



EXECUTIVE Search Services



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



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

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

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

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

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

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

BUILD A SOLID FOUNDATION

A SOLID TRANSITION PROGRAM (6 hours)

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

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

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

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

STEPS IN THE SEARCH PROCESS

HIRE OSBA TO CONDUCT THE SEARCH

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

COMPLY WITH OREGON'S PUBLIC MEETINGS LAW

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

DEVELOP A SEARCH CALENDAR

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

DETERMINE A PROCESS FOR INTERNAL APPLICANTS

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

IDENTIFY THE QUALITIES AND QUALIFICATIONS FOR THE NEW CHIEF EXECUTIVE OFFICER

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

PREPARE ELECTRONIC SEARCH FLYER

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

KEEP YOUR COMMUNITY UP TO DATE

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

RECRUITING/ADVERTISING

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

REVIEW AND DISCUSS CONTRACT

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

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

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

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

Pleasant Hill School Board chair

CONSULTANT RECEIVES APPLICATIONS

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

SCREEN APPLICATIONS

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

SELECT APPLICANTS TO INTERVIEW

- The board conducts interviews in executive session.

SELECT FINALISTS

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

CHECK REFERENCES

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

FACILITATE ON-SITE FINALISTS’ PROCESS

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

SELECT “FIRST CHOICE” CANDIDATE

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

NEGOTIATE CONTRACT

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

ANNOUNCE SELECTION

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

TRANSITION PROGRAM

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



OUR GUARANTEE

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

EXECUTIVE SEARCH FEES

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

INTERIM EXECUTIVE SEARCH ASSISTANCE

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

PRICES VARY BASED ON ADM.

SMALL DISTRICT EXECUTIVE SEARCH ASSISTANCE

Includes manuals, phone support, meetings.

OSBA OFFERS À LA CARTE TRANSITION SERVICES

JOB POSTING SERVICE

Individual posting of position on OSBA website. *Packages available.*



Vince Adams

Executive search coordinator

503-588-2800 | vadams@osba.org

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

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

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



Jenn Nelson

Board development specialist

Executive search consultant

503-588-2800 | jnelson@osba.org

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

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

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



Reggie Glenn

Board development

administrative analyst

503-588-2800 | rglenn@osba.org

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

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

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



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

Springfield School District 19

Code: CBA
Adopted: 2/09/15
Revised/Readopted: 12/14/20; 11/12/24
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district;
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Schedule meeting places, prepare an agenda in consultation with the Board chair and record minutes for all Board meetings and other committee meetings authorized by the Board;
6. Attend all regular and special meetings and executive sessions of the Board, except when excused;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff; (*this policy is about the superintendent; see policy BFC for corroborating language being struck here*)
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract non-renewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and nonrepresented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material, and supplies;
28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;
30. Recommend instructional materials, instructional supplies, and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;

33. Direct the district in its relationships with federal, state, and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state, and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action[, and report such action to the Board no later than the next regular Board meeting];
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)

[ORS 342.143](#)

[ORS 342.173](#)

[ORS 342.850](#)

[OAR 584-020-0000 - 0035](#)

[OAR 584-046-0003 - 0024](#)

[OAR 584-080-0151](#)

[OAR 584-080-0152](#)

[OAR 584-080-0161](#)

Possible Acting Superintendent Questions

What do you see as the most significant issues that the Superintendent will need to address over the next few months? How would you address those issues? How do your qualifications align with addressing those issues?

Springfield is facing a projected \$10.4M shortfall next year. What is your philosophy in dealing with budget cuts and what are possible strategies you would use to address this issue?

What do you view as some of the challenges facing public education? What are possible strategies you would suggest to address these challenges?

Do you feel that high school graduates are adequately prepared for the next step? What data supports your view? What data would you like to see?

How do you build staff cohesiveness and positive morale? Can you give examples of experiences you have had in this area?

The job of a superintendent of SPS is one that works like overseeing a city. Please discuss your district level experience. How does that relate to work with State level issues, understanding legislative and operational issues.

When faced with pressure from adults, whether political, organizational, or personal how do you ensure your decisions remain anchored in what is best for students?

How have you built a relationship with administrators, the board, students, staff, community and most importantly, Students?

What do you see your role as Acting Superintendent in the next several months knowing that many departments have multiple projects in process and how would you build relationships with the staff in those departments.

Provide an example when you have had to make a decision that was difficult or created conflict.