

Gresham-Barlow SD 10

Code: **CBA**
Adopted: 7/11/94
Readopted: 6/03/99; 5/02/02; 1/09/03;
11/07/13; 12/07/17
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent/Chief Executive Officer (CEO)

- QUALIFICATIONS:
1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

POSITION PURPOSE: A visionary, future-focused educational leader, that practices a collaborative leadership approach. A leader that focuses primarily on the growth and well-being of students, staff, and the community. The collaborative leader shares power, puts the needs of others first and helps people develop and perform as highly as possible. Provides for effective administration of all schools and departments, and educational leadership throughout the school system and community.

NATURE AND SCOPE: The superintendent is the chief executive officer for the Gresham-Barlow School District and reports to the Board.

Performance and Responsibilities

1. The superintendent is the liaison between the staff and the Board, develops policy for Board approval and translates it into action through the development of administrative regulations.
2. The superintendent directs the preparation of information and recommendations to the Board related to budget and capital expenditures, negotiations with representative employee groups and the hiring of all licensed personnel, presentations and responding to questions.

3. The superintendent provides managerial direction to the central administrative staff who in turn provides managerial direction to the school staffs to achieve the policies and priorities outlined by the Board.
4. The superintendent designs and maintains an organizational framework capable of effectively meeting the priorities of the Board approved strategic plan.
5. The superintendent will demonstrate the skills necessary to establish effective two-way communications with the students, staff, parents and the community as a whole, including beneficial relationships with the media. The superintendent will elicit and respond to community feedback and build community support for the district.
6. The superintendent will provide leadership in providing for the recruitment, selection, development and retention of a quality workforce. The superintendent will demonstrate skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.
7. The superintendent presents testimony on proposed legislation to the State Legislature.
8. The superintendent maintains an awareness of educational trends, new concepts and approaches designed to improve student learning. As appropriate, the superintendent informs the Board about such trends, concepts and approaches and incorporates them into the instructional and operational programs.
9. The superintendent will direct attention to the attainment of district goals as adopted by the Board and to report progress toward goal attainment on a quarterly basis.

Standards for Superintendent Performance

The superintendent shall develop:

1. Collaborative relationships with staff, parents, and the community to make decisions in the best interests of students and stakeholders;
2. Community and Civic partnerships for the mutual benefit of all involved;
3. A systems approach to align and guide the work of the District and address equity among the schools;
4. The Gresham-Barlow School District Strategic Plan as the path forward in providing high-quality educational experiences for a diverse student population.

The superintendent shall have knowledge of and experience with:

1. Instructional leadership to close achievement gaps, to challenge all students to their fullest potential, and to ensure the education of the whole child;
2. Financial oversight to provide fiscal stewardship for the community's investment in public education during volatile economic times for public education in Oregon;
3. Facility construction acumen to support the school facility improvements;

4. State and national leadership to understand and influence state and national educational policies; impacting the Gresham-Barlow Schools
5. Diverse populations and income levels.

The superintendent shall demonstrate:

1. Exceptional communication skills to engage the staff and community in discussion and decisions impacting the students being served;
2. Sophisticated technology skills in order to lead and communicate the efforts of the school district in preparing all students to be college and career ready;
3. An uncompromising commitment to excellence and equity for all students and staff.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)
[ORS 342.850](#)

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

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0003 to -0024](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent