

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at www.4j.lane.edu/stream, or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzdz09>

School Board Meeting Request Forms:

Provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 5 p.m. on the **Monday** before the meeting.

5:30 PM

5:30 p.m. Work Session, Executive Session (non-public) and 7:00 p.m. Special Board Meeting

- I. **5:30 p.m. Board Work Session:** Review Superintendent Selection Timeline and Next Steps with Alma Advisory Group 3
- II. **Executive Session following the Work Session:**
 - 1. The board will convene in executive session to consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2)(f). Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
- III. **7:00 p.m. Special Board Meeting:**
- IV. Call to Order, Roll Call
- V. Items Raised by the Audience
- VI. Comments by Employee Groups
- VII. Items for Action
 - 1. Approve Superintendent Selection Standards, Competencies and Skills (15 minutes) 35
 Presenter: Judy Newman, Board Chair
 - 2. Approve Superintendent selection Process Next Steps and Timeline (20 minutes) 46
 Presenter: Judy Newman, Board Chair
- VIII. Adjourn
- IX. Suggestions by the Board for Consideration of Items at a Future Meeting
 - 1. Consider Meeting Schedule and Discuss Dates for Discussion on Board 47
 Goals:
 - 1. North Region Plan
 - 2. District Communication Strategy (10 minutes)
 Presenter: Judy Newman
 - 2. **XIV.1. 2021–22 Board Meeting Dates:**
JULY: ~~Thursday, July 1, 2021—Special Board Meeting~~
AUGUST: ~~Wednesday, August 4 and Wednesday, August 18;~~
Board Retreat Dates: ~~August 25 and August 28~~
SEPTEMBER: ~~Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29~~
OCTOBER: ~~Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27~~
NOVEMBER: ~~Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23~~
DECEMBER: ~~Wed, Dec. 1; Wed, Dec. 8; Wednesday, December 15~~
JANUARY 2022: ~~Tuesday, January 4, 2022; Wednesday, January 12; Wednesday, January 19; Wednesday, January 26; Monday, January 31~~
FEBRUARY: ~~Wednesday, February 2; Wednesday, February 9; Wednesday,~~

~~February 16; Wednesday, February 23; Board Training February 26 & 27~~
MARCH: ~~Wednesday, March 2; Monday, March 7;~~ Wednesday, March 9;
Wednesday, March 16; Wednesday, March 30
APRIL: Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday,
April 27
MAY: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday,
May 25
JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the
TDD Relay Number 1 (800) 735-2900



ITEM FOR INFORMATION – WORK SESSION

Date of Meeting

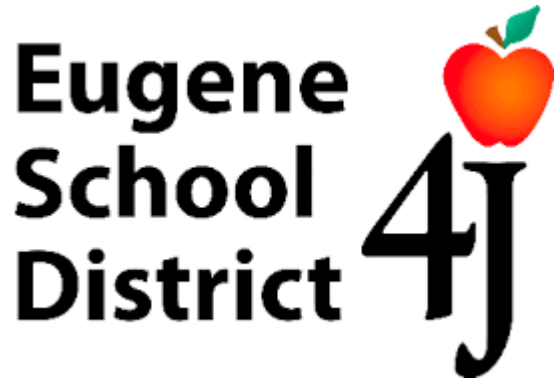
March 9, 2022

Title

Review Superintendent Selection Timeline and Next Steps with Alma Advisory Group

Discussion

The Board will meet with Alma Advisory Group to review and discuss the superintendent selection timeline and next steps.



**Eugene School District
Superintendent Search
Board Work Session
March 2, 2022**



Update: The Board's Collective Work

- **Board members canceled vacations** and personal plans to spend two days together
- The event was an important opportunity to **reset and build community**
- Board members took their work seriously and stayed present as they **worked through some of their most pressing challenges**
- They made several commitments in the interest of strengthening their collective work:
 - **Be curious** and seek to understand
 - **Address concerns directly** and verify before responding
 - **No derogatory comments** with staff or in the public arena about each other, including press, social media or other forums
- This work was **an encouraging start** to continued work that should continue from here

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Our Shared Purpose

Our goal is to lead a fair and open search process for the next permanent Superintendent of Eugene School District 4J.

Our purpose is to communicate clearly and to lead a transparent search process, designed to mitigate bias every step of the way, where all voices of the 4J community are valued.



Our Expected Timeline

March

1. Alma Screen & 1st Round Interview

- Conducted by Alma team
- Assess experience, key competencies, mission-alignment
- Resume review
- Phone interview
- Initial background search
- Candidate profile created

Late March

2. 2nd Round Interview

- Conducted Board members in small teams
- Assess organizational fit, core competencies
- Scenario-based questions

April

3. Semi-Finalist Round, Board Members

- Conducted by Board
- Assessment on competencies and leadership ability
- Includes performance task
- May include 2 to 3 interviews, focused on different aspects of the role
- Full background check

Late April

4. Finalist Round, Board, Staff & Community

- Final interview(s) with Board members
- Community and staff engagement
- Primary assessment on cultural fit and alignment



3 Primary Activities to Participate

COMMUNITY GATHERING

Focus was to learn about the process and engage in conversations with the community.

INTERVIEWS & FOCUS GROUPS

1:1 interviews and focus groups with teachers, students, principals, staff, union leaders and community partners

Allowed deeper discussions by role.

STAFF & COMMUNITY SURVEY

Survey was open for one month as an opportunity for broader community input.

Over 3,700 respondents.

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Stakeholder and Community Engagement



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MEETINGS

Community gatherings, focus groups, student panels, board member interviews

215

PARTICIPANTS

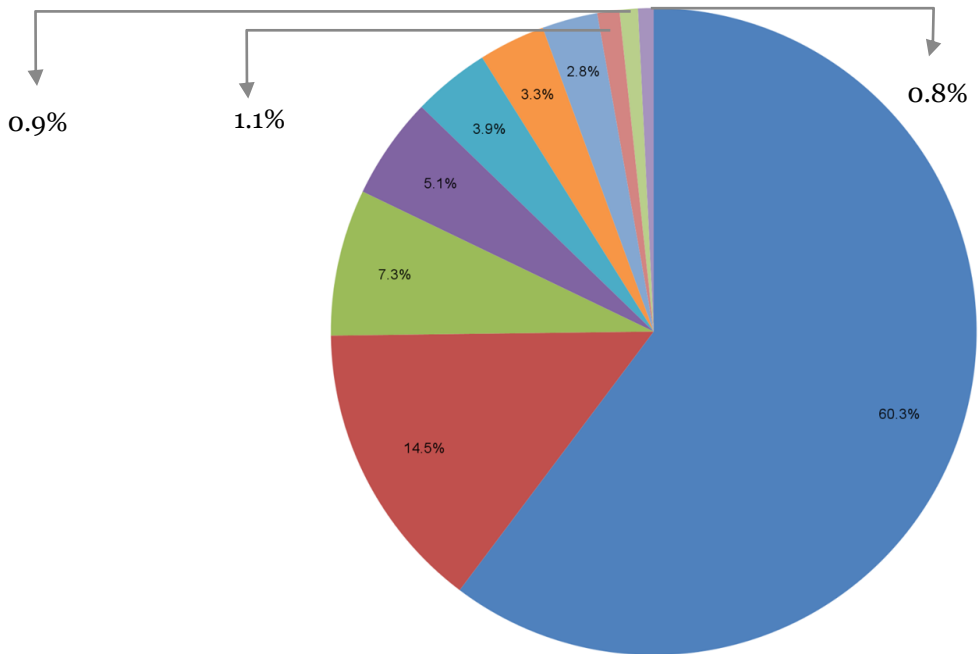
Families, students, teachers, school leaders, district staff, community leaders and partners, and graduates

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Significant Participation in Community Survey

3,712

SURVEY RESPONSES

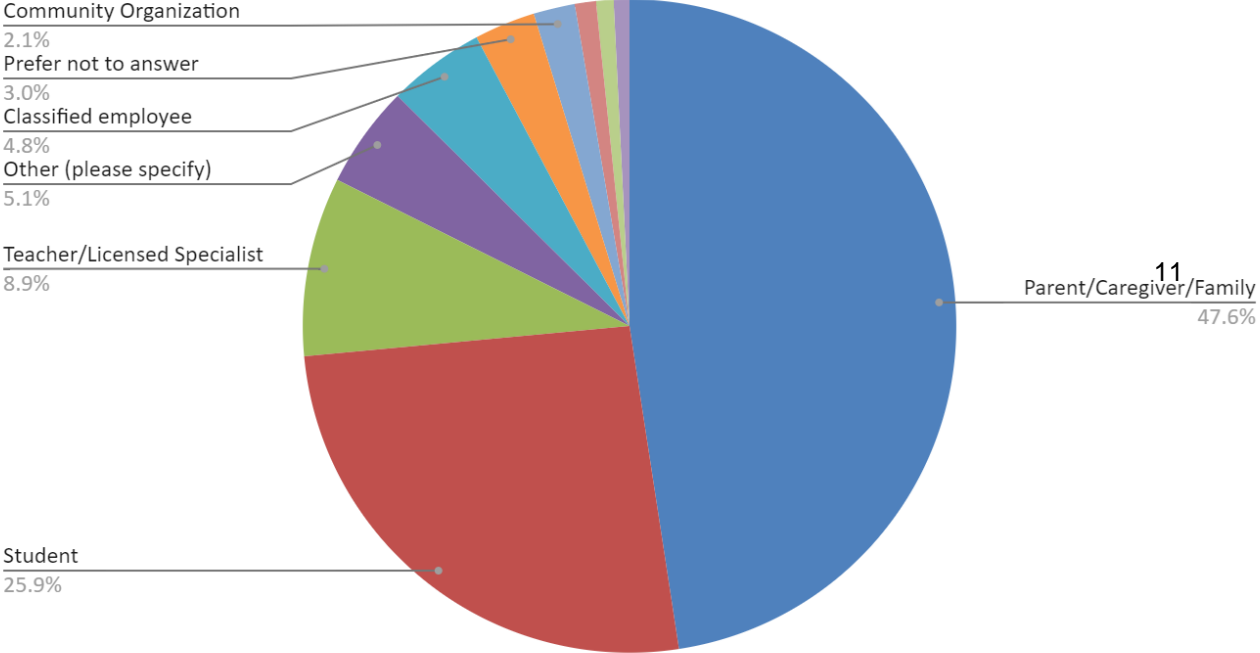


- Caucasian, Euro-American, White
- Prefer not to answer
- Hispanic American, Chicana/o/x/ @, Latina/o/x/ @
- Asian American or East Asian (not South Asian)
- African American, Afro-Caribbean, or Black
- Other (please specify)
- Alaska Native, American Indian, First Nations, Indigenous, Native, Native American
- Indian American or South Asian
- Native Hawaiian or Other Pacific Islander
- Arab American or Middle Eastern



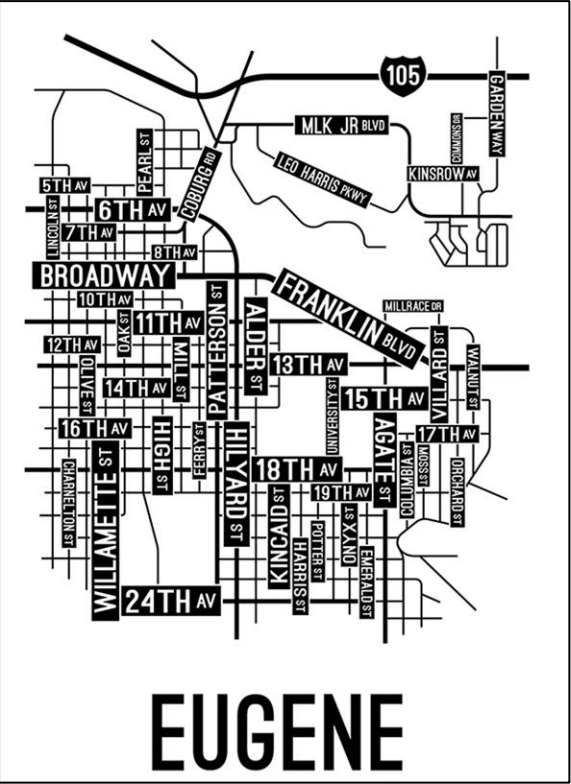
Survey has high participation from many groups

3,712
SURVEY RESPONSES



Nearly 75% of respondents were 4J students, graduates & families
About 15% were employees of 4J

Geographic Breakdown of Survey Responses



South Eugene	34.5%
North Eugene	20.7%
Sheldon Region	19.6%
Churchill Region	17.5%
Outside of 4J	7.7%

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Our Community Gatherings

We asked guiding questions:

1. **What keeps you up at night** regarding your specific schools or your neighborhood?
And what gives you comfort?
2. **What do you love most** about 4J that will be important for our permanent Superintendent to champion and protect?
3. What do you see as the **top 2 to 3 areas of improvement** for 4J that our permanent³ Superintendent will need to lead us through during the next 3 to 5 years?
4. **What skills do you think will be most important** for our Superintendent to be successful in the role?
5. **What would you like to see** from us that would demonstrate to you that what you shared with us **made a difference** in this process?
6. If there is **one question that you could ask a potential candidate** for this role, what would it be?



Stakeholder and Community Engagement

WHAT WE HAVE LEARNED SO FAR

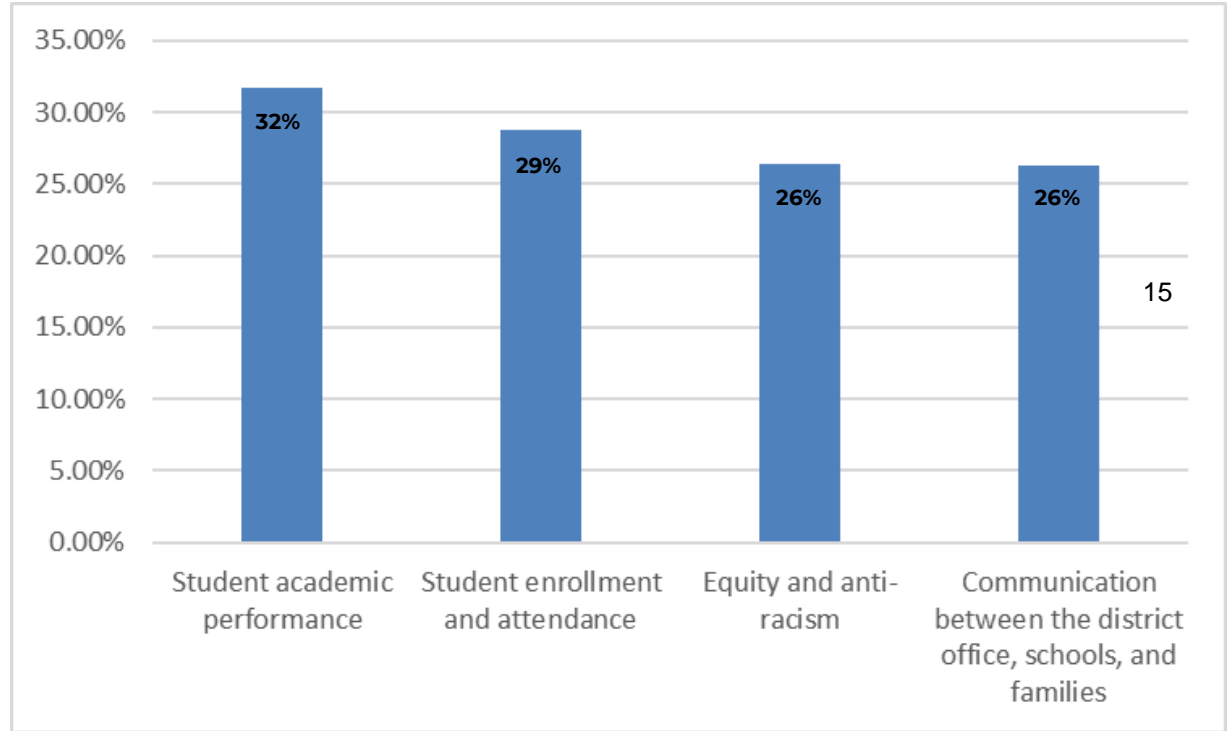
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Diverse ideas. Honest, vocal, and candid points of view.



4J's Strengths

The top four strengths identified by survey respondents on what 4J does well today that needs to be preserved by the Superintendent



4J's Strengths

From the perspective of parents, community members, students and staff, the following positive trends surfaced during multiple sessions.

- **Language rich opportunities.** “We have rich **language immersion programs** from K-12, we have international programs.”
- **Educators are committed** to students and are adept at meeting students where they are. “They really **care about students**. We teach kids how to read so they can read and be critical thinkers.” and “The **strength of the district is the staff**, the human capital of the district is the most important asset and resource.” and “We have some passionate educators at all levels—**every single person** in a school from the bus drivers to the nutrition services people—everyone **cares so much**.”
- Consistent recognition that district is moving in the right direction in support of **diversity, inclusion, and safety**. “The equity and inclusion directors have done great work providing wrap around services and reaching out to our latinx families.” and “We have a **strong equity focus**, debatable on how effective, want to **keep this going** and keep building.”



4J's Strengths

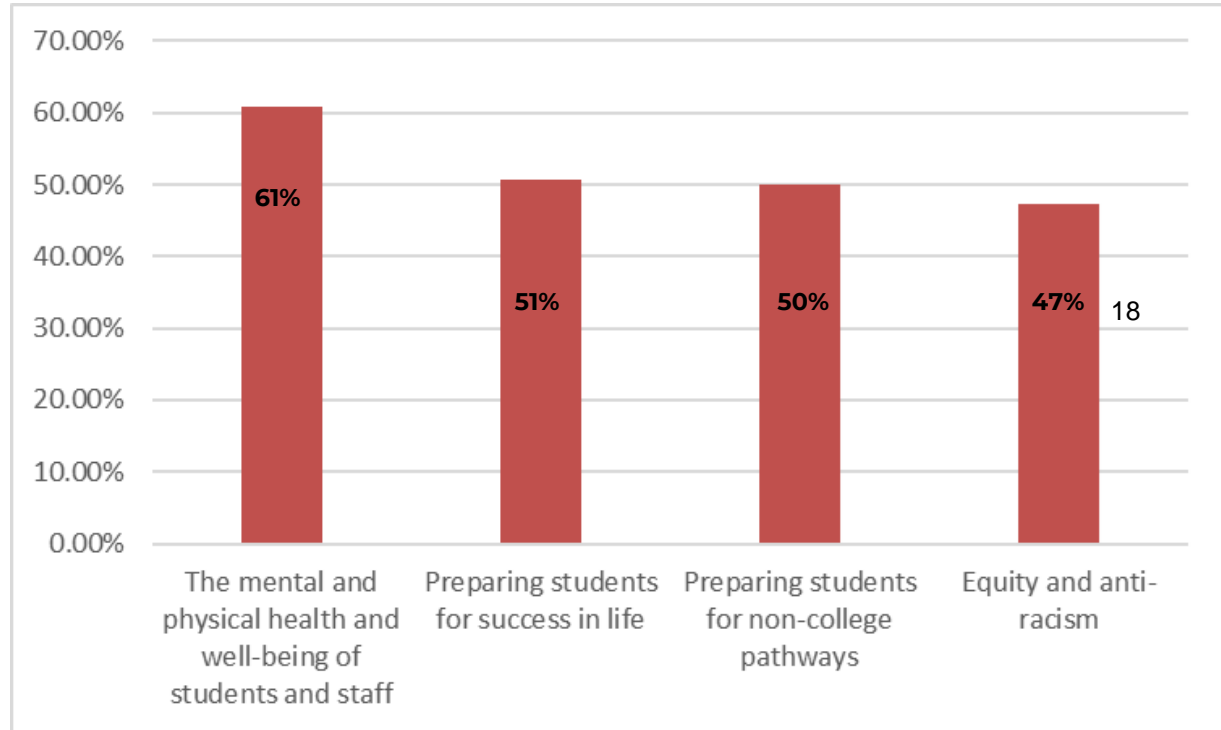
- Strong commitment within **community to support schools and families**. “The **wraparound team** - this did not exist prior to the pandemic; we have the culture navigators and social workers.” and “Community has **consistently voted for bonds** to support the district and our students.” and “The **resources to help families** during covid; the plans were put together quickly and programs and resources were deployed quickly.”
- A clear focus on **communication** emerged between the survey and community meetings. “Important to listen - someone prepared and with experience to work with different communities and work with people who speak with other languages.” and “I liked very much **the communication and the care for the parents**.” and “4J is very communicative with families; my kids teachers send weekly outlines on what is happening in class.”

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4J's Opportunities for Improvement

The top four areas for improvement identified by survey respondents on what 4J needs to strengthen or improve.



4J's Opportunities for Improvement

PARENTS, STAFF AND STUDENTS SHARED KEY AREAS TO STRENGTHEN

- Comprehensive training for staff to **support neurodiversity** among students
- Building collaborative environments that **honor the voices of students, teachers, community**
- **Focus on whole student support**, including mental health and school safety
- **Implement multiple post-secondary** pathways and career opportunities
- Ensuring **access to rigorous and high-quality programming** and courses for all students
- **Teachers shared a feeling of demoralization**, with little autonomy to be change makers in their own classrooms and schools¹⁹

EQUITY IS AN EMERGING STRENGTH... WITH A NEED FOR BOLD MOVES FORWARD

Community noted progress with a developing understanding of equity, **building muscle to advocate for students in the margins**. There are great resources that are not fully formed yet in need of coherence and clarity.



However, there is a desire for more explicit and proactive equity work - **addressing racism and ablism that feels at times “unchecked” in schools**, along with experiences of religious discrimination and punitive relationships with students.

What skills are most important for the superintendent?

EUGENE 4J WANTS A COURAGEOUS LEADER WITH AN UNWAVERING DRIVE TO DO WHAT'S BEST FOR STUDENTS

A leader who...

Is a qualified change agent that has **proven track record of standing their ground, taking risks, trying new things**, questioning policies that aren't working.

Leans into conflict and **seeks the best outcome for the health and wellness of students**

Holds themselves and others accountable to decisions, **acknowledges mistakes with transparency, and empathizes with communities** in the margins.

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Survey Comments Reveal Additional Perspectives

When respondents were asked if there was anything else they wanted to share about the search, over 1,400 individuals responded. We reviewed all of them and these traits were mentioned by a significant number of respondents:

- A clear **“Students First”** focus
- Clear value for **equity and inclusion**
- Desire for a **leader of color**
- A leader with **no political agenda**
- **Communication** - willing to listen and collaborate/partner with others
- **Valuing teachers**, supporting hiring, retention and positive working conditions
- Focus on **support for students with diverse learning needs**
- Someone with **classroom experience**
- Focus on **safety and mental health**
- A need for **compassion and healing**
- **High ethics and integrity**
- Able to ensure **4J’s financial health**
- Improvements in **technology**
- Someone who is **committed to the Eugene 4J community**/ready to stay
- Desire for a **qualified change agent**
- Many mentioned specific **support for the current interim**

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Students specifically called out a need to address bullying in the schools, bringing fun back to the classroom, and strengthening trust and relationships between teachers and their students

Different perspectives were mentioned by a limited few

Although these were noted by a small minority of respondents (fewer than 20 out of 1,400+ comments), these perspectives are present in the community:

- Equity considered by some a “distraction”
- A number of respondents commented against face masks and COVID protocols
- Several comments were against LGBTQ+ inclusion, or acknowledgment of gender identity
- Several mentioned an “anti-right” culture
- Several mentioned concerns about the current Board
- Fewer than 10 comments did not want the current interim to be considered

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Response/Reactions

- What stood out to you about what you heard?
- What was exciting to hear?
- What was difficult or concerning?

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About the Job Profile

THE KEY RESPONSIBILITIES - THE “WHAT”

- Establish the vision and mission for aligned academic and non-academic programming for the district
- Promote innovation in the classroom and support a diverse systems of schools
- Lead and develop a strong workforce and build a positive work culture
- Partner with and foster a trusting collaborative relationship with the board and the community

... AND THE SKILLS NEEDED - THE “HOW”:

- Advocate for Equity, Anti-Racism and Inclusion
- Innovative, Inspiring and Demonstrated Educational Leadership
- Authentic Relationship Builder and Courageous Communicator
- Ability to Manage Complex Organizations and Systems

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Review Job Profile

- The job description can be found [here](#)
- Have we captured the strengths, opportunities, responsibilities and competencies?
 - What resonates with you?
 - What is missing?
 - What would you add based on the community feedback?

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Thank you!

www.AlmaAdvisoryGroup.com

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Eugene School District 4J Job Profile Description – Superintendent

Who We Are

Eugene School District 4J (“4J”) is the seventh largest district in the state of Oregon, serving approximately 16,000 students in 19 elementary school programs, eight middle schools, four comprehensive high schools, and alternative high school programs. Set in the third largest city in Oregon, the district spans 155 square miles in Oregon’s southern Willamette Valley, where two large rivers and many smaller ones converge. The district’s mission is very clear and straightforward - to do what’s best for all 4J students, to continue to learn and grow, and to respect and care about each other. The seven-member Board of Directors grounds itself in the guiding beliefs and values linked [here](#). The successes and strengths of 4J are many, including its keen focus on building a safe and inclusive school community through its *All Students Belong Initiative*. Highly regarded is the district’s robust school choice program which includes five K-12 language immersion programs, and an International Baccalaureate (IB) high school program on multiple campuses. The district also includes five public charter schools.

What You’ll Do

Reporting directly to the Board of Directors, the Superintendent will serve as the face of the district and will set the tone for the district’s key priorities. While 4J has many strengths and successes to build on, we have more work to do to realize our vision to prepare all students for success in life. In the current system, inequities exist among schools in terms of their ability to address students’ educational needs. [We are seeking a qualified change agent, with a proven track record of standing their ground, taking risks, trying new things and questioning policies that aren’t working for students.](#) The permanent Superintendent will bring the vision and leadership skills necessary to build on our successes to date, while tackling the challenges and opportunities that lie ahead. Key leadership responsibilities for our permanent Superintendent include the following:

Your Key Responsibilities (The “What”)

- **Establish the vision and mission for aligned academic and non-academic programming for the district**
 - ~~Keep students at the center of all decision making and [ensure our students’ academic success and focus on whole student support, including mental health and school safety. ensure that every aspect of the academic and non-academic programming works well for our students.](#)~~
 - ~~Address systemic inequities that persist in order to improve the experience of students, teachers and families. Proactively identify, name and address experiences of racism, ablism, religious discrimination and punitive relationships with students.~~
 - Ensure that the district’s mission and vision and key priorities are well-articulated and well understood by our staff, partners and stakeholders.
 - ~~Build on 4J’s successes and accelerate learning and innovation with a focus on inclusion, belonging and social-emotional learning. [1]~~
 - ~~Implement multiple post-secondary pathways and career opportunities for students, Develop innovative approaches to prepare our students for college and non-college pathways for careers or college while a~~
 - ~~Addressing systemic inequities that persist in order to improve the experience of students, teachers and families.~~
 - Continue to invest in early literacy and ensure that all students learn to read confidently by third grade.
 - Advocate for learning environments that fully support multilingual learners and students with diverse learning needs.

- Promote and advance the progress of the multi-year All Students Belong Initiative through the careful deployment of time, talent, and resources to support the goals and milestones.
- **Promote innovation in the classroom and support a diverse systems of schools**
 - Identify and support opportunities for collaboration and learning across the district's schools.
 - Continue to expand and strengthen program opportunities into neighborhood schools, advanced placement offerings, and career and technical education.
 - Adopt instructional models and structures based on practices that are research based, culturally responsive and demonstrated to be effective and desired by families.
 - Provide relevant, research based, and ongoing professional development and learning support for teachers and school leaders.
- **Lead and develop a strong workforce and build a positive work culture**
 - Manage the day-to-day operations of the district within the policy parameters adopted by the board, assuming responsibility and authority for the planning, operation, supervision, assignment, and evaluation of the programs, services, staff, students and facilities of the district.
 - Recruit, retain, develop and inspire highly effective staff at every layer of the organization, with a particular emphasis on diversity, fair and equitable compensation, and the implementation of culturally-responsive education practices.
 - Create the working conditions for staff to collaborate, feel supported and do their best work on behalf of the students they serve.
- **Partner with and foster a trusting collaborative relationship with the board and the community**
 - [Build collaborative environments that honor the voices of students, teachers, community.](#)
 - Develop long-range plans, aligned with the board's annual goals, vision and priorities, consistent with population trends, community growth, cultural needs, and appropriate use of district resources.
 - Communicate and collaborate with all members of the board, keeping the board up-to-date on developments, initiatives and issues in the district; provide leadership to enable the board to function effectively.
 - Work closely and openly with the Board and its committees and foster an open relationship and clear vision for role clarity between the Board of Directors and the Superintendent.
 - Strengthen communication and collaboration with parents to enhance learning for their own children and all children.
 - Expand trust, partnership and connection with our community, learning what matters to our families and our communities to inform key decisions and priorities for the district.
 - Create trusting relationships with community partners, advocacy organizations, state/county leaders, and higher education institutions and offer solutions that create value for students.
 - Welcome students as partners in the decision-making process ensuring that students' voices and feedback are heard at all levels of the organization.

The Skills You'll Need to be Successful (The "How")

- [Advocate for Equity, Anti-racism and Inclusion](#)
 - [Demonstrate cultural fluency, sensitivity and a strong equity lens to establish a culture of growth and learning mindset around issues of equity and inclusion and to meet the needs of our diverse students and staff.](#)
 - [Recognize race and power dynamics playing out within our organization and community at all levels and interrupt those inequities through honest and difficult conversations and actions.](#)

- [Address matters of race, equity and bias in how decisions are made with clarity, confidence, humility, historical context, and empathy.](#)
 - [Foster, promote, and drive a culture of inclusion in the organization and commit to improve DEI practices in the district's planning, prioritization and implementation of key initiatives.](#)
 - [Build authentic relationships across lines of difference \(race, ethnicity, gender, age, socioeconomic background, LGBTQ status, etc.\) both internally and externally.](#)
- **Innovative, Inspiring and Demonstrated Educational Leadership**
 - Build on the organization's past successes and commit to continuous improvement through analysis, inquiry and assessment of results and alignment to district strategic priorities.
 - Lead the organization through strategic planning and mobilize the community behind a unified vision, goals and key priorities.
 - Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.
 - Facilitate and secure buy-in for a clear and compelling vision of innovation and organizational excellence.
 - Lead courageously, centered in children, and seek out the voices of marginalized communities to ensure diverse input on key decisions.
 - Engage in transparency in decision making and share with stakeholders how their input informed the district's decisions.
- **Authentic Relationship Builder and Courageous Communicator**
 - Serve as an ambassador for the students, building effective relationships with city and community leaders, helping to tell the story of the district's successes, and successfully advocating when needed to ensure that the district is able to meet students' needs.
 - Challenge assumptions and preconceived notions when needed to avoid distraction from core priorities and goals in the better interest of student success.
 - Build trust among board members, district staff, teachers, and leaders, and core stakeholders to establish a shared vision for the district.
 - [Lean into conflict and seek the best outcome for the health and wellness of students. Communicate effectively, tailoring messages for the audience, context, and mode of communication.](#)
 - ~~Possess the emotional intelligence to listen compassionately with an open mind seeking to fully understand community members and stakeholders perspectives before establishing the direction forward.~~
 - Navigate politically complex structures, relationships and dynamics to challenge ideas and enable thoughtful decisions and positive outcomes for students.
 - [Hold self and others accountable to decisions, acknowledge mistakes with transparency, seeking to fully understand community members and stakeholders perspectives before establishing the direction forward.](#) ~~Maintain visibility and self-awareness to motivate and collaborate with diverse stakeholders at all levels.~~
- **Ability to Manage Complex Organizations and Systems**
 - Commit to using a process of continuous inquiry and improvement, communicating results transparently and honestly while establishing the path forward.
 - Analyze complex, nuanced data and information from multiple angles and exercise judgment in making critical decisions, and communicate the implications to diverse audiences.
 - Build, inspire, manage and coach an effective senior leadership team/Cabinet to achieve the goals and priorities aligned to the district's strategic plan.

- Hold self and others accountable for high standards of performance, communication, collaboration and transparency toward the achievement of key goals and priorities.
- Model and foster conditions for professional growth and organizational learning through continuous feedback, honesty, and coaching.
- Set priorities to maintain a high quality and equitable academic program within the district's financial means.

● ~~Advocate for Equity, Anti-racism and Inclusion~~

- ~~Demonstrate cultural fluency, sensitivity and a strong equity lens to establish a culture of growth and learning mindset around issues of equity and inclusion and to meet the needs of our diverse students and staff.~~
- ~~Recognize race and power dynamics playing out within our organization and community at all levels and interrupt those inequities through honest and difficult conversations and actions.~~
- ~~Address matters of race, equity and bias in how decisions are made with clarity, confidence, humility, historical context, and empathy.~~
- ~~Foster, promote, and drive a culture of inclusion in the organization and commit to improve DEI practices in the district's planning, prioritization and implementation of key initiatives.~~
- ~~Build authentic relationships across lines of difference (race, ethnicity, gender, age, socioeconomic background, LGBTQ status, etc.) both internally and externally.~~

What You'll Bring

- A clear track record of improving academic outcomes for students with a keen focus on data-driven decision making and equity, access and inclusion for all students.
- 10 years of senior leadership experience with evidence of successful development and organizational outcomes and effective operational and fiscal management. Experience in the role of superintendent preferred.
- Successful experience working in diverse economic, multicultural, and multilingual communities and environments. Proven cultural-competence skills with a history of inclusive and relevant equity practices.
- Advanced knowledge of public school policy and law, procedures and management. Thorough understanding of national, state and local educational goals and standards required to advance PK-16 public education.
- Demonstrated experience building consensus and trust, working in conjunction with a board to identify priorities, establish goals, monitor progress, and produce outcomes in service to stakeholders.
- A growth mindset and belief that continuous improvement happens through constant learning.

Want to Learn More?

Qualified candidates for the role of Superintendent in Eugene School District 4J should submit a resume and cover letter that clearly demonstrates the aforementioned qualifications to our [Alma Advisory Group website](#) .

What We Offer

Salary for this integral position is competitive, commensurate with prior experience, and typically in the range of \$220 to \$230K. In addition, a comprehensive benefits package will be included in the ultimate offer. We look forward to discussing details with you as the interview process progresses.

Eugene School District 4J is an equal opportunity/affirmative action employer committed to diversity and valuing the cultural, educational, and life experience of each student and employee, as well as equitable outcomes for all students. Eugene School District 4J is committed to the support and development of a culturally competent workforce. As part of our commitment to diversity, persons of color and people with disabilities are encouraged

to apply. The District is also committed to complying with the Americans with Disabilities Act. Any applicant with a qualified disability under the ADA may request accommodation by contacting Human Resources.

Superintendent Search Timelines and Process

	Recruit and Screen Applicants Now- end of March	First Interviews 10-15 applicants End of March	Semi-Finalists 5-6 applicants Early April	Finalists 2-3 applicants Mid April	Selection End of April
	Alma	Alma guides Board as a whole or in Small teams	Alma guides Board as a whole	Alma guides Board as a whole	Alma guides Board as a whole
		Do we include others?***	Do we include others?***	Do we include others?***	Board decision
				How do we include the community at-large?	
				Meet with licensed, classified, central office, administrator groups	

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**Community Application in categories: Individuals self nominate

- Current parents
- Community partners
- Licensed staff
- Classified staff
- Administrators in buildings
- Central office staff (not direct report)
- Student (?)

**Employee Groups- when and how involved:

- EEA
- OSEA
- MAPS

March 9 - Special Board meeting to vote on the qualifications and characteristics and Process / Timelines

March 9th Process Considerations:

Process steps and Timelines	Recruit and Screen Applicants Now- end of March	First Interviews 8-10 applicants End of March- Early April	Finalists 2-3 applicants Early- Mid April
	Alma- screens and talks with applicants.	Alma guides and helps us develop questions and each team asks the same questions at each interview. 3 small interview teams: Each has 2 board members (one has 3) and one employee group representative	Alma guides and helps us develop questions and candidate is asked the same questions. Board as a whole 33
		All board members and employee groups representatives can watch all of the interview videos at the admin center.	Panels of the representative groups we identified.
		Everyone signs a confidentiality agreement The employee groups include: EEA, OSEA and MAPS	Self or other nominated participants. Short application and identify what category they represent.
			<ul style="list-style-type: none"> • Current parents • Community partners • Licensed staff • Classified staff • Administrators in buildings • Central office staff (not direct report) • Student



ITEM FOR ACTION

Date of Meeting

March 9, 2022

Title

Approve Superintendent Selection Process Next Steps and Timeline

Presenter

Judy Newman, Board Chair

Discussion

The board received a presentation from Alma Advisory Group on the Superintendent Selection Standards, Competencies and Skills during an earlier work session. The board is now scheduled to take action on the superintendent selection standards, competencies and skills.

Eugene School District 4J Job Profile – Superintendent

Who We Are

Eugene School District 4J (“4J”) is the seventh largest district in the state of Oregon, serving approximately 16,000 students in 19 elementary school programs, eight middle schools, four comprehensive high schools, and alternative high school programs, in addition to five public charter schools. Set in the third largest city in Oregon, the district spans 155 square miles in Oregon’s southern Willamette Valley, where two large rivers and many smaller ones converge. The district’s mission is very clear and straightforward - to do what’s best for all 4J students, to continue to learn and grow, and to respect and care about each other. We have a commitment to school-based decision making (described further below). The seven-member Board of Directors grounds itself in the guiding beliefs and values linked [here](#). The successes and strengths of 4J are many, including its keen focus on building a safe and inclusive school community through its *All Students Belong Initiative*. Highly regarded is the district’s robust school choice program which includes five K-12 language immersion programs, and an International Baccalaureate (IB) high school program on multiple campuses. The district is increasing its focus on supporting all of our students’ postsecondary and career success, including those preparing for career as well as those preparing for college.

What You’ll Do

Reporting directly to the Board of Directors, the Superintendent will serve as the face of the district and will set the tone for the district’s key priorities. While 4J has many strengths and successes to build on, we have more work to do to realize our vision to prepare all students for success in life. In the current system, inequities exist among schools in terms of their ability to address students’ educational needs. We are seeking a qualified change agent, with a proven track record of standing their ground, taking risks, trying new things and questioning policies that aren’t working for students. The permanent Superintendent will bring the vision and leadership skills necessary to build on our successes to date, while tackling the challenges and opportunities that lie ahead. This leader will have the self-awareness, motivation, social skills and empathy to lead with compassion and work well in a very real way with staff and stakeholders. Key leadership responsibilities for our permanent Superintendent include the following:

Your Key Responsibilities (The “What”)

- **Partner with and foster a trusting collaborative relationship with the board, schools, staff and community**
 - Support school-based decision making by
 - Ensuring that the individuals most proximate to the students are included in and able to influence decisions before they are made.
 - Partnering with schools and staff to ensure that equity is achieved districtwide and to implement district priorities based on the unique context and unique students needs at each school.
 - Embracing and respecting educators’ and school leaders’ expertise in crafting specific solutions and strategies to achieve district wide goals with their particular students
 - Build collaborative environments that honor the voices of students, teachers, community.
 - Develop long-range plans, aligned with the board’s annual goals, vision and priorities, consistent with population trends, community growth, cultural needs, and appropriate use of district resources.
 - Communicate and collaborate with all members of the board, keeping the board up-to-date on developments, initiatives and issues in the district; provide leadership to enable the board to function effectively.
 - Work closely and openly with the Board and its committees and foster an open relationship and clear vision for role clarity between the Board of Directors and the Superintendent.
 - Strengthen communication and collaboration with parents to enhance learning for their own children and all children.

- Expand trust, partnership and connection with our community, learning what matters to our families and our communities to inform key decisions and priorities for the district.
- Create trusting relationships with community partners, advocacy organizations, state/county leaders, and higher education institutions and offer solutions that create value for students.
- Welcome students as partners in the decision-making process ensuring that students' voices and feedback are heard at all levels of the organization.
- **Establish the vision and mission for aligned academic and non-academic programming for the district**
 - Create a learning environment and culture where students experience acceptance, support, inclusion and belonging and where students understand and believe in their innate strength and ability to succeed.
 - Keep students at the center of all decision making and ensure our students' academic success and focus on whole student support, including mental health and school safety.
 - Support teaching that sparks curiosity, strengthens self-confidence, and conveys a joy in learning.
 - Improve students' mental health and decrease the amount of anxiety, depression, self harm and other stress-related problems experienced by 4J students.
 - Address systemic inequities that persist in order to improve the experience of students, teachers and families. Proactively identify, name and address experiences of racism, ableism, religious discrimination, heteronormativity, and punitive relationships with students.
 - Ensure that the district's mission and vision and key priorities are well-articulated and well understood by our staff, partners and stakeholders.
 - Implement multiple post-secondary pathways and career opportunities for students.
 - Continue to invest in early literacy and ensure that all students learn to read confidently by third grade.
 - Advocate for learning environments that fully support multilingual learners and students with diverse learning needs.
 - Promote and advance the progress of the multi-year All Students Belong Initiative through the careful deployment of time, talent, and resources to support the goals and milestones.
- **Promote innovation in the classroom and support a diverse systems of schools**
 - Identify and support opportunities for collaboration and shared learning across the district's schools.
 - Continue to expand and strengthen program opportunities into neighborhood schools, advanced placement offerings, and career and technical education.
 - Adopt instructional models and structures based on practices that are research based, culturally responsive and demonstrated to be effective and desired by families.
 - Provide relevant, research based, and ongoing professional development and learning support for teachers and school leaders.
- **Lead and develop a strong workforce and build a positive work culture**
 - Manage the day-to-day operations of the district within the policy parameters adopted by the board, assuming responsibility and authority for the planning, operation, supervision, assignment, and evaluation of the programs, services, staff, students and facilities of the district.
 - Recruit, retain, develop and inspire highly effective staff at every layer of the organization, with a particular emphasis on diversity, fair and equitable compensation, and the implementation of culturally-responsive education practices.
 - Create the working conditions for staff to collaborate, feel supported and have the mental health supports needed in order to do their best work on behalf of the students they serve.
 - Build effective partnerships with teachers, classified staff and school administrators, and work to improve the morale and retention of educators.

The Skills You'll Need to be Successful (The "How")

- **Advocate for Equity, Anti-racism and Inclusion**
 - Demonstrate cultural fluency, sensitivity and a strong equity lens to establish a culture of growth and learning mindset around issues of equity and inclusion and to meet the needs of our diverse students and staff.
 - Recognize race and power dynamics playing out within our organization and community at all levels and interrupt those inequities through honest and difficult conversations and actions.
 - Address matters of race, equity and bias in how decisions are made with clarity, confidence, humility, historical context, and empathy.
 - Foster, promote, and drive a culture of inclusion in the organization and commit to improve DEI practices in the district's planning, prioritization and implementation of key initiatives.
 - Build authentic relationships across lines of difference (race, ethnicity, gender, age, socioeconomic background, LGBTQ status, etc.) both internally and externally.

- **Innovative, Inspiring and Demonstrated Educational Leadership**
 - Build on the organization's past successes and commit to continuous improvement through analysis, inquiry and assessment of results and alignment to district strategic priorities.
 - Lead the organization through strategic planning and mobilize the community behind a unified vision, goals and key priorities.
 - Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.
 - Facilitate and secure buy-in for a clear and compelling vision of innovation and organizational excellence.
 - Lead courageously, centered in children, and seek out the voices of marginalized communities to ensure diverse input on key decisions.
 - Engage in transparency in decision making and share with stakeholders how their input informed the district's decisions.

- **Authentic Relationship Builder and Courageous Communicator**
 - Serve as an ambassador for the students, building effective relationships with city and community leaders, helping to tell the story of the district's successes, and successfully advocating when needed to ensure that the district is able to meet students' needs.
 - Challenge assumptions and preconceived notions when needed to avoid distraction from core priorities and goals in the better interest of student success.
 - Build trust among board members, district staff, teachers, and leaders, and core stakeholders to establish a shared vision for the district.
 - Lean into conflict and seek the best outcome for the health and wellness of students.
 - Navigate politically complex structures, relationships and dynamics to challenge ideas and enable thoughtful decisions and positive outcomes for students.
 - Hold self and others accountable to decisions, acknowledge mistakes with transparency, seeking to fully understand community members and stakeholders perspectives before establishing the direction forward.

- **Ability to Manage Complex Organizations and Systems**
 - Commit to using a process of continuous inquiry and improvement, communicating results transparently and honestly while establishing the path forward.
 - Analyze complex, nuanced data and information from multiple angles and exercise judgment in making critical decisions, and communicate the implications to diverse audiences.

- Build, inspire, manage and coach an effective senior leadership team/Cabinet to achieve the goals and priorities aligned to the district's strategic plan.
- Hold self and others accountable for high standards of performance, communication, collaboration and transparency toward the achievement of key goals and priorities.
- Model and foster conditions for professional growth and organizational learning through continuous feedback, honesty, and coaching.
- Set priorities to maintain a high quality and equitable academic program within the district's financial means.

Emotional Intelligence (Literacy) and Professional Maturity

- Maintain composure when conversations are challenging and decisions are unpopular.
- Fearless in the face of conflict; maintains a keen awareness of the interests and motivations of others, and acts with integrity in a politically-charged environment.
- Comfortable naming issues and addressing them openly as they occur. Not afraid to share difficult news.
- Lead complex and difficult tasks transparently and effectively.
- Appropriately judge the right timing to engage executive leadership around key issues.
- Reflective and self-aware; accepts responsibility for decisions, mistakes and lessons learned.

What You'll Bring

- A clear track record of improving academic outcomes for students with a keen focus on data-driven decision making and equity, access and inclusion for all students.
- 10 years of senior leadership experience with evidence of successful development and organizational outcomes and effective operational and fiscal management. Experience in the role of superintendent preferred.
- Successful experience working in diverse economic, multicultural, and multilingual communities and environments. Proven cultural-competence skills with a history of inclusive and relevant equity practices.
- Advanced knowledge of public school policy and law, procedures and management. Thorough understanding of national, state and local educational goals and standards required to advance PK-16 public education.
- Demonstrated experience building consensus and trust, working in conjunction with a board to identify priorities, establish goals, monitor progress, and produce outcomes in service to stakeholders.
- A growth mindset and belief that continuous improvement happens through constant learning.
- A clear track record of working collaboratively with teachers, classified and school administrators.

Want to Learn More?

Qualified candidates for the role of Superintendent in Eugene School District 4J should submit a resume and cover letter that clearly demonstrates the aforementioned qualifications to our [Alma Advisory Group website](#) .

What We Offer

Salary for this integral position is competitive, commensurate with prior experience, and typically in the range of \$220 to \$230K. In addition, a comprehensive benefits package will be included in the ultimate offer. We look forward to discussing details with you as the interview process progresses.

Eugene School District 4J is an equal opportunity/affirmative action employer committed to diversity and valuing the cultural, educational, and life experience of each student and employee, as well as equitable outcomes for all students. Eugene School District 4J is committed to the support and development of a culturally competent workforce. As part of our commitment to diversity, persons of color and people with disabilities are encouraged

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Eugene School District 4J
Job Profile – Superintendent

Who We Are

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 - Address matters of race, equity and bias in how decisions are made with clarity, confidence, humility, historical context, and empathy.
 - Foster, promote, and drive a culture of inclusion in the organization and commit to improve Diversity, Equity and Inclusive practices in the district's planning, prioritization and implementation of key initiatives.
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 - Demonstrate belief and hold self and others accountable for providing a high quality education for all students.
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- Demonstrated experience building consensus and trust, working in conjunction with a board to identify priorities, establish goals, monitor progress, and produce outcomes in service to stakeholders.
- A growth mindset and belief that continuous improvement happens through constant learning.
- A clear track record of working collaboratively with teachers, classified and school administrators.
- Shares the value of reducing time spent on standardized testing.

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What We Offer

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to apply. The District is also committed to complying with the Americans with Disabilities Act. Any applicant with a qualified disability under the ADA may request accommodation by contacting Human Resources.



ITEM FOR ACTION

Date of Meeting

March 9, 2022

Title

Approve Superintendent Selection Process Next Steps and Timeline

Presenter

Judy Newman, Board Chair

Discussion

The board received a presentation from Alma Advisory Group on the Superintendent Selection Standards, Competencies and Skills during an earlier work session. The board is now scheduled to take action on the superintendent selection process next steps and timeline.



SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Date of Meeting

March 9, 2022

Title

Consider Meeting Schedule and Discuss Dates for Discussion on Board Goals:

1. North Region Plan
2. District Communication Strategy

Presenter

Judy Newman, Board Chair

Discussion

The board will review and discuss the schedule for discussion on board goals North Region Plan and District Communication Strategy