and office staff, and several parents and community members. He took all of the info he collected from these interviews and compiled a profile of what Yorkville School was really all about. He also did his own research about Yorkville and incorporated that into his report. He knew our strengths and weaknesses, what kind of culture we had at the school, what was important to our parents and community members, and what expectations our teachers had for their new boss. I have to admit it was also VERY enlightening to our School Board!!

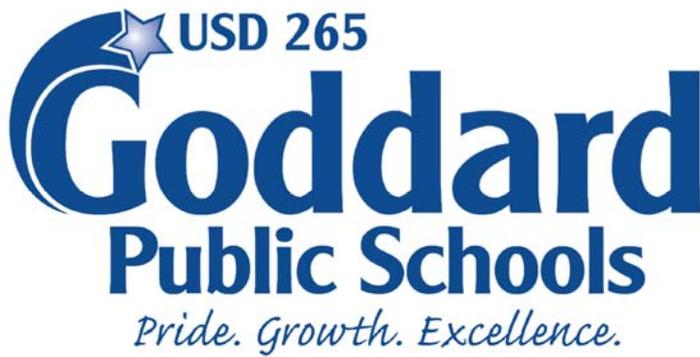
This document was invaluable in helping Mike “recruit” the kind of Administrator who would be a good fit with our school. We also did post the position but more importantly Mike went after candidates who did not apply but whom he thought would be an excellent fit for what we needed to continue our success at Yorkville. The net result was we had 6 VERY strong candidates for us to consider when filling our position. What a luxury!!

We have made our decision and have made an excellent hire! And it was of a person who was not looking and had not expressed any interest in applying until Mike shared the profile he had compiled and personally spoke to him about the opportunity. So a HUGE Thank You to Mike Richie. He is excellent to work with if you find yourself in a similar position of trying to make the “perfect” hire. I highly recommend HYA and specifically Mike Richie.

If you have any questions or would like to chat further, please contact me at 414-510-2485 (Cell) or via email, (drdave@rli-net.net).

Dave Callewaert

Yorkville School Board



Superintendent
Dr. Justin B. Henry
Assistant Superintendent
Dr. Julie D. Cannizzo
Assistant Superintendent
Jeff D. Hersh
Director of Community Relations,
Executive Director of the
Goddard Education Foundation
Dane Baxa
Director of Facilities
Craig Phelps
Director of Finance
Doug Maxwell
Director of Nutrition Services
Christine Maxwell

Director of Police Operations
Ronny Lieurance
Director of Transportation
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Instructional Supports
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Sara P. McDonald
Kevin R. McWhorter
Mark A. Richards
Jenny L. Simmons
Ruth A. Wood

May 8, 2020

In the fall of 2018, after reviewing multiple options, Goddard Public Schools decided to partner with Hazard, Young, and Attea in creating our 2020-20225 Strategic Plan. When selecting HYA, three main points help guide our decision:

- Their past success in working with other school districts.
- Consultants with a history of school leadership.
- And, their flexibility to truly partner to meet our needs and create a plan that focused on the culture of our district.

Working with Mike Richie and Max McGee was a great experience. They hosted multiple days of onsite stakeholder feedback sessions, conducted personal interviews with our district leadership team and board of education members, organized and supported online survey tools, and most importantly, took the time to connect with our staff and community members.

Anytime you bring in "outside consultants" to collect information and provide feedback to the district, this can make a superintendent a little nervous. I truly enjoyed working with them and they were terrific in not only collecting the data but attending our summer community retreat and presenting the data to over 200 stakeholders.

I would be happy to visit in more detail, but I give Mike, Max, and HYA my highest recommendation for districts looking to partner in a strategic planning process.

To Better Education,

A handwritten signature in black ink, appearing to read 'JBH', with a long horizontal line extending to the right.

Dr. Justin B. Henry
Superintendent, Goddard Public Schools



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February 2023

To Whom It May Concern:

I am pleased and honored to recommend Mike Richie and Hazard, Young, Attea, & Associates for your Superintendent search. Our Board of Education selected HYA after interviewing a number of search firms and we were not disappointed. The role of hiring a new superintendent can be daunting, yet sacred, and Mike was with us every step of the way.

HYA's process from beginning to end was thorough, thoughtful, and transparent. Beginning with their RFP, it was clear that Mike would lead a strong search. His attention to detail was unmatched. We were provided with all of the information we needed in order to determine what our community was looking for in a superintendent and to then put that information into action to recruit the most highly qualified candidates.

Mike was available and responsive throughout all steps of the process. Our search was truly nationwide and Mike and his team came through and provided us with a diverse pool of candidates that each fit the needs of our unique community. We are now at the end of our search and are beyond pleased with the final result. Mike continues to support us as we begin the transition phase.

I have no reservations in wholeheartedly recommending Mike Richie and HYA.

If you have any additional questions, I would be happy to visit with you. I can be reached at achristensenboe@lps.k12.co.us or 720-341-2197.

Best of luck as you begin your search.

Angela Christensen
Board of Education
Littleton Public Schools



"Every Student, Every Day, in a Unified Way."

419 South Elizabeth Street • Whitewater, Wisconsin 53190 • 262-472-8700 • Fax 262-472-8710 • www.wwusd.org

November 16, 2020

To Whom It May Concern,

The Whitewater Unified School District chose Hazard, Young, Attea and Associates to assist us in our search for a new District Administrator. We chose Hazard, Young, Attea and Associates because of their professional presentation to our school board. It was evident in our interview that Dr. Pat Neudecker and Dr. Mike Ritchie were informed about the needs of our District as well as the candidates who were available.

We began the process as a normal search but quickly had to switch to a virtual process. Virtual interviews and community forums were organized by Dr. Neudecker and Dr. Ritchie and left the board with the feeling that we conducted a thorough search under trying circumstances.

From the initial candidate screenings to the final background checks, the search was conducted efficiently and transparently. Without reservation I recommend Hazard, Young, Attea and Associates to assist you in your superintendent search.

Sincerely,

Casey Judd
President, Whitewater Unified School District School Board



SOUTH SIOUX CITY COMMUNITY SCHOOLS

Dr. Rony Ortega was selected to lead as the next Superintendent of South Sioux City Community Schools starting July 1, 2023. The community school district educates about 3,700 students in the suburbs of Dakota County, Nebraska. Dr. Ortega will finish out the school year at Bryan High School in Omaha, Nebraska where he has been serving as principal for the past four years.

Ortega has gained a wealth of knowledge and experience in his 20 years serving in education. He has held a variety of positions in diverse populations, working in both affluent and economically disadvantaged communities, communities where the predominant language is English, and those where it is Spanish. “I have developed the skills to bring diverse people together to coalesce around improving schools and student outcomes,” stated Dr. Ortega. He considers himself a versatile leader who can adapt his leadership style to meet the needs of the people, situations, and circumstances. In a public interview, Ortega indicated to the school board that the strengths he brings to the district will complement the challenges faced by the South Sioux City Community Schools. He looks forward to establishing, nurturing, and leveraging relationships to improve outcomes for all students.

“From the beginning, I felt comfortable and confident in the search process conducted by Mike Richie with HYA,” commented Dr. Ortega. HYA wishes to extend thanks to the South Sioux City Community Schools for putting their trust in the HYA firm. “The South Sioux City School District was amazing to work with throughout the entire search process. While spending a day in the district and conducting 16 focus groups throughout the search process, the hospitality and professionalism received from the district was phenomenal,” stated HYA lead associate Mike Richie.

“We really had a talented slate of finalists, each candidate brought high-caliber educational knowledge and community relations,” school board Vice President, Chris Krueger, declared.

HYA’s Mike Richie stated, “At the end of the day, the Board had four finalists that matched the desired fit the district was looking for based on the Leadership Profile Report.”

“The superintendency is the capstone to my American Dream, and I look forward to the opportunity to ensure the next generation can achieve their American Dream, too,” declared the new superintendent. HYA looks forward to following the leadership of the school district as they help students turn dreams into reality.



Dr. Rony Ortega



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/29/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER DSP Insurance Services, Inc. 1900 E Golf Rd Ste 650 Schaumburg IL 60173	CONTACT NAME: Carrie Drumheller PHONE (A/C No. Ext): (847) 934-6100 E-MAIL ADDRESS: cdrumheller@dspins.com	FAX (A/C, No): (847) 934-6186
	INSURER(S) AFFORDING COVERAGE	
INSURED HYA Corporation 1475 E Woodfield Rd., 14th Floor Schaumburg IL 60173 (847) 744-5672	INSURER A: Hanover American Insurance Co. NAIC # 36064	
	INSURER B: Allmerica Financial Benefit Ins 41840	
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B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			Z2CJ064329	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ Incl in GL BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ None			Z2CJ064329	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N N/A <input checked="" type="checkbox"/> N			WCCJ064305	07/01/2023	07/01/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	Professional Liability			82638976	07/01/2023	07/01/2024	Retention: \$10,000 \$ 2,000,000 \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER Sample	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

A Proposal Prepared for

Sitka School District

Sitka, Alaska

for

The Search and Selection of a Superintendent of Schools

submitted by

MCPHERSON  **JACOBSON, LLC**

EXECUTIVE RECRUITMENT & DEVELOPMENT



*11725 Arbor Street, Suite 220
Omaha, Nebraska 68144
Phone: 888-375-4814/402-991-7031
Fax: 402-991-7168
Email: mail@macnjake.com
Website: www.macnjake.com*



MCPHERSON *MJ* **JACOBSON, LLC**

EXECUTIVE RECRUITMENT & DEVELOPMENT

11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

October 18, 2023

School Board
Sitka School District
300 Kostrometinoff Street
Sitka, Alaska 99835

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

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

At the core of our firm's work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps. This unique approach is made possible through the diverse and extensive network of our consultants who have various levels of expertise in the school system from superintendents, to school board members, to educational equity experts. We believe this has contributed to our successful placement of qualified candidates around the nation who have met extensive equity focused criteria and continue to make an impact in the districts they serve.

With over 130 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for governing boards since 1991.

Our contact information:

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

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

Sincerely,

Dr. Norm Ridder

Owner, McPherson & Jacobson L.L.C.

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Executive Summary

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

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

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

About McPherson & Jacobson

The McPherson & Jacobson Difference

“It’s About the Kids”

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

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

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process.

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

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 1,000 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 130 consultants** across the nation. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over sixty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

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

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

McPherson & Jacobson, L.L.C. Non-Discrimination Policy

McPherson & Jacobson, L.L.C. is dedicated to serving school districts by supporting all candidates regardless of cultural and ethnic diversity

As an organization, we are committed to equitable practices that will ensure the equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;
2. Eliminate barriers in recruitment, hiring, retention, and internal processes;
3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and District policies.

Applicant Diversity

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

McPherson & Jacobson has **over 130 consultants** across the nation. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

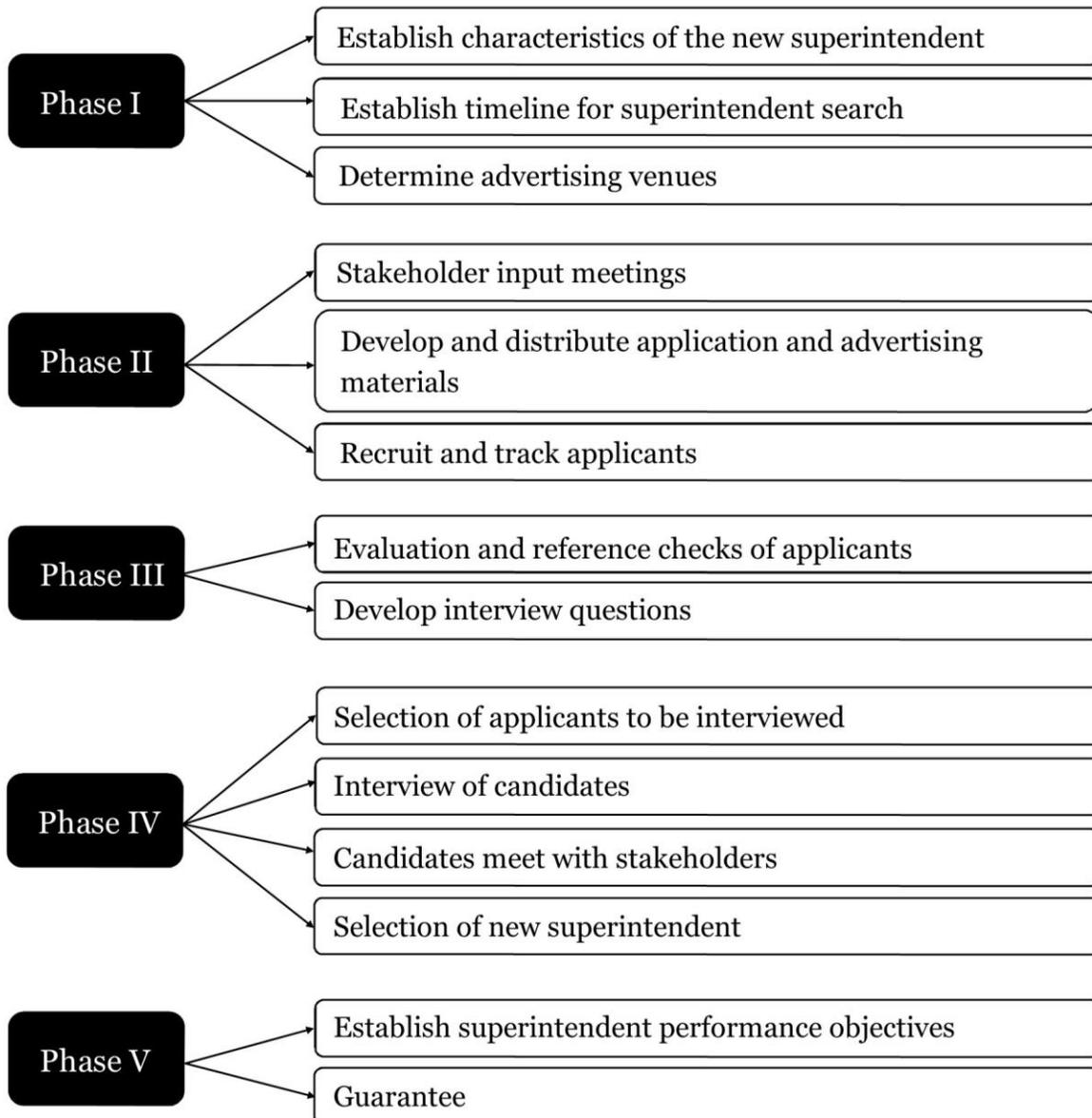
For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

McPherson & Jacobson recruits from a diverse pool of applicants. McPherson & Jacobson lead the search for the first black woman superintendent hired in Nebraska.

Search Process

Five Phases of a Superintendent Search



Phase I—Initiating the Search Process

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

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

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

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

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

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

- ✓ **Identify appropriate stakeholder groups.**

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

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

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

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

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

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

Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants

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

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

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

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess.

The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

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

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

✓ **Develop promotional literature and brochures announcing the vacancy (*optional—there is an additional fee for a full-color brochure*).**

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

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

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to the state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply online. The website averages over 225,000 hits per month.

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

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

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

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

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

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

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

✓ **Confidentiality of Applicants**

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

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

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

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

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

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

Phase III—Applicant Screening

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

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

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant’s qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the

names of other people who can speak of the applicant's qualifications. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

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

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

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

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

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

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

Phase IV—Reviewing Candidates with the Board, Interviews

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

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

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

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

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

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

✓ **Coordinate interview and visitation procedures.**

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

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

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

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

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

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

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

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

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

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

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

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

✓ **Conduct background checks.**

Included in the expenses are criminal/financial/educational degree verification background checks for the finalists selected to be interviewed.

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

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

Phase V—Transition with Success

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

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

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

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, *FOR WHATEVER REASON*, within the guarantee period, we will repeat the process at no charge except actual expenses.

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

Timeline

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

Search sequence:

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

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

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

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

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

- Soon after the board selects their candidates
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

*Responsibilities of Sitka School District and
McPherson & Jacobson, L.L.C.*

Event	McPherson & Jacobson's Tasks	School District's Tasks
1 st board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> ○ Characteristics for the new superintendent ○ The search calendar ○ Compensation parameters ○ Identify the appropriate constituent groups for stakeholder input ○ Advertising venues <input type="checkbox"/> The consultant works with the Point of Contact to compile: <ul style="list-style-type: none"> ○ Information to create the brochure announcing the vacancy (optional) ○ The list of names to be invited to the community input meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides consultant with the necessary information to create the brochure (optional); the name of the Point of Contact; and the Board Contact List
After 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Application link is posted online <input type="checkbox"/> Brochure announcing the vacancy is created (add-on item) <input type="checkbox"/> Advertising is started <input type="checkbox"/> Vacancy announcements are sent out <input type="checkbox"/> E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening <input type="checkbox"/> E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position <input type="checkbox"/> Opening is posted on social media and additional venues 	<ul style="list-style-type: none"> <input type="checkbox"/> Edit the brochure (if district chooses to have a brochure created)
During application period	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants recruit candidates that fit the position <input type="checkbox"/> Monitors applicants and where they are in the application process <input type="checkbox"/> Notifies applicants of the closing date for submitting their materials <input type="checkbox"/> Lead consultant keeps the board up to date on the search 	<ul style="list-style-type: none"> <input type="checkbox"/> Posts a link to the McPherson & Jacobson website <input type="checkbox"/> Posts the brochure (announcement of vacancy) on their website (if chosen) <input type="checkbox"/> Advertises the opening on the district's social media platforms

Event	McPherson & Jacobson's Tasks	School District's Tasks
Stakeholder meetings are scheduled	<ul style="list-style-type: none"> <input type="checkbox"/> Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in organizing stakeholder focus groups and meeting schedule <input type="checkbox"/> Names and addresses are sent to Home Office for community meeting invitations <input type="checkbox"/> Posts meeting dates, times, and locations as open public forum <input type="checkbox"/> Assists in translating stakeholder input survey into the additional language(s) requested by the school district
Stakeholder meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Consultants facilitate the stakeholder meetings, recording the input <input type="checkbox"/> An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post 	<ul style="list-style-type: none"> <input type="checkbox"/> Link to online stakeholder input form(s) is (are) posted on the school district website
Stakeholder meetings completed	<ul style="list-style-type: none"> <input type="checkbox"/> Consultant summarizes key themes and gives the results to the district <input type="checkbox"/> Copy of summary is sent to Home Office <input type="checkbox"/> The stakeholder input summary report is created 	<ul style="list-style-type: none"> <input type="checkbox"/> "Stakeholder Input Report" is posted on the school district website
2 nd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review stakeholder input summary report and provide copies to the district <input type="checkbox"/> The consultant guides the board in determining the following items <ul style="list-style-type: none"> o Interview questions o Length of contract, moving and interview expenses o Spouse/significant other's involvement in interview process o District Interview Schedule o Candidate Daily Interview Schedule <input type="checkbox"/> Interview questions are sent to Home Office to be formatted 	
Prior to 3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant packets are reviewed by the consultants and reference checks are performed <input type="checkbox"/> Contact candidates on short list and verify their interest in the position <input type="checkbox"/> Meet with stakeholder group chairs to review schedule, procedures, and screen questions 	

Event	McPherson & Jacobson's Tasks	School District's Tasks
3 rd board meeting	<ul style="list-style-type: none"> <input type="checkbox"/> The consultant facilitates the board's <ul style="list-style-type: none"> <input type="checkbox"/> Review of the list of all applicants <input type="checkbox"/> Overview of candidates on short list <input type="checkbox"/> Selection of finalists <input type="checkbox"/> Finalizing of interview dates & schedule <input type="checkbox"/> Review of interview questions & procedures <input type="checkbox"/> Finalizing candidate & spouse/significant other arrangements <input type="checkbox"/> Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues <input type="checkbox"/> Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) <input type="checkbox"/> Send Candidate Daily Interview Schedule to each finalist <input type="checkbox"/> Conduct criminal/financial/educational degree verification checks on finalists selected to be interviewed <input type="checkbox"/> Notify the applicants who were not selected to be interviewed 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist with lodging arrangements and welcome gifts <input type="checkbox"/> Arrange for spouse/significant other tour
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Call Point of Contact after 1st interview to learn how it went <input type="checkbox"/> Call 1st candidate to learn their perspective and how the interview went <input type="checkbox"/> Suggest any possible improvements <input type="checkbox"/> Be available for questions <input type="checkbox"/> Be present at interviews if request is made by school district (additional fee for this service) 	<ul style="list-style-type: none"> <input type="checkbox"/> One candidate per day <input type="checkbox"/> Board member greets each candidate upon arrival to district <input type="checkbox"/> Informal interview-social setting <input type="checkbox"/> Formal interview <input type="checkbox"/> Spouse/significant other's visitation is coordinated
Finalist selected and accepted	<ul style="list-style-type: none"> <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Verify acceptance <input type="checkbox"/> Call other finalists <input type="checkbox"/> Sends out letter of congratulations to candidate who was chosen 	<ul style="list-style-type: none"> <input type="checkbox"/> Board meets and discusses each candidate individually <input type="checkbox"/> Read input forms submitted by stakeholder input groups <input type="checkbox"/> Have each board member rank order candidates <input type="checkbox"/> Select minimum of #1 and #2 candidate <input type="checkbox"/> Call and make offer to candidate <input type="checkbox"/> Send interview forms and files to the Home Office <input type="checkbox"/> Board evaluates our services
Phase V	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept <input type="checkbox"/> Consultant reviews superintendent's plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent creates plan with target objectives and timelines <input type="checkbox"/> Plan is sent to consultant to be reviewed <input type="checkbox"/> Board adopts plan

Stakeholder Involvement

Obtaining stakeholder input is an integral part of McPherson & Jacobson's search process. Since 1991, McPherson & Jacobson has conducted over 1,000 superintendent searches for school districts ranging from 10 to over 300,000 students. For each search, we have coordinated stakeholder input sessions. Besides meeting with stakeholder groups designated by the board, an online input survey is also available for those who cannot attend the meetings. After the meetings have been completed, the board will receive a written report with the findings of the meetings and online input.

Initial stakeholder input sessions

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

Meeting the candidates

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

Process for Obtaining Staff Input

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

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

Process for Obtaining Parent and Community Input

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

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

Process for Including Ethnically Diverse Communities

McPherson & Jacobson will work with the district to determine the best practices to obtain input from ethnically diverse communities in the district. If in-person meetings are required, McPherson & Jacobson will work with the district to obtain the necessary translators.

Process for Obtaining Online Stakeholder Input

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

Cost Proposal for Sitka School District

Investment for the Search

The fee for conducting the superintendent search is \$10,000 for Phases I-V.

McPherson & Jacobson has the tools to conduct all or some components of the search process electronically. We can work with the board to determine the best practices as the search progresses to determine if in-person or online meetings will best meet the needs of the district.

The total not to exceed amount including expenses is \$13,600 (excluding consultant travel expenses)

Included in the expenses is:

- Thirty (30) days on AASA (American Association of School Administrators)
- Thirty (30) days on TopSchoolJobs (Ed Week online)
- Thirty (30) days of advertising on NABSE (National Alliance of Black School Educators)
- Six (6) weeks of advertising on ALAS (Association of Latino Administrators & Superintendents)
- One (1) day of in-person stakeholder meetings
- Online stakeholder input surveys
- Video interviews of candidates (five (5) video interviews are included in the not to exceed amount)
- Criminal/financial/credential verification background check for candidates chosen by the board for interviews (four (4) background checks are included in the not to exceed amount)
- Office Expenses

NOTE:

- Expenses may increase if the district chooses additional media advertising.
- Fees and expenses will increase if the district requests additional stakeholder input days.
- Interview expenses for the candidates are not included in the expenses listed.
- There is an additional fee and expenses for the consultants to attend the interview sessions.

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

Guarantee:

If the board chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses. *The guarantee is valid only if the board is comprised of a majority of the members who hired the superintendent (exceptions would be considered in situations of a placement's personal or family reasons for leaving).*

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

Additional Services:

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

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

Price Match

McPherson & Jacobson, L.L.C. will match the search fee for a comparable level of services provided by the competitive bid.

Recruiting the Selected Candidate

McPherson & Jacobson consultants do not actively recruit administrators that have been placed in our searches. We would not have the retention rates for our placements if we recruited the administrators from our searches. Over the last five years, **over eighty-five percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

Additional Information

McPherson & Jacobson, L.L.C. Consultants

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

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

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

Owner

Dr. Norman Ridder

Regional Directors

Dr. Ralph Ferrie, Eastern United States

Dr. Steve Joel, Central United States

Dr. Steve Lowder, Western United States

Alabama Consultants

Dr. Barry Carroll, Retired Superintendent, Educational Consultant, Athens

Alaska Consultants

Mr. Shawn Arnold, Former Superintendent, Valdez

Dr. PJ Ford Slack, Retired Administrator, Fairbanks

Arizona Consultants

Dr. Jed Bowman, Retired Assistant Superintendent, Chandler

Mrs. Linda Chapman, Educational Consultant, Oro Valley

Mr. Don Grotting, Retired Superintendent, Gilbert

Dr. Barry Kayrell, Retired Superintendent, Prescott

Ms. Jennifer Tanner, Board Member, El Mirage

Arkansas Consultants

Dr. Megan Duncan, Assistant Superintendent, Conway Public Schools, Conway

Mr. Wayne Gibson, Board Member, El Dorado

Dr. Aaron Hosman, Retired Superintendent, Bull Shoals

Dr. T. Kenneth James, Education Consultant, Batesville

Mr. Bobby Lester, Retired Superintendent, Consultant Emeritus, Jacksonville

Mr. Mitch Walton, Professor, Searcy

Mr. Jerrod Williams, Superintendent, Sheridan

Dr. Kieth Williams, Retired Superintendent, Beebe

California Consultants

Mrs. Nicole Anderson, Educational Consultant, Vallejo
Ms. Aida Buelna, Retired Superintendent, Woodland
Dr. Adam Clark, Superintendent, Mt. Diablo USD, Concord
Dr. Sonny Da Marto, Retired Superintendent, Folsom
Dr. Penelope DeLeon, Superintendent, Newark Unified School District
Dr. Reyes Gauna, Superintendent, Byron Union School District
Dr. Shelley Jones-Holt, Educational Consultant, Sacramento
Dr. Michele Huntoon, Associate Supt. of Business, East Side Union High School District
Mr. William Huyett, Retired Superintendent, Lodi
Mr. Benjamin “Ben” Johnson II, Former Board Member, Riverside
Dr. Steven Lowder, Retired Superintendent, Stockton
Dr. Michael McCoy, Retired Superintendent, Bakersfield
Dr. Daniel Moirao, Retired Superintendent, Danville
Mr. Daniel Moore, Superintendent, Linden
Ms. Suzanne Morey, Retired Administrator, Laguna Beach
Dr. Stanley Munro, Administrator, Fresno USD, Clovis
Mr. Dennis Murray, Retired Superintendent, Cameron Park
Dr. Marilyn Shepherd, Retired Superintendent, Fresno
Mr. Daniel Zeisler, Retired Superintendent, Grass Valley

Colorado Consultants

Dr. Walter Cooper, Retired Superintendent, Colorado Springs
Dr. Kenneth Haptonstall, Colorado River BOCES Executive Director, Grand Junction
Mr. Paul Reich, Former school board member, Telluride
Dr. Norman Ridder, Retired Superintendent, Arvada
Dr. Henry Roman, Retired Superintendent, Pueblo
Dr. Christy Sinner, Retired Superintendent, Durango
Dr. Randall Zila, Centennial BOCES Executive Director, Loveland

Connecticut Consultants

Mr. Robert Ferguson, Retired Superintendent, Branford

Florida Consultants

Dr. Ralph Ferrie, Jr., Retired Superintendent, Lake Mary
Dr. Marjorie Alexander Wallace, Retired IU Director, Palm Harbor

Georgia Consultants

Dr. Michelle Hamilton, Georgia Department of Education, Marietta
Dr. Brian Shumate, Superintendent, Troup County School System, La Grange

Idaho Consultants

Dr. Andrew Grover, Executive Director-Idaho Assoc. of School Admin., Kuna
Mr. Edward Velasquez, Retired Superintendent, Hayden

Illinois Consultants

Dr. John Closen, Adjunct Professor, Peoria
Dr. Lloyd Kilmer, Retired Professor, Moline

Iowa Consultants

Ms. Kimberly Antisdell, Retired Administrator, Grimes
Mr. Dennis Bahr, Retired Superintendent, Webster City
Mr. Brad Baker, Superintendent, Chariton Community School District
Mr. Chris Fenster, Superintendent, Southwest Valley Community School District
Mr. Douglas Gee, Superintendent, Clear Lake Comm. School District
Dr. Tawana Grover, Superintendent, Cedar Rapids Community School District
Mr. Patrick Hocking, Retired Superintendent, Lisbon
Dr. Lloyd Kilmer, Retired Professor, Le Claire
Mr. Jon Wiebers, Principal, St. Patrick Catholic School, Cedar Falls

Kansas Consultants

Mr. Dennis Burke, Retired Superintendent, Baxter Springs
Dr. James Christman, Retired Professor, Pittsburg
Dr. Justin Henry, Superintendent, Goddard
Dr. James Karleskint, Retired Superintendent, Tonganoxie

Louisiana Consultants

Ms. Janet Dixon, Former Board Member, Alexandria
Ms. Lorethie Dunn, Former Board Member, Bastrop
Dr. Gerald Keller, Past Superintendent/Board Member, Reserve
Mr. John Smith, Board Member, St. Rose

Michigan Consultants

Dr. Shelley Jones-Holt, Educational Consultant, Belleville

Minnesota Consultants

Dr. Gary Schnellert, Retired Professor, Sartell

Mississippi Consultants

Dr. Tom Clark, Retired Superintendent, Petal
Dr. James Hutto, Retired Superintendent, Petal
Mr. Ronald Walker, Retired Superintendent, Hattiesburg

Missouri Consultants

Dr. Randal Bagby, Superintendent, La Monte R-IV School Dist., Gravois Mills
Dr. James Christman, Retired Professor, Carl Junction
Dr. Sharonica Hardin-Bartley, Superintendent, School Dist. of University City
Dr. Cameron Poole, Chief Officer of Equity & Inclusion, School Dist. of Clayton
Dr. Jeanette Tendai, Retired Educator, St. Louis
Dr. Judith Sclair-Stein, Retired School Administrator, Chesterfield

Montana Consultants

Mrs. Sharla Anderson Johns, Retired Administrator, Victor

Nebraska Consultants

Mr. David Barker, Assistant Professor, Columbus

Dr. Jerry Ehlers, Consultant Emeritus, Retired Superintendent, Ainsworth

Dr. Paul Gausman, Superintendent, Lincoln

Dr. Randall Gilson, Superintendent, Blair

Dr. Derrick Joel, Assistant Superintendent, Norris School District, Firth

Dr. Steve Joel, **National Recruiter**, Retired Superintendent, Lincoln

Mr. Brandon Lavaley, Superintendent, Wahoo

Dr. Mike Lucas, Superintendent, Westside Comm. Schools, Omaha

Dr. Aaron Plas, Superintendent, Bennington

Mr. Darren Tobey, Superintendent, Broken Bow

Mr. Antwan Wilson, Professor/Educational Consultant, Lincoln

Dr. Rob Winter, Retired Superintendent, Grand Island

New Jersey Consultants

Mr. Robert Copeland, Educational Consultant, Trenton

Dr. Karen D'Avino, Retired Superintendent, Highland Lakes

Dr. Ralph Ferrie, Jr., Retired Superintendent, Brick

Dr. Candis Finan, Retired Superintendent, Summit

Dr. Michael Kozak, Assistant Professor, Drexel University., Marlton

Dr. Christopher Tienken, Professor, Educational Consultant, Spring Lake Heights

New Mexico Consultants

Dr. Greg Rockhold, Director of Programs, Hobbs Municipal Schools

New York Consultants

Dr. William Christensen, Superintendent, Sidney Central, Binghamton

Dr. John Gratto, Retired Professor, Plattsburgh

Dr. Jody Francis Manning, Educational Consultant, Cicero

Dr. Susan Vickers, Retired Superintendent, Camillus

North Carolina Consultants

Dr. Carl Harris, Educational Consultant, Cary

Dr. Christopher Lowder, Educational Consultant, Concord

Dr. David Rizor, Retired Superintendent, Vilas

Ohio Consultants

Dr. Renee Willis, Superintendent, Richmond Heights Local Schools

Oregon Consultants

Dr. Gustavo Balderas, Superintendent, Beaverton

Mr. Michael Scott, Superintendent, Hillsboro School District

Dr. Douglas Nelson, Retired Superintendent, The Dalles

Ms. Maureen Wolf, Board Member, Northwest Regional ESU, Tigard

Pennsylvania Consultants

Dr. Candis Finan, Retired Superintendent, Matamoras

Dr. Patrick O'Toole, Educational Consultant, Cranberry Township

Dr. Kathleen Sottile, Executive Director, Northeast Educational IU, Scranton

Dr. Marjorie Alexander Wallace, Retired IU Director, Waterford

Dr. Jeffrey West, IU Director, New Oxford

Dr. Timothy Williams, Retired Superintendent, Lancaster

South Carolina Consultants

Dr. Baron Davis, Educational Consultant, Columbia

South Dakota Consultants

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

Texas Consultants

Mr. Richard Ledgister, Education Consultant, Keller

Washington Consultants

Dr. Ivan Duran, Superintendent—Highline School District

Dr. Steven Lowder, Retired Superintendent, Vancouver

Dr. Nathan McCann, Superintendent, Ridgefield

Mr. Richard Parker, Former Board Member, Everett

Wisconsin Consultants

Dr. Vance Dalzin, Retired Superintendent, Milwaukee

Dr. Brian Hanes, Retired Superintendent, Oostburg

Mr. James Kuchta, Retired Superintendent, Marshfield,

Mr. Damian La Croix, Superintendent, Suamico

Wyoming Consultants

Dr. Chuck Grove, Retired Superintendent, Pinedale

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

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

District	City	Year	Enrollment
<u>Alaska</u>			
Kenaitze Indian Tribe--Education Director	Kenai	2022/23	
Kenai Peninsula Borough School District	Soldotna	2020/21	8,500
Valdez City Schools	Valdez	2021/22	650
Copper River School District	Glennallen	2022/23	420
<u>Arizona</u>			
Mesa Public Schools	Mesa	2019/20	64,000
Scottsdale Unified School District	Scottsdale	2019/20	24,000
Litchfield Elementary School District	Litchfield Park	2022/23	10,500
Humboldt Unified School District	Prescott Valley	2022/23	5,600
<u>Arkansas</u>			
Conway Public Schools	Conway	2019/20	10,117
Russellville School District	Russellville	2021/22	5,227
Searcy School District	Searcy	2020/21	4,000
eStem Public Charter School--Chief Executive Officer	Little Rock	2022/23	3,000
Vilonia School District	Vilonia	2020/21	3,000
Wynne School District	Wynne	2020/21	2,720
Prairie Grove School District	Prairie Grove	2022/23	2,200
Hope Public Schools	Hope	2020/21	2,089
Riverview School District	Searcy	2019/20	1,200
Smackover-Norphlet School District	Smackover	2021/22	1,200
Smackover-Norphlet School District	Smackover	2018/19	1,150
Mayflower School District	Mayflower	2019/20	1,100
Newport School District	Newport	2018/19	1,100
Valley Springs School District	Valley Springs	2019/20	866
Cedar Ridge School District	Newark	2019/20	705
Gurdon Public School District	Gurdon	2019/20	684
McCrary School District	McCrary	2018/19	665
Hampton School District	Hampton	2022/23	600
Des Arc School District	Des Arc	2020/21	587
Alpena School District	Alpena	2020/21	480
Concord School District	Concord	2018/19	440
Hermitage School District	Hermitage	2022/23	400
<u>California</u>			
Association of California School Administrators--Sr. Dir of Diversity, Equity and Inclusion	Sacramento	2022/23	
CUE, Inc.--Executive Director/CEO	San Francisco	2022/23	
San Bernardino City Unified School District	San Bernardino	2022/23	48,755
Stockton Unified School District	Stockton	2022/23	33,000
Hacienda La Puente Unified School District	City of Industry	2019/20	22,000

District	City	Year	Enrollment
<u>California (continued)</u>			
Hayward Unified School District	Hayward	2021/22	19,000
Oxnard Union High School District	Oxnard	2019/20	16,800
Central Unified School District	Fresno	2021/22	15,000
Santa Barbara Unified School District	Santa Barbara	2019/20	15,000
Santa Barbara Unified School District--Chief Technology Officer	Santa Barbara	2021/22	15,000
New Haven Unified School District	Union City	2018/19	12,000
Vallejo City Unified School District	Vallejo	2020/21	11,500
Merced City School District	Merced	2022/23	11,000
San Mateo-Foster City School District	Foster City	2020/21	11,000
Evergreen Elementary School District	San Jose	2021/22	9,130
Alisal Union School District	Salinas	2019/20	9,000
Davis Joint Unified School District--Assoc. Supt. for Instructional Services	Davis	2022/23	8,300
Davis Joint Unified School District	Davis	2021/22	8,300
Washington Unified School District	West Sacramento	2020/21	7,460
Newark Unified School District	Newark	2019/20	5,700
Santa Paula Unified School District	Santa Paula	2020/21	5,200
Soledad Unified School District	Soledad	2020/21	5,000
Oakley Union Elementary School District	Oakley	2020/21	4,900
Central Union High School District	El Centro	2021/22	4,116
Sonoma Valley Unified School District	Sonoma	2020/21	3,730
Albany Unified School District	Albany	2018/19	3,714
Del Norte Unified School District--Exec Dir of Spec Ed	Crescent City	2022/23	3,600
Parlier Unified School District	Parlier	2019/20	3,500
Pacifica School District	Pacifica	2022/23	3,000
San Carlos School District	San Carlos	2020/21	2,900
Compass Charter Schools	Thousand Oaks	2022/23	2,677
Riverbank Unified School District	Riverbank	2022/23	2,400
Linden Unified School District	Linden	2020/21	2,300
South Monterey County Joint Union High School District	King City	2022/23	2,200
Gonzales Unified School District	Gonzales	2021/22	2,000
Old Adobe Union School District	Petaluma	2019/20	1,950
Winters Joint Unified School District	Winters	2021/22	1,550
Grass Valley Elementary School District	Grass Valley	2019/20	1,500
Piner-Olivet Union School District	Santa Rosa	2019/20	1,300
Sonora Union High School District	Sonora	2019/20	940
Santa Ynez Valley Union High School District	Santa Ynez	2020/21	850
Strathmore Union Elementary School District	Strathmore	2019/20	773
Mark Twain Union Elementary School District	Angels Camp	2022/23	736
Vallecito Union School District	Avery	2020/21	600
Rancho Santa Fe School District	Rancho Santa Fe	2022/23	581
Siskiyou Union High School District	Mt. Shasta	2021/22	555
Mount Shasta Union School District	Mt. Shasta	2021/22	534

District	City	Year	Enrollment
<u>California (continued)</u>			
Siskiyou Union High School District--High School Principal	Mt. Shasta	2022/23	525
South Bay Union School District	Eureka	2021/22	500
Sierra-Plumas Joint Unified School District/Sierra County Office of Education	Loyalton	2018/19	425
Sierra-Plumas Joint Unified School District	Loyalton	2022/23	400
Newcastle Elementary School District	Newcastle	2022/23	398
Oasis Charter Public School	Salinas	2018/19	250
Sausalito Marin City School District	Marin City	2022/23	220
<u>Colorado</u>			
Colorado Association of School Boards (CASB)--Executive Director	Denver	2022/23	
Colorado Association of School Executives (CASE)--Executive Director	Denver	2019/20	
Colorado Department of Education--Commissioner of Education	Denver	2022/23	
Rocky Mountain Youth Corps--Chief Executive Officer	Steamboat Springs	2022/23	
South Central BOCES--Executive Director	Pueblo West	2020/21	34,000
Academy District 20	Colorado Springs	2022/23	26,000
School District 49 (D49)	Peyton	2022/23	24,000
Colorado Springs School District 11	Colorado Springs	2021/22	23,000
Weld RE-4 School District	Windsor	2021/22	8,000
Cheyenne Mountain School District 12	Colorado Springs	2020/21	5,000
Johnstown/Milliken Weld RE5J School District	Milliken	2020/21	3,800
Summit School District RE-1	Frisco	2021/22	3,647
Morgan County School District	Fort Morgan	2021/22	3,500
Montezuma-Cortez School District RE-1	Cortez	2020/21	2,800
Steamboat Springs School District	Steamboat Springs	2021/22	2,651
Alamosa School District, No. RE-11J	Alamosa	2020/21	2,500
RE-1 Valley School District	Sterling	2021/22	2,258
Moffat County School District RE-1	Craig	2021/22	2,068
Archuleta School District	Pagosa Springs	2021/22	1,655
Lamar School District RE-2	Lamar	2020/21	1,614
Manitou Springs School District 14	Manitou Springs	2022/23	1,500
Vanguard School--Executive Director	Colorado Springs	2022/23	1,500
East Grand School District	Granby	2021/22	1,354
Garfield County School District 16	Parachute	2021/22	1,350
Platte Valley School District (Weld RE-7)	Kersey	2020/21	1,200
Chavez Huerta K12 Preparatory Academy--President/CEO	Pueblo	2022/23	993
Clear Creek School District RE-1	Idaho Springs	2018/19	765
Ignacio School District 11-JT	Ignacio	2020/21	720
Clear Creek School District RE-1	Idaho Springs	2022/23	682
Haxtun RE-2J School District	Haxtun	2020/21	350

District	City	Year	Enrollment
<u>Colorado (continued)</u>			
Swink School District	Swink	2021/22	350
Springfield School District	Springfield	2021/22	280
Elbert County School District C-2	Kiowa	2020/21	270
Otis School District R3	Otis	2020/21	250
Sangre de Cristo School District	Mosca	2020/21	250
Genoa-Hugo School	Hugo	2021/22	220
Prairie School District RE-11J	New Raymer	2021/22	220
Moffat Consolidated School District #2	Moffat	2022/23	217
Norwood School District	Norwood	2020/21	206
Walsh School District RE 1	Walsh	2022/23	180
South Conejos School District	Antonito	2022/23	176
Mountain Valley School District RE-1	Saguache	2022/23	173
Arriba-Flagler CSD #20	Flagler	2020/21	159
Edison School District 54JT	Yoder	2021/22	140
Georgetown Community School--Director	Georgetown	2021/22	134
Arickaree School District R-2	Anton	2020/21	98
Arickaree School District R-2	Anton	2022/23	98
Woodlin School District R-104	Woodrow	2021/22	85
<u>Connecticut</u>			
New Haven Public Schools	New Haven	2022/23	20,000
Bridgeport Public Schools	Bridgeport	2022/23	19,500
Branford Public Schools	Branford	2022/23	2,600
<u>Florida</u>			
Broward County Public Schools	Fort Lauderdale	2022/23	256,000
Sarasota County Schools	Sarasota	2022/23	45,000
Marion County Public Schools--Director of Risk and Benefits	Ocala	2022/23	43,000
<u>Georgia</u>			
Fulton County Schools	Atlanta	2018/19	93,500
Troup County School System	La Grange	2018/19	12,300
<u>Idaho</u>			
Lake Pend Oreille School District	Ponderay	2018/19	3,500
Teton School District 401	Driggs	2022/23	1,900
<u>Illinois</u>			
Sigma Alpha Epsilon Fraternity--Chief Executive Officer	Evanston	2019/20	
Rock Island-Milan School District #41--Elementary School Principal	Rock Island	2018/19	6,300
Stockton School District 206	Stockton	2019/20	660
Scales Mound Community Unit School District #211	Scales Mound	2020/21	270

District	City	Year	Enrollment
<u>Iowa</u>			
Muscatine Community School District	Muscatine	2019/20	4,820
Western Dubuque Community School District	Farley	2021/22	3,612
Indianola Community School District	Indianola	2021/22	3,500
Marion Independent School District	Marion	2018/19	1,932
Webster City Community Schools	Webster City	2022/23	1,752
Vinton-Shellsburg Community Schools	Vinton	2019/20	1,675
Clarke Community School District	Osceola	2020/21	1,337
Maquoketa Community Schools	Maquoketa	2021/22	1,333
Chariton Community School District	Chariton	2021/22	1,267
Greene County Community School District	Jefferson	2021/22	1,187
Howard Winneshiek Community School District	Cresco	2021/22	1,069
Eddyville-Blakesburg-Fremont Community School District	Eddyville	2019/20	1,034
West Burlington Independent School District	West Burlington	2018/19	1,000
West Monona CSD/West Harrison CSD (shared supt)	Onawa / Mondamin	2019/20	981
Starmont CSD/West Central CSD (shared supt)	Arlington/Maynard	2020/21	860
Sibley-Ocheyedan Community School District	Sibley	2018/19	850
Sioux Central Community School District	Sioux Rapids	2019/20	667
Howard-Winneshiek Community School District--Principal	Cresco	2021/22	583
Lone Tree Community School	Lone Tree	2022/23	466
Orient-Macksburg Community School District	Orient	2021/22	125
<u>Kansas</u>			
Maize Unified School District 266	Maize	2021/22	7,000
Gardner Edgerton USD 231	Gardner	2021/22	6,000
Piper USD 203	Kansas City	2019/20	2,314
<u>Maryland</u>			
Baltimore County Public Schools	Towson	2022/23	111,000
Washington County Public Schools	Hagerstown	2021/22	22,000
<u>Mississippi</u>			
Gulfport School District--Principal Search	Gulfport	2018/19	5,500
<u>Missouri</u>			
Hazelwood School District--Director of Finance	Florissant	2018/19	18,000
Lee's Summit R-7 School District	Lee's Summit	2019/20	18,000
The School District of Clayton	Clayton	2020/21	2,620
<u>Montana</u>			
Missoula County Public Schools	Missoula	2022/23	14,218
West Yellowstone School District	West Yellowstone	2022/23	289

District	City	Year	Enrollment
<u>Nebraska</u>			
Nebraska State Board of Education--Commissioner of Education	Lincoln	2022/23	
Ralston Public Schools	Ralston	2022/23	4,000
Hastings Public Schools	Hastings	2018/19	3,740
Arlington Public Schools	Arlington	2018/19	660
Palmyra Bennet District OR-1 Schools	Palmyra	2019/20	581
Centura Public Schools	Cairo	2022/23	500
Doniphan-Trumbull Public School	Doniphan	2020/21	426
Summerland Public Schools	Ewing	2020/21	402
Shelton Public Schools	Shelton	2019/20	300
<u>New Hampshire</u>			
Manchester School District	Manchester	2018/19	13,803
<u>New Jersey</u>			
Teaneck Public School District--Assistant Superintendent	Teaneck	2020/21	3,700
<u>New Mexico</u>			
Los Alamos Public Schools	Los Alamos	2020/21	3,626
Cobre Consolidated School District--High School Principal	Bayard	2022/23	1,100
Cobre Consolidated School District--Middle School Principal	Bayard	2022/23	1,100
<u>New York</u>			
Clarkstown Central School District	New City	2021/22	7,900
Uniondale Union Free School District	Uniondale	2020/21	7,400
Liverpool Central School District	Liverpool	2021/22	6,700
Riverhead Central School District	Riverhead	2020/21	5,600
Onteora Central School District	Boiceville	2021/22	1,255
<u>Ohio</u>			
Indian Hill Exempted Village School District	Cincinnati	2018/19	2,000
<u>Oregon</u>			
Portland Public Schools--Chief Financial Officer	Portland	2022/23	47,000
Portland Public Schools--Deputy Supt. of Business and Operations	Portland	2022/23	47,000
Hillsboro School District 1J	Hillsboro	2022/23	20,000
Springfield Public Schools	Springfield	2018/19	10,700
Greater Albany Public Schools	Albany	2021/22	9,300
Oregon City School District	Oregon City	2021/22	8,058
Grants Pass School District 7	Grants Pass	2021/22	6,200
Newberg Public Schools--Director of Human Resources & Assessment	Newberg	2021/22	4,970
North Wasco County School District 21	The Dalles	2020/21	3,000

District	City	Year	Enrollment
<u>Oregon (continued)</u>			
North Bend School District	North Bend	2018/19	2,300
Winston-Dillard School District No. 116	Winston	2020/21	1,400
Glide School District	Glide	2022/23	709
Newberg Public Schools--Principal--Chehalem Valley Middle School	Newberg	2021/22	460
Newberg Public Schools--Principal-Catalyst Program	Newberg	2021/22	400
Newberg Public Schools--Principal-Antonia Crater Elem. School	Newberg	2021/22	350
Newberg Public Schools--Principal--Dundee Elem. School	Newberg	2021/22	303
Glendale School District	Glendale	2021/22	281
<u>Pennsylvania</u>			
North Allegheny School District	Pittsburgh	2019/20	8,500
Fox Chapel Area School District	Pittsburgh	2019/20	4,027
<u>South Carolina</u>			
Richland School District Two	Columbia	2022/23	27,000
<u>South Dakota</u>			
Harrisburg School District	Harrisburg	2018/19	4,700
Wall School District 51-5	Wall	2020/21	273
<u>Tennessee</u>			
Tennessee Public Charter School Commission--Executive Director	Nashville	2019/20	
<u>Utah</u>			
Park City School District--Chief Academic Officer	Park City	2018/19	4,700
Park City School District--Chief Operations Officer	Park City	2018/19	4,700
Park City School District--Director of Talent Management	Park City	2018/19	4,700
<u>Vermont</u>			
Burlington School District	Burlington	2019/20	4,200
Champlain Valley School District	Shelburne	2020/21	4,000
Harwood Unified Union School District	Waitsfield	2020/21	1,800
Addison Central School District	Middlebury	2022/23	1,700
Windsor Central Supervisory Union	Woodstock	2020/21	1,039
Patricia A. Hannaford Career Center	Middlebury	2021/22	400
<u>Virginia</u>			
Fairfax County Public Schools--Asst. Supt, Human Resources	Falls Church	2021/22	188,000
Fairfax County Public Schools--Board Clerk	Falls Church	2022/23	181,000
Fairfax County Public Schools--Executive Director of Food & Nutrition Services	Falls Church	2022/23	181,000

District	City	Year	Enrollment
<u>Virginia (continued)</u>			
Norfolk Public Schools	Norfolk	2019/20	30,000
Alexandria City Public Schools	Alexandria	2022/23	16,000
Roanoke City Public Schools	Roanoke	2019/20	14,000
Albemarle County Public Schools--Asst. Supt. for Instruction	Charlottesville	2022/23	13,500
Powhatan County Public Schools	Powhatan	2021/22	5,000
<u>Washington</u>			
Kent School District	Kent	2021/22	25,000
Vancouver Public Schools	Vancouver	2020/21	23,400
Issaquah School District 411	Issaquah	2021/22	19,000
Clover Park School District	Lakewood	2018/19	12,885
Camas School District	Camas	2020/21	7,000
Wenatchee School District	Wenatchee	2022/23	6,900
Shelton School District	Shelton	2020/21	4,200
Aberdeen School District	Aberdeen	2021/22	3,300
Tukwila School District	Tukwila	2018/19	2,934
Blaine School District	Blaine	2018/19	2,200
Kalama School District	Kalama	2022/23	1,035
Kalama School District--Elementary Principal Search	Kalama	2021/22	1,000
Toutle Lake School District	Toutle	2021/22	700
Quileute Tribal School	La Push	2019/20	120
North River School District	Cosmopolis	2021/22	67
Skykomish School District #404	Skykomish	2021/22	35
<u>West Virginia</u>			
Jefferson County Schools	Charles Town	2022/23	8,500
<u>Wisconsin</u>			
School District of La Crosse	La Crosse	2019/20	6,500
West Bend School District	West Bend	2019/20	6,300
Oconomowoc Area School District	Oconomowoc	2021/22	5,300
Chippewa Falls Area Unified School District	Chippewa Falls	2019/20	5,100
Pulaski Community School District	Pulaski	2019/20	3,700
School District of Sheboygan Falls	Sheboygan Falls	2019/20	1,688
Columbus School District	Columbus	2021/22	1,360
Cedar Grove-Belgium School District	Cedar Grove	2019/20	1,350
Wilmot Union High School District	Wilmot	2021/22	930
Swallow School District	Hartland	2022/23	470
<u>Wyoming</u>			
Park County School District 6	Cody	2020/21	2,011
Sublette County School District #1	Pinedale	2020/21	1,050

A Proposal for the Selection of a Superintendent

Presented to



Submitted by

Ray&Associates
RECRUITING. DEVELOPING. ENGAGING.

Contact: Kathy Schoenfelder, Vice President
Address: P.O. Box 10045, Cedar Rapids, IA 52410
Email: kathy@rayassoc.com
Phone Number: 319-393-3115

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A Message from Us...

October 18, 2023

Thank you for your interest in learning more about how Ray & Associates can assist you in the search for a Superintendent. We have been highly successful in providing Superintendent search services for Districts that are similar to yours in terms of size, cultural diversity and geographic location and would welcome the opportunity to do the same for you.

As I am sure you are aware, the selection of a Superintendent will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school district's education program for years to come. As a national and proven search firm, we are uniquely qualified to develop and execute a talent acquisition strategy tailored to your district's needs. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for your Superintendent position.

We are familiar with Alaska as we recently conducted Superintendent searches for the Juneau City School District and Fairbanks North Star Borough School District, and previously assisted Anchorage School District and the Mat-Su Borough School District.

Our reputation for success is proven, long-standing, and built upon providing school districts precisely the type of candidate that satisfies not only the Board but the community and staff as well. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,



Kathy Schoenfelder, Vice President
kathy@rayassoc.com

Introduction

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

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

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



Throughout this Proposal, we will document our highly effective procedures to assist schools, step by step, in selecting a Superintendent whose qualifications meet its criteria.

We have been **highly successful in delivering outstanding candidates** in all of our searches.

History of the Firm

Who We Are

Ray & Associates, Inc. is a professional organization that *specializes in school executive leadership searches*. **We have been in the school executive search business since 1975, establishing a strong history and reputation within the industry.** We are proud to be recognized by The School Administrator Journal as one of the top search firms in the country.

What We Do

As a national search firm, we are uniquely equipped to assist in the selection of a Superintendent who meets the particular needs and qualifications of your district. Our team will guide your district through a step-by-step process to select your next Superintendent.

While many other search firms do not seek out candidates for a position, we believe outstanding candidates need to be recruited. With our extensive regional and national associate base and targeted advertising, Ray & Associates is able to engage quality candidates from around the country, as well as within the state. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Superintendent position.

Ray & Associates is an independent and objective firm that does not accept placement fees from any candidate. Our procedure allows us to impartially assist schools in selecting the best individual for their particular needs. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

How We Work

What makes us stand out from the crowd? **Our people.** Our professional consultants, located across the US, are individuals with diverse backgrounds and long-term experience in the educational executive search field. From backgrounds as school administrators, business executives, school board members, university professors and attorneys, our team brings a wide range of lived experiences and perspectives to the table.

In addition to our Associates, our corporate office in Cedar Rapids, Iowa *maintains a full-time and experienced administrative staff* to assist in the executive search business.



Our Why

As a company, our purpose is *connecting passionate, innovative and driven leaders within education to spaces where they can use their skills to amplify the voices and ideas of their students, colleagues and communities to create a lasting impact.*

The Team

The individuals who make up the Ray & Associates team bring *years of experience* and a depth of expertise unmatched in our industry. Our collaborative group of entrepreneurs, advisors and recruiters all have *significant experience in the school executive search field and extensive backgrounds in school administration, business, and law.* Our professional staff emphasizes confidentiality, ethical business practices, and professional standards for both the client and the candidates

In addition to our corporate office located in Cedar Rapids, Iowa, we have associates located throughout the country. The corporate office also maintains a full-time administrative staff to assist in the executive search business.

We are familiar with Alaska as we recently conducted Superintendent searches for the Juneau City School District and Fairbanks North Star Borough School District, and previously assisted Anchorage School District and the Mat-Su Borough School District.



Key Associates

The following principal/project coordinators will be actively involved in working with the school district. The associates listed below will be assisting in recruitment, screening, and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for the Sitka School District. In addition, we have professional contacts throughout the northwest region and nationally. The following is a list of associates who will be involved in the recruitment and screening of candidates.

Dr. Steve Chestnut - Regional Search Associate, Scottsdale, AZ

Steve serves our firm as a Regional Search Associate, team member and background investigator and as such performs recruiting and screening of candidates. He received a bachelor's in history and education from Pacific Lutheran University, a M.B.A. in Business Administration from City University of Seattle, a M.Ed. in Curriculum/Supervision from Central Washington University and his Ed.D. in Educational Leadership from Seattle University. He was a Superintendent in Washington State for over 20 years and is a previous Washington Superintendent of the Year. He also served as a Superintendent in Arizona for 6 years.

Dr. Jan Vesely - National Search Associate, Tucson, AZ

Jan serves our firm as a National Search Associate, team member and background investigator and as such performs recruiting and screening of candidates. She received her bachelor's in education, master's in educational leadership and Doctorate in Educational Leadership all from Northern Arizona

University. She has over 40 years of experience in education having served as a Teacher, Executive Director, Principal, Principal Supervisor, Vice President for Educational Services, Assistant Superintendent for Curriculum and Instruction, Senior Vice President-Education and Achievement Services, Deputy Superintendent and recently retired as Superintendent for the Kyrene School District.

Ms. Kathy Schoenfelder, Vice President, Cedar Rapids, IA

Kathy is Vice President of Ray and Associates. She is involved in searches conducted by the firm and will directly interact with your district and any committee that may be established on all details of this search. She joined Ray and Associates over 7 years ago after working 30+ years in the legal field.

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The Ray Way: Our Process

Ray & Associates' goal is to make the selection process professional, efficient, and successful to ensure your complete satisfaction with our services. Below you will find an overview followed by a walk-through of our process.



Board Input and Preparation

- Meet with entire Board to set timeline
- Finalize procedures and services desired
- Establish Board contact person
- Discuss application process, select advertising campaign and determine salary



Profile Development

- Meet with employees and stakeholders as identified by the Board
- Provide our 31 Qualities survey to all community members - available in any language
- Conduct open forums to gather community input
- Review and make the final decision on the desired profile
- Review and approve flyer and application forms.



Recruiting and Screening

- Advertising and recruitment of candidates for the position.
- Conduct the initial screening of the candidates to present to the Board



Candidate Presentation

- Bring forward 8-12 top candidates for Board consideration; review application packets and video interviews
- Complete consensus building matrix to determine candidates
- Work with search firm to establish interview format and questions..
- Schedule 1st round interviews



Selection of Finalist

- Interview 1st round candidates
- Complete consensus building matrix to determine finalists.
- Work with search firm to establish interview format and questions
- Conduct interviews of finalists.
- Complete consensus building matrix to determine final candidate
- Announce Board selected Candidate



Future Planning

- Issue Media Releases regarding the process and selection of new District leadership
- Board Assessment is offered with results shared with Board and new leadership

Read on to learn more details about each step in our process.

WORKING WITH THE BOARD THROUGH THE SEARCH

At our first meeting with the Board, we will ask for a Board contact person and a district contact person. We can also discuss the frequency of desired contact regarding the search.

	Ray and Associates, Inc.	Board
Stage One: Board Input and Preparation	<ul style="list-style-type: none"> • Meet with the Board members individually to obtain input for profile development. • Meet with entire Board to set timeline, finalize procedures and services desired, establish Board contact person, discuss application process, set advertising and determine salary. 	<ul style="list-style-type: none"> • Provide individual input for profile development. • Set the timeline, finalize procedures and services desired, provide Board contact person, set advertising and salary.
Stage Two: Profile Development and Process	<ul style="list-style-type: none"> • Meet with employees and stakeholders as identified by the Board. • Hold morning and evening open forums to collect community input. 	<ul style="list-style-type: none"> • Review and make the final decision on the desired profile. • Review and approve flyer and application forms.
Stage Three: Recruiting and Screening	<ul style="list-style-type: none"> • Advertising and recruitment of candidates for the position. • Screening of the candidates to bring forward the candidates that match the Board's criteria. 	
Stage Four: Candidate Presentation	<ul style="list-style-type: none"> • Bring forward 8-12 top candidates for Board consideration. • Provide a matrix to assess the top candidates. • Provide a summary of the individual Board responses. • Assist in establishing interview format and interview questions. • Schedule 1st round interviews. 	<ul style="list-style-type: none"> • Review application packets. • View video interviews. • Complete consensus building matrix to determine candidates to interview in 1st round. • Work with search firm to establish interview format and questions.
Stage Five: Selection of Finalist and Future Planning	<ul style="list-style-type: none"> • Following 1st round interviews, lead Board through consensus building activity to reach determination of finalists. • Assist in establishing interview format and questions. • Schedule interviews of finalists and moderate finalist forums • Professional background report ordered on finalists. • Lead Board through a consensus building activity to determine final candidate. 	<ul style="list-style-type: none"> • Interview 1st round candidates • Complete consensus building matrix to determine finalists. • Work with search firm to establish interview format and questions. • Conduct interviews of finalists. • Complete consensus building matrix to determine final candidate. • Announce Board Selected Candidate.

Stage One: Discovery – Board Input and Preparation

During the first stage, our goal is to learn more about your specifications and unique district culture in an effort to target needs with precision.

The firm will meet with each Board member individually to obtain input for the profile development. We will also meet with the entire Board to determine details like setting the timeline for the search, finalize procedures and services desired by the Board, establish the Board contact person(s), discuss the application process, set the advertising, and determine the salary, among other details.

Action Items during Stage 1:

- Customize the search process to meet the needs and expectations of the district.
- Conduct individual Board member interviews to assess the Board's priorities, goals, and objectives to aid in the development of the criteria and qualifications for the Superintendent position.
- Work with the Board to establish a timeline that lists each step in the search process.
- Discuss with the Board the requirements and salary range for the Superintendent position.
- Work with the District staff and those selected by the Board in the development of an accurate informational flyer and online application form.
- If desired, create the district's promotional brochure or video.

Examples of district prepared recruitment brochures:

MAT-SU APPROVED FLYER.PDF (DISTRICT PREPARED) JUNEAU VIDEO

Seeking a Superintendent of Schools

BALSZ

SCHOOL DISTRICT CHILDREN FIRST

Balsz School District Equity Statement

Balsz School District discloses barriers that marginalize individuals and groups. We create a safe and respectful, and welcoming environment conducive to student success. We provide individualized resources, interventions and learning opportunities to ensure equitable access within the community. This is where students become responsible citizens in a global society. Through informed reflection, we hold ourselves accountable for the responsibility of demanding equity in our practices, policies, and outcomes. We, the Balsz School District, celebrate fair and unbiased educational opportunities for all.

Our History

The Balsz name originated with German immigrant David Balsz, an entrepreneurial Arizona pioneer who owned property in Yuma, Arizona, before migrating to the Phoenix area more than 100 years ago. The Balsz family bought and sold cattle and sheep, and its 160-acre ranch was known for its fine fruit trees. The family reportedly owned the first brick house in Phoenix, where homes had previously been made of adobe. In 1891, Mr. Balsz secured the franchise to carry U.S. mail from Phoenix to Prescott, which he did using horses and buckboard wagons.

Staff

Balsz School District No. 31 is extremely proud of our staff. All of our classes are taught by highly qualified teachers.

- Students per Teacher (2019) 15.8
- Average Years of Teacher Experience (2019) 8.4
- Percentage of Teachers in First 3 years (2019) 34%

Student Diversity

Our Enrollment is Over 2,200!

10 plus languages represented throughout the district!

61% Hispanic
23% Black
6% Native American
5% White
.5% Asian
.7% Pacific Islander

Overview

Balsz School District No. 31 is located in the central-eastern portion of the City of Phoenix, in a pocket of land between Papago Park and Sky Harbor International Airport, not far from downtown Phoenix and Arizona State University. Bounded roughly by Thomas Road on the north and the Salt River on the south, 64th Street on the east and 32nd Street on the West, the district comprises approximately 6 square miles. The area is served by the 202, 143 and 153 Freeways and the Metro light-rail system.

Check us out at: www.balsz.org

BALSZ Balsz School District
Believe in Balsz... Balsz Believes in You!

Balsz School District No. 31 Seeks a Superintendent Who:

- Possesses excellent interpersonal skills, presents a positive image of the district, will listen to input and is a decision maker.
- Possesses the leadership skills, knowledge and sensitivity required to respond to the opportunities and challenges presented by a diverse student body and community.
- Has classroom experience in a K-12 setting.
- Is a strong communicator in speaking, listening and writing.
- Demonstrates commitment to community visibility and is actively engaged in a broad range of community groups and organizations.
- Has experience recruiting and maintaining exceptional staff for the district and schools.
- Is able to build consensus and commitment among individuals and groups.
- Promotes positive and inclusive student behavior conducive to a healthy and safe learning environment.
- Promotes a positive and professional environment that includes mutual trust and respect among faculty, staff, administrators and Board.
- Has a strong moral compass rooted in justice and equality together with the ability to develop and communicate and articulate a vision of quality education for the future to the board, staff and community while leading district diversity, equity and inclusion efforts.

Salary and Benefits

The salary will be in the range of \$150,000.00 plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting Board of Education criteria.

Requirements

A Superintendent Certificate, EdD or PhD is preferred. More information about the Superintendent accreditation process is available at the Department of Education website at: www.azed.edu/

Apply online at:
www.azedisc.com

Questions should be directed to:
Ray & Associates, Inc.
301 17th Street NE
PO Box 10045
Cedar Rapids, IA 52402
Phone: 319-393-3115 Fax: 319-393-6911
ray@rayassoc.com

Please do not contact the Governing Board or District directly.

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes Board review in an executive session of the Governing Board. After all applications have been reviewed and preliminary screening interviews conducted by the consulting firm, the names of the recommended finalists will be presented to the Balsz School District No. 31 Governing Board for its consideration. Selection of candidates for interviews is the sole responsibility of the Board. Candidates selected for interviews should expect that their names and resumes will become public information. Persons wishing to be considered for the position should submit an application file online including:

- A letter of application stating personal qualifications, experiences, and reasons for interest in the position.
- The online application form and a resume.
- 4 current letters of recommendation.

Deadline to Apply: November 29, 2021

SITKA SCHOOL DISTRICT SUPERINTENDENT SEARCH **SUGGESTED** PROCESS AND TIMELINE

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

DATE

Stage 1 Board Input & Preparation	<u>11/01/2023</u>	Consultant planning meeting with the Board and individual Board member interviews. <i>(Time: TBD) (option to conduct virtually)</i>
	<u>11/02/2023</u>	Begin preparing information for the District promotional flyer and online application form with the District liaison representative(s).
	<u>11/02/2023</u>	Notify all associates and other professional contacts of vacancy.
	<u>11/02/2023</u>	Contact constituents and stakeholders for input meetings on <u>11/20-21/2023</u> .
Stage 2 Profile Development & Process	<u>11/06/2023</u>	Online survey link, for input on developing the profile, available on District website from <u>11/06/2023</u> to <u>11/27/2023</u> .
	<u>11/20-21/2023</u>	Meetings with constituent and stakeholder group representatives. <i>(In person, virtual or both)</i>
	<u>11/27/2023</u>	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	<u>11/28/2023</u>	Promotional flyer or video draft due.
	<u>11/29/2023</u>	Board to finalize Superintendent profile for the promotional flyer and online application form. <i>(Time: TBD) (option to conduct virtually)</i>
Stage 3 Recruiting & Screening	<u>12/01/2023</u>	E-mail promotional flyer and online application instructions to interested candidates.
	<u>1/07/2024</u>	Deadline for all application materials. <i>(*See note below.)</i>
Stage 4 Candidate Presentation	<u>1/23/2024</u>	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. <i>(Time: TBD) (option to conduct virtually)</i>
	<u>Wk 1/29/2024</u>	Interview candidates (1 st round) <i>(option to conduct virtually)</i> .
	<u>Wk 1/29/2024</u>	Meeting with consultant following the last interview. <i>(Time: TBD) (option to conduct virtually)</i>
Stage 5 Selection of Finalist & Future Planning	<u>Wk 2/05/2024</u>	Interview finalist candidates (2 nd round).
	<u>Wk 2/05/2024</u>	Final meeting with consultant following the last interview. <i>(Time: TBD) (option to conduct virtually)</i>
	<u>TBD</u>	Consultant will discuss contract terms with the finalist.
	<u>TBD</u>	Offer the contract.
	<u>TBD</u>	Press release of new Superintendent.
	<u>TBD</u>	Board Self-Assessment Survey Results presented to the Board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors. (Actual dates to be determined in the first meeting with the Board.)**

Stage Two: Profile Development

Once we have collected information from the Board during the Discovery stage, the Profile Development process will begin.

Ray & Associates *firmly believes in parent, student, staff, and community participation in our process*, especially in the development of an accurate profile for the position. In this stage, we will engage with not only groups of constituents identified and selected by the Board, but the community at large as well. These opportunities help create an accurate profile of the Superintendent who would best fit your District's needs.

How We Engage



Individual and Group Interviews

We are eager to interview each Board member individually as well as visit with designated stakeholder groups as identified by the Board. From Administrators to Support Staff, the designated group bring unique perspectives to help us develop a comprehensive profile for leadership.



Open Community Forums

In addition to interviews, we host community forums and invite all community members, staff and parents to participate. With forums in both the morning and evening, we maximize attendance of constituents. These forums help us solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Superintendent.

The purpose of these meetings will be to educate stakeholders about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.



31 Desirable Characteristics Survey

In addition to scheduled meetings and forums, we offer an online profile survey option, our exclusive 31 Desirable Characteristics Survey. This survey has space for written comments and recommendations. The survey is available in various languages to be placed on the District website.

Results of our dialogue

The results of the stakeholder input is summarized in a report **shared with the Board and community** regarding **our findings and recommendations**.

We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration.

Our dialogue with constituents and interviews with individual Board members, coupled with survey results and comments, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

"In a somewhat constricted timetable, Ray & Associates lead a process to gather information from all stakeholder groups on the characteristics that should be prioritized in the search, managed the application and interview process, and organized a busy day of in-person forums and zoom meetings for stakeholder groups."

**- Ms. Victoria Powers
Bexley City Schools Board VP**

Community Engagement



USA School District REVISED 31 Qualities Survey 7-29-21

QUALITIES DESIRED IN THE NEW SUPERINTENDENT

* 1. Which group do you represent? (Please select only one)  0

- Teacher
- Administrator
- Support Staff
- Parent
- Student
- Non-Parent Community Member

||
INDIVIDUAL CONSTITUENT GROUP QUESTIONS ¶

¶
 DATE: → → → → ¶
 TIME: → → → ¶
 LOCATION: ·········· ¶

- ¶
 ¶
 1. → What do you consider as the significant strengths of the school district? ¶
 ¶
 ¶
 2. → What do you feel are the positives of the community/communities? ¶
 ¶
 ¶
 3. → What are qualities/management styles you would like to see in the new Superintendent? ¶
 ¶
 ¶
 4. → What are the critical issues the new Superintendent will face in this position? ¶
 ¶

Our firm provides all clients with the option to involve the community in the search process; from building the profile to the interview. Please see below a sample schedule for community input sessions.

SUPERINTENDENT SEARCH - COMMUNITY INPUT SESSIONS

Location: _____
Date: _____

TIME	GROUP
7:15 to 8:15 AM	Board of Education Employees
8:45 to 9:45 AM	Businesses, Gov't Officials & Community Organizations
10:15 to 11:15 AM	Parents, Community Members & Mentors
11:45 AM to 12:45 PM	Government Officials, Former Board of Education Members & Higher Education Partners
Lunch Break	
1:30 to 2:30 PM	School Administrators & Education Associations
2:45 to 3:45 PM	Community Organizations & Faith Leaders/Members
4:00 to 5:00 PM	Board of Education Employees
Dinner Break	
6:00 to 7:00 PM	Open Meeting
7:30 to 8:30 PM	Open Meeting

Sample of 31 Qualities Survey Results Provided to Board

Qualities Desired in a New District Administrator	Teachers (75)		Administrators (12 Eng. + 1 Sp.) = 13		Support Staff (33)		Parents (235 Eng. + 2 Sp.) = 237		Students (15)		Non-Parent Community Members (25)		Board of Education (8)		Abbreviated Definition of Quality and Characteristics
	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	
1	47	3	8	3	23	2	109	7	11	2	11	6	1	21	1. Willing to listen to input, and is a decision maker
2	35	9	6	7	14	10	121	5	7	8	18	1	7	1	2. Has leadership skills to respond to opportunities/challenges of diverse student body and community
3	4	30	0	27	2	30	24	31	4	15	2	29	0	29	3. Able to work with legislators and lead organization through legislative process
4	9	28	0	27	1	31	25	30	2	24	4	27	1	21	4. Ed.D. or Ph.D.
5	41	4	8	3	22	3	123	4	11	2	15	3	6	2	5. Strong moral compass rooted in justice and equality
6	36	7	8	3	15	8	133	3	8	5	12	5	3	9	6. Strong communicator in speaking, listening and writing
7	19	17	5	11	9	16	57	21	4	15	7	18	3	9	7. Commitment to visibility and actively engaged in a broad range of community groups
8	38	6	3	19	16	5	145	1	3	17	9	8	2	14	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	12	24	5	11	10	15	51	24	3	17	8	12	2	14	9. Ability to build consensus and commitment among individuals & groups
10	26	12	0	27	8	17	26	29	1	27	6	21	0	29	10. Has experience working effectively with employee representative groups/unions
11	17	19	6	7	15	8	73	15	6	10	6	21	4	7	11. Ability to delegate and oversee work of staff and maintain accountability
12	22	15	5	11	11	13	77	13	3	17	8	12	2	14	12. Experience with effective management that will benefit the long-term financial health of district
13	23	14	5	11	16	5	62	19	6	10	8	12	2	14	13. Possesses excellent interpersonal skills and can present a positive image of district
14	3	31	0	27	5	26	30	28	3	17	1	31	0	29	14. Non-traditional or "hybrid" with background in business and/or education
15	36	7	10	1	13	11	103	8	12	1	7	18	4	7	15. Strongly committed to "student centered" philosophy in all decisions
16	14	22	7	6	6	23	70	17	1	27	6	21	1	21	16. Ability to develop both short and long range goals
17	14	22	4	18	5	26	61	20	2	24	9	8	1	21	17. Ability to develop and communicate a vision of quality education
18	16	21	2	21	7	20	57	21	1	27	7	18	2	14	18. Experience in selection and implementation of educational priorities
19	22	15	2	21	4	29	80	12	7	8	6	21	1	21	19. Commitment to both academic and extracurricular programs

Qualities Desired in a New Superintendent	Teachers	Administrators	Support Staff	Parents	Students	Non-Parent Community Members	Board of Education	Total	Combined Ranking	Consultant Recommendation	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank		
1	3	3	2	7	2	6	21	44	6	Consider	1. Willing to listen to input, but is a decision maker
2	9	7	10	5	8	1	1	41	4	Recommend	2. Has leadership skills to respond to opportunities/challenges of diverse student body and community
3	30	27	30	31	15	29	29	191	31		3. Able to work with legislators and lead organization through legislative process
4	28	27	31	30	24	27	21	188	29		4. Ed.D. or Ph.D.
5	4	3	3	4	2	3	2	21	1	Recommend	5. Strong moral compass rooted in justice and equality
6	7	3	8	3	5	5	9	40	3	Recommend	6. Strong communicator in speaking, listening and writing
7	17	11	16	21	15	18	9	107	17		7. Commitment to visibility and actively engaged in a broad range of community groups
8	6	19	5	1	17	8	14	70	11	Consider	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	24	11	15	24	17	12	14	117	18		9. Ability to build consensus and commitment among individuals & groups
10	12	27	17	29	27	21	29	162	27		10. Has experience working effectively with employee representative groups/unions
11	19	7	8	15	10	21	7	87	13	Recommend	11. Ability to delegate and oversee work of staff and maintain accountability
12	15	11	13	13	17	12	14	95	14	Consider	12. Experience with effective management that will benefit the long-term financial health of district
13	14	11	5	19	10	12	14	85	12		13. Possesses excellent interpersonal skills and can present a positive image of district
14	31	27	26	28	17	31	29	189	30		14. Non-traditional or "hybrid" with background in business and/or education
15	7	1	11	8	1	18	7	53	7	Recommend	15. Strongly committed to "student centered" philosophy in all decisions
16	22	6	23	17	27	21	21	137	21		16. Ability to develop both short and long range goals
17	22	18	26	20	24	8	21	139	22		17. Ability to develop and communicate a vision of quality education
18	21	21	20	21	27	18	14	142	24		18. Experience in selection and implementation of educational priorities
19	15	21	29	12	8	21	21	127	19		19. Commitment to both academic and extracurricular programs

Stage Three: Recruitment

Using the newly created Profile as our guide, Ray & Associates will begin searching our extensive network of professionals to find the perfect match.

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

Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Superintendent as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country.
- Inform the firm's associates of the position and seek recommendations.
- Advertise in local, regional and national venues known for high readership by school leaders which venues are approved by the Board (i.e. AASA, NABSE, ALAS, etc.). **We will post a 30-day ad with EdWeek at no cost to the district.**
- Consult our extensive database for precise matches between District and candidate profiles.
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the Sitka School District position.
- Contact other organizations at state, regional and national levels regarding the position.
- Proactively seek out potential candidates at state and national conventions.

Sample Advertising

American Association of School Administrator's (AASA) website sample advertisement.

Superintendent of Schools [Back to Results](#)

Job ID: 4900017	Posted: October 31, 2008
Position Title: Superintendent of Schools	Entry Level: No
Company Name: [Redacted] Schools	Job Type: Full-Time
Job Function: Superintendent	Salary: \$200,000.00 - \$200,000.00 (Yearly Salary)
Location(s): [Redacted], 701, United States	

APPLY FOR THIS JOB

Contact Person: Ray and Associates, Inc.	Phone: 319-393-3115
Email Address: glr@rayassoc.com	Fax: 319-393-4931

[Save Job](#) [Email Job](#) [Print Job](#) [Apply For Job](#)

Job Description

[Redacted] Public Schools, located in [Redacted] seeks an individual with visionary leadership and strong administrative skills to lead a district of 8,500 students. Salary for the successful candidate will be in the range of \$200,000, plus an excellent comprehensive benefits package.

Interested candidates may request an application form by contacting:

Ray and Associates, Inc.
4403 1st Avenue S.E., Suite 407
Cedar Rapids, IA 52402-3221
Telephone: 319/393-3115
Fax: 319/393-4931

Sample advertisement in Education Week

SUPERINTENDENT

School District, located in _____, seeks an individual with visionary leadership and strong administrative skills to lead a district of students. Salary for the successful candidate will be in the range of \$ _____, plus an excellent comprehensive benefits package.

Interested candidates may apply online at
www.rayassoc.com

Ray and Associates, Inc.

Ph: 319/393-3115 E-mail: kathy@rayassoc.com

Application Deadline:

Please do not contact the Board or District directly.

Sample advertisement in ALAS

The screenshot shows the ALAS (Association of Latino Administrators and Superintendents) website. The header includes the ALAS logo and the text "ASSOCIATION OF LATINO ADMINISTRATORS AND SUPERINTENDENTS". A navigation menu contains links for Home, About Us, Conferences, Member Services, Job Postings, Academy, Sponsorships, and Resources. The breadcrumb trail reads: Home » Resources » Job Postings » Superintendent - Broward County Public Schools - Ft. Lauderdale - Florida. The main content area features an advertisement for the Superintendent position at Broward County Public Schools. The ad includes the USA TODAY Education logo with the tagline "We deliver resources, relevance and results." and states that USA TODAY Education delivers success to 30,000 classrooms every day. The job description text is: "Broward County Public Schools, the sixth largest public school system in the United States, located in Ft. Lauderdale, Florida, seeks an individual with visionary leadership and strong administrative skills to lead a district of more than 250,000 students. Salary for the successful candidate will be in the range of \$275,000, plus an excellent comprehensive benefits package. Interested candidates may request an application form by contacting: Ray and Associates, Inc. 4403 1st Avenue S.E., Suite 407 Cedar Rapids, IA 52402-3221 Telephone: 319-393-3115 Fax: 319-393-4004". A "back to Job Postings" link is also present. The footer of the page indicates "Internet | Protected Mode: Off".

Stage Four: Candidate Screening and Presentation

As part of the candidate presentation to the Board, Ray and Associates will bring before the Board 8-12 top candidates for the Board's consideration. Our team will review the application information for these 8-12 candidates making sure they meet the desired qualities selected by the Board (i.e. teaching

experience, etc.) Additionally, these candidates will be screened by our team which consists of the following:

- Checking the internet, social media, etc. to see what, if any, articles are found.
- Asking if they are still interested in the position.
- If nothing negative is found on the internet, the candidate is contacted and asked a series of questions including “Have you applied for any other position?”, “What is the status of your contract?”, “Have you ever been released, fired or resigned from a position?”. The candidates are also asked some district specific questions.
- We then contact references and non-references asking them a series of questions.

The 8-12 candidates are also asked to complete a one-way video through the Spark Hire system. If the candidates are deemed viable their application packet and video will be presented to the Board for review. Our team will discuss information found during the screening and assistance will be given to the Board to assist in making the decision about who to advance to the 1st round interviews.

Upon the completion of the candidate review, Board members will be asked to individually complete a matrix which allows them to compare each top candidate against one another. The R&A representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates advance to the interview stage.

The Interviews

Ray & Associates will coordinate all logistics of the interview process with candidates, as well as assist the Board in establishing the interview format, developing interview questions, and evaluating post-interview.

Stage Five: Candidate Selection

First Round Interviews

We typically conduct First Round Interviews with 6-8 Candidates in a virtual format (in-person is also an option) in an effort to maximize cost savings for the District. Following all interviews, the same matrix from the candidate presentation will be conducted to narrow the candidate pool down to typically two to three finalists.

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

Final Interviews

Final Interviews are conducted on-site, in-person with the Finalists and district personnel. These interviews include a final interview with the Board as well as meetings with small constituent groups as identified by the Board. Additionally, forums with Administrators, Teachers and Support Staff, and the

Community at large will be held. Our team will moderate those forums. Candidate Impression Forms are provided to all participants asking for feedback without the ability to rank the candidates.

Once a final candidate is selected, we work with you to lay the foundation for a winning offer. Our team will work with the district legal staff in negotiating the contract with the successful candidate at no additional cost to the district.

Stage Six: Future Planning

After your offer is accepted, we stay in touch with you and the candidate to support a smooth transition and a successful start with your District.



Release of the New Candidate

Upon the selection of the Superintendent, Ray and Associates will work with the Marketing and Communications Team for the District to issue a press release regarding the process and selection of the new leadership.

We also send appropriate communications to the candidates not selected by the Board.



Board and District Assessment

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



6 Month Follow-Up Assessment

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

Search Cost: The Complete Process

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

Cost Breakdown

The base fee for performance of the Superintendent search by the consultant as provided in this Proposal will be seventeen thousand dollars (\$17,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed

expenses will be adjusted accordingly. Ray & Associates will discuss any modifications relating to the search fee regarding our services at the formal presentation.

The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when candidates are presented to the Board.

We will provide the Board with criminal, civil litigation, social security, motor vehicle and sex offender registry and verification of educational degrees for the top (2-3) candidates at no additional fee. There is no charge by Ray & Associates for the services to assist the Board in negotiating a contract with the new Superintendent and the development of the contract terms.

Price Match

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

Consultant Reimbursed Expenses: Search expenses, including travel, lodging, meals, shipping, and other related items will be kept to a minimum and are to be reimbursed by the district. Said expenses will be invoiced as they occur and will include a detailed account listing.

Candidate Expenses: Many Districts reimburse candidates for interview expenses, such as travel, lodging and meals for the candidate and spouse. In this case, Candidates will submit all receipts and expense documentation to a designated individual at the District. Said expenses will be paid by the District as they occur.

Cost Saving Expense Options: Ray & Associates. is aware of budget concerns and offers several cost saving options including:

- Conduct meetings with our consultants via Zoom to minimize Associate travel expenses
- Review and utilize meeting materials electronically via email, shared drive, etc.
- Conduct First Round Candidate Interviews via Zoom to reduce candidate travel expenses

ESTIMATED COST SHEET – SITKA SCHOOL DISTRICT

Ray & Associates will spend as much time as needed to conduct a successful search for Sitka School District. **Please Note: Our flat fee is inclusive of all services.** The only hourly rates that would apply would be for requests above and beyond this Proposal; these rates run from \$50/hour for administrative work and \$200/hour for Associate work.

Base Fee:

Ray & Associates Contracted Base Fee \$17,000.00

Associate Travel:

Airfare (if needed) \$2,000.00
Rental car 500.00
Hotel 700.00
Meals 300.00
*Travel Subtotal \$3,500.00

*Expenses will be less if the district has the firm participate virtually reducing travel expenses.

Board Approved Advertising:

Advertising expenses are stated separately as they are dependent upon each District and their unique needs. Our Associates make recommendations, and the Board has the final authority on frequency and dollars spent. Ray & Associates *does not collect a commission* for placing the ads. The average spent on advertising by a District is \$1,200 to \$1,500.

Advertising Expenses \$1,200.00

**ESTIMATED TOTAL SEARCH COST \$21,700.00

**Does not include estimated candidate expenses for interviews.

Candidate Expenses:

The actual number of candidates interviewed is at the discretion of the Board. The estimated cost to interview a candidate is approximately \$2,000. This estimate is dependent on the candidate's geographic location and the Board's reimbursement policy. Candidate travel expense reimbursement is the responsibility of the District.

All expenses are estimates, based on past experiences. Sitka School District will be billed only for actual expenses incurred.

References

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

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
Fairbanks North Star Borough School District	Fairbanks, AK	Chrya Sanderson	Board President	Cell: 907-488-3866 Chrya.sanderson@k12northstar.org
Juneau City School District	Juneau, AK	Deedie Sorensen	Board President	Cell: 907-723-4473 Deedie.sorensen@juneauschools.org
Alhambra Elementary School District	Phoenix, AZ	Cathleen O'Neil Frantz	Former Board Member (former Board President)	Cell: 602-579-0368 cathleenoneilfrantz@alhambraesd.org
Madison School District	Phoenix, AZ	Sarah Speer	Board Member (Former Board President)	Cell: 602-538-1705 sspeer@madison.org

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

Commitment to Diversity, Equity, and Inclusion

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

Ray & Associates is committed to identifying the best candidates that ensures each student will have the resources and support needed for their educational journey each and every day. We understand that students, staff, families and the community are the foundation and as our goal, we commit to finding the best candidates that will do the following:

- Provide quality instruction for each student.
- Include all students, families, staff, and community members.
- Transform systems that contribute to inequities.
- Develop relationships that are intentional and reciprocal.
- Collaborate with families, students, staff, and community.
- Communicate in an honest, open, and courageous manner.

Join us as we **WORK** together. **ASK** questions. **LISTEN** fully. **ACT** meaningfully!

Final Remarks

Satisfaction Guaranteed: Ray and Associates, Inc. or Sitka School District may terminate this contract at any time for any reason by giving at least fourteen (14) days' notice in writing. If the contract is terminated by Sitka School District as provided herein, Ray and Associates, Inc. shall be paid a mutually agreed upon payment as negotiated between Ray and Associates, Inc. and Sitka School District for the work completed as of the date of notification of termination. Ray and Associates, Inc. shall incur no additional fees and expenses payable by Sitka School District after notice of termination without written authorization from Sitka School District.

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

In addition to this, we do not recruit candidates we have placed for a minimum of 5 years.

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

At Ray & Associates, it's our job to take the pressure off your team. The details and process are our specialty, and you will see this in every step of the search. Our priority is to guide your focus toward the big picture, allowing you to focus on learning more about the potential leader for your District, asking critical questions, and shaping the future for your students.

Should you have any questions about this Proposal, please do not hesitate to contact us at kathy@rayassoc.com or via phone at 319-393-3115.

Thank you for your time as you make this decision to shape the future of your district. We are extremely pleased to be considered as your partner in the process to identify and engage your next visionary leader.



Executive Search Proposal

Presented to



**Sitka School District
Board of Education**

October 18, 2023

Helping Your Board Create Opportunity from Change

October 18, 2023

Todd Gebler
Sitka School District
300 Kostrometinoff Street
Sitka AK 99825

Dear Board President Gebler,

Thank you for the opportunity to provide you with more information regarding the AASB superintendent search process. We offer a full slate of services to assist school boards in one of their most important decision-making processes. The enclosed proposal outlines those services.

Our Association has a long history of serving school boards and working with the Sitka School Board. We are proud of our track record in assisting many Alaska school boards in their selection process and the selection of one Commissioner of Education. As former school board members who have experience undergoing superintendent searches in our previous districts, we are intimately familiar with what works best and the challenges boards face in this endeavor. We know that it is school boards who must make the necessary decisions to complete a successful search. Our goal is to help your Board find the best possible candidate, an individual who most closely matches the selection criteria you adopt for the search and who is committed to improving student achievement in your district.

Please note, too, that our proposal includes an additional facilitated workshop with the Board and new Superintendent to be scheduled at your convenience in the six months following the start date. This workshop helps support the working relationship between the Board and Superintendent, and reflects our ongoing commitment to help school boards in Alaska practice excellent governance.

The professional fee for this service is \$14,500. This fee includes all of the components described in the attached document, subject to adjustments necessary to meet the specific needs of the Sitka School District. Reimbursement to the Association is required for actual out-of-pocket expenses and any paid advertisements needed for the search.

Please review the Scope of Services following this letter. Please sign the Memorandum of Agreement and return it to me if it is satisfactory.

If you have any questions or need further clarification, please contact me.

Sincerely,



Katie Oliver
Policy and Superintendent Search Manager
koliver@asb.org

THE SEARCH PROCESS

The Association of Alaska School Boards (AASB) has a long history of successfully assisting school boards in selecting superintendents. This success has been grounded in providing a local-control-based search process, quality reference and background information, an extensive state and national network of contacts, and state and national advertising options (when selected by a district).

Throughout the entire process, AASB emphasizes that the search shall be objective, fair, confidential (subject to applicable Alaska Law including the Public Records Act and the Open Meetings Act), and reflective of the criteria and wishes expressed by the Board. The AASB search consultant does not become involved in selecting your new superintendent but rather facilitates the Board's selection.

SCOPE OF SERVICES

1. Superintendent Search Initiation

a) Develop Your Action Plan

The superintendent selection process is tailored to the needs of your school board and district. The search consultant will assist the Board in developing an action plan covering all aspects of the search, which can include but not be limited to:

- Develop a strategic timeline that, depending on your district's circumstances, maximizes the number of applications that could be received.
- Develop selection criteria and leadership profile.
- Develop, conduct and summarize stakeholder surveys if desired.
- Compile relevant comparable salary and benefit information.
- Distribute the vacancy notice.
- Develop an application that reflects Board goals and interests.
- Recruit candidates.
- Compile application files.
- Conduct and compile candidate background reviews.
- Assist and facilitate the Board in determining finalists.
- Develop public notices and media notes.
- Organize and facilitate Board interviews of finalist candidates (and semifinalists if needed).
- Facilitate a review (including legal review) of the contract draft or template and facilitate board determination of contract offer terms.

Other considerations:

- Facilitate Board determination of the level of community and staff involvement

- Facilitate Board determination of the designation of a board member and/or district staff member as the key contact for AASB in coordinating search activities

b) Identify Selection Criteria

The search consultant will assist the Board in developing selection criteria and a profile for the desired candidate, including professional experience, educational background, and management style. These criteria are used throughout the search. If desired by the Board, the search consultant is prepared to conduct community and staff forums to gather additional information and seek comments on the selection criteria established by the Board. This can include up to three separate stakeholder surveys and summary reports for the Board. AASB will also review District policies, regulations, and bylaws to ensure that the search and selection process is compliant with the District's policies, regulations, and bylaws.

c) Timeline

An adequate timeline is critical to the success of a search. The timeline shown below should be considered a guideline and can be shortened or lengthened to meet the district's needs. We will work with the district to determine the best dates for meetings and activities.

<i>ACTIVITY</i>	<i>Suggested Dates</i>
Meet with Board to develop criteria/design electronic vacancy notice	Week 1 (Week of Nov 20)
Accept materials from candidates and conduct background checks	Week 3 to 6 {3 to 4 weeks} (Dec 4 to December 29)
Meet with board to screen for semi-finalists/finalist	Week 6 - 7(Week of Jan 8)
Board Members conduct reference checks	Week 7 - 8(Week of Jan 15)
Conduct preliminary screening interviews (<i>Optional</i>)	<i>TBD</i>
Notify finalists and arrange interviews	Week 8 (Jan 19)
Conduct interviews, final selection, secure contract	Week 10 (Feb. 2 - 3)
Superintendent begins	July 1, 2024
Follow-up workshop with Board & superintendent	By the end of Dec 2024

d) The Recruitment Process

Once the selection criteria have been identified, the search consultant will work with the Board to develop a vacancy announcement that will describe the position, the selection criteria, the district, and the community. This will be published using an attractive online brochure. AASB will ensure that the announcement receives wide circulation through state and national professional associations, websites, and, where authorized by the Board, paid advertisements.

e) Applicants & Eligibility

AASB uses an entirely online application process. Applicants will complete an online profile and then must complete specific application questions tailored to your district based upon Board input and requirements. Applicants must provide evidence for meeting or exceeding the Board's minimum

requirements for the position, and all information must be submitted to create a complete application. Only complete applications will be forwarded to the Board for review.

AASB will check for certification and recency credits and conduct preliminary background checks on each candidate that meets the basic search criteria. Each application will be examined, and AASB will inform the Board as to whether each applicant is eligible or non-eligible based on the Board's minimum requirements.

f) Background And Reference Checks

AASB will conduct confidential background investigations of all qualified candidates through our statewide and national network of contacts. This network is one of the most valuable features of the AASB search process, particularly if the Board is interested in conducting a nationwide search. AASB staff can solicit candid information through other state associations and contacts that your local search committee or other consultants would not necessarily secure. Included in the fee for service, AASB will conduct a national criminal background check, a sex offender list check, and an SSN trace for each applicant. An education, employer, and professional license verification are also provided for each applicant.

2. Finalist or Semifinalist Selection

AASB maintains that the applications for the superintendent search are the property of AASB. As such, they will remain confidential. If required and requested by the Board, and once the application period has closed, AASB would release only the names of the applicants to the Board President.

a) Screening to Identify Semifinalists (*Optional Step, Additional Cost*)

A brief oral report of each candidate's background will be presented to the Board before the file review. This report will be accompanied by a written summary of each candidate's employment and educational history. All files will be presented to the Board for consideration during the finalist selection process. The search consultant will meet with the Board to facilitate the screening process. If a separate committee process beyond the Board is utilized, the search consultant will facilitate this process. Once semifinalists are chosen, the search consultant can assist boards through video teleconference or web meeting interviews. **THIS IS AN ADDITIONAL COST** based on AASB's daily rate, as it is an additional visit to the district.

b) Selection Of Finalists & Logistics

Based on the review of candidate files, the background checks, and possibly previous videoconference interviews (if conducted), the Board will select finalists to interview in person and onsite. Finalists will be notified immediately by AASB of their selection and invited for an interview. AASB will communicate appropriately to candidates not selected as finalists. AASB will draft a press release for the Board to use that provides a short narrative of each finalist that includes their credentials and work history. This release will be disseminated to the school district, the public and local news media.

AASB will be responsible for oversight of all travel logistics and facilitating search activities while the candidates are on site.

AASB can assist with the superintendent contract review with the Board. The Board may also choose to enlist the aid of the Board's legal counsel. AASB usually facilitates the offer development by the Board and assists with the final contract negotiation. The AASB facilitators have extensive experience with this aspect of the hiring process.

3. Superintendent Selection

a) The Onsite or Virtual Interview Process

The search consultant will meet with the Board (as well as staff or community interview committees) to provide information on the mechanics of conducting successful interviews and assist the Board in developing effective interview questions. The search consultant will also help prepare a public announcement of the superintendent selection suitable for a press release.

The search consultant will be onsite to help orient candidates to the community during their onsite interview and work with the Board to plan functions, allowing the candidates to meet with constituent groups. The search consultant will facilitate community and staff forums or surveys with the candidates as requested.

AASB understands a school board's desire to make sure its stakeholders feel that they have an opportunity to provide input to the Board about the choice of the next superintendent. AASB will include one stakeholder survey and one stakeholder forum (in-person or virtual) included in the fee for service. Stakeholders may include but are not limited to certified staff, classified staff, administration, building principals, students, parents, tribes, the military, and community members. Any additional stakeholder surveys will be charged at a rate of **\$300 each**. Additional facilitated forums will be charged at **\$600 each**. AASB provides a summary of forum participant feedback for the Board.

As noted previously, AASB is prepared to facilitate this portion of the search in a virtual manner if need be.

4. Developing a Successful Team; Board / Superintendent Workshop (included as a benefit for a successful search, not refundable)

One of the key factors leading to a good transition between the Board and new superintendent is the development of a trusting and effective relationship. One of the most crucial opportunities for that to happen is at a facilitated workshop with the new superintendent and the Board. Following the appointment of the new superintendent, the search consultant will conduct a workshop in the district to help identify expectations, clarify responsibilities and develop priorities. This workshop, generally held in the early fall, supports the new board-superintendent team in establishing effective lines of communication and a positive working relationship. This workshop is included in the price of the service set forth and is offered as a value of membership in the Association of Alaska School Boards. There is no refund value available to the district if it is not used. This follow-up workshop must be scheduled to occur by the **end of 2024** to receive it as a part of this comprehensive service.

MEMORANDUM OF AGREEMENT

Sitka School District and Association of Alaska School Boards

The Association of Alaska School Boards looks forward to assisting the Sitka School District Board of Education with their search to secure a superintendent of schools. AASB's involvement will include one virtual meeting with the Board to establish the search criteria, qualifications, and timeline, two virtual or onsite search facilitations, and ongoing telephonic or web meeting support throughout the entire process. AASB will also provide up to two separate stakeholder surveys, one stakeholder virtual forum, and summary reports needed for the Board if desired

I. CONDITIONS

- a. The Sitka School District Board of Education will pay a professional fee of **\$14,500.00**, payable to the Association of Alaska School Boards.
- b. In addition to the professional fee, the Sitka School District Board of Education shall reimburse the Association of Alaska School Boards for reasonable expenses. Expenses include but are not necessarily limited to travel, lodging, and food for AASB staff and candidates. (*Cost estimates for expenses of onsite facilitated meetings and interviews are described in the Scope of Services. They are not quotes.*) An onsite visit is typically two days in duration. **Any requirement for a more extended onsite visit will be invoiced at the standard rate of \$1,320 per day.** Expenses also comprise additional costs including, but not limited to, specific additional advertising and additional background or reference checks not normally executed as approved by the Board of Education. Please mark if the additional federal civil records check is desired for each applicant:

 ___ Federal Civil Records Check (\$20 per applicant)
- c. The Sitka School District warrants that it is an equal opportunity employer and functions in accordance with applicable state and federal laws. AASB warrants that it is an equal opportunity employer and functions in accordance with applicable state and federal laws.
- d. The services that AASB shall provide to the Sitka School District shall be those services set out in the **Scope of Services** incorporated here by reference.
- e. The Sitka School District shall indemnify and hold the Association of Alaska School Boards harmless from liability not arising through the gross negligence or intentional misconduct of the Association of Alaska School Boards.

II. DISCONTINUANCE OF SERVICE

Either party may terminate this contract at any time by a notice in writing delivered by one party to the other. This includes the decision of the Board to suspend the current search. Notice of termination shall be provided as follows:



Lon Garrison, Executive Director, Association of Alaska School Boards,
lgarrison@asab.org.

Todd Gebler, Board President, Sitka School District,
geblert@sitkaschools.org

In the event that the search is *suspended* and will be restarted at a later date, this MOA will be terminated, and a renegotiated MOA will need to be approved to complete the search. Consideration for work previously completed and fixed costs to be incurred that are outside of AASB's control, such as necessary additional background and reference checks, will be incorporated into the new agreement.

In the event of contract termination, the Association of Alaska School Boards will be reimbursed for all expenses through the date of termination or the date of receipt of notice of termination, whichever is later, and will be eligible for all professional fees payable in accordance with paragraph I-a, prorating any unused portion of the scope of services based on the cumulative percentage of service completed (see the table below), except that if the Sitka School District Board of Education hires any candidate applying through or submitted by the Association of Alaska School Boards; the entire fee shall be deemed "earned" and paid as though paragraph I-a were still in effect.

1. Superintendent Search Initiation (20% of total fee)	\$2,900 plus expenses
2. Search Initiation & Finalist Selection (40% of total fee)	\$5,800 plus expenses
3. Successful Search Selection (40% of total fee)	<u>\$5,800 plus expenses</u>
Total=	\$14,500 plus expenses

If the terms set forth in this Memorandum of Agreement meet with the Board's approval, please indicate acceptance by having the appropriate official sign and return a copy with original signatures for our files.

The Sitka School District Board of Education agrees to engage the Association of Alaska School Boards, 1111 West 9th Street, Juneau, Alaska 99801-1811, to serve as consultants to the Board in conducting a search for their Superintendent of Schools in accordance with this Agreement.

Lon D. Garrison, Executive Director

Date

Todd Gebler, President
Sitka School District

Date