



DEPUTY CHIEF EXECUTIVE OFFICER

BASIC FUNCTION

Under policy direction and approval of the Superintendent of Schools, direct and oversee District business operations and financial services, including bond-funded school modernization programs, facilities, assets and maintenance operations and the information technology and financial services departments; develop and lead strategic initiatives for operational programs; ensure that the District has proper operational controls, administrative and reporting procedures and systems in place to support financial solvency, operational cohesiveness and systems' efficiencies; maintain strong relationships with local, State and Federal leaders and community stakeholders to effect positive support for public education issues through transparency and accountability in all aspects of District business operations.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Work collaboratively with the Superintendent of Schools, Board of Education, District staff and community stakeholders to make the business operations of the District successful. “E”
- Plan, develop and implement strategic decisions to meet District business programs and services objectives; establish an organizational vision for service delivery in a continuously changing environment. “E”
- Bring about strategic change to meet organizational goals; implement operational procedures and performance standards within the District which eliminate redundancies, streamline processes and provide for maximum efficiency and cost-effectiveness in service delivery. “E”
- Lead operations and staff in developing and implementing policies, processes and procedures to meet the District's educational vision, mission, and goals and expectations; ensure transparency and accountability for results and high standards of performance in all assigned areas of responsibility. “E”
- Provide technical assistance, training, support, and direction to District leaders, staff, programs and operations within areas of responsibility; provide direct support to the Superintendent in business operations and administrative services matters; provide direct, timely communication on any matters, emerging or otherwise, that could come before the Superintendent or the Board of Education. “E”
- Provide regular updates and reports to the Superintendent and Board of Education on the administrative services, financial, operational and business operations and conditions of the District. “E”
- Ensure the financial integrity of the District and provide for sound and effective fiscal policies, procedures and practices including multi-year budgeting and financial planning; anticipate future consequences and trends accurately and proactively address concerns before they become issues of significance. “E”
- Provide effective communication channels across departments' senior management, with school-based staff, and with District stakeholders; build coalitions internally and with other agencies, state and local governments, nonprofit and private sector organizations, to achieve common goals. “E”
- Establish and maintain a people management strategy that supports the District's need to attract and retain staff with the knowledge and capability to meet the organization's mission, offers professional development

opportunities, is fair and consistent, embraces and respects diversity, and promotes a culture of mutual respect. *“E”*

- Provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts. *“E”*
- Promote a positive, safe and caring climate for learning; deal sensitively and fairly with persons from diverse cultural backgrounds; communicate effectively with students, staff and parents. *“E”*
- Build business and operational leadership teams which reflect diverse perspectives; develop and mentor assigned staff and ensure district staff actively engages and advocates underrepresented families of color, including those whose first language may not be English, as essential partners in their student’s education, school planning and decision-making. *“E”*
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and Contracting and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational and business practices with awareness and understanding of their impact in a racially and culturally diverse community. *“E”*
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. *“E”*
- Lead and serve on a variety of committees to set and implement the strategic direction and high-priority objectives for District business operations; represent the district with the media, in meetings, workshops, conferences and professional activities. *“E”*
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

This classification provides strategic direction, guidance and administrative leadership to the operational support activities of the District through the development and integration of smooth and seamless business services and programs which support a safe, secure and healthy student-centered learning environment.

EMPLOYMENT STANDARDS

Core Competencies

Racial Equity: Leaders are able to adapt to a variety of situations and are committed to racial equity. They are able to build cultural awareness through self-reflection to identify one’s own racial and ethnic identity development. Leaders must invite multiple perspectives, actively listen and be willing to change by understanding the relationship between intent and impact of their decision.

Vision: Leaders inspire others to ideal future by providing a shared vision among stakeholders and by developing goals that focus on the District strategic initiatives. They are able to paint a big picture for others to understand the purpose of their work.

Communication: Leaders motivate others to understand their role and impact on the District’s vision through open communication that is proactive, sensitive and transparent. A powerful communicator is one who is aligned with the values of the organization and models listening, writing and speaking skills that build trust.

Organizational and Accountability Capability: Leaders hold others accountable to the values of the organization and hold themselves accountable for final outcomes by establishing clear structures for work to be accomplished.

Political Skill: Leaders build coalitions and bridges by cultivating support through sensitivity to relationships, understanding others’ perspectives, and by bringing others together to attain educational equity for all students.

Trust and Integrity: Leaders must be truthful and open to establish trust. They must also establish caring relationships and create an environment that fosters open and honest discussions.

Knowledge of:

K-12 Education public schools' laws, policies and guidelines.

Public agency budgeting, finance and accounting laws, rules and best practices.

Local, State and federal laws, guidelines and best practices in Human Resources management.

Effective public relations and communications strategies.

Laws, rules and guidelines for public agency bond application and implementation processes and uses of public funds.

Elements of effective written communications and oral presentations strategies and techniques.

Effective leadership and management strategies and techniques.

School district business operations.

District organization, operations, policies and objectives.

Existing and emerging technologies, including education, business and internet software applications.

Ability to:

Oversee and manage financial, business and administrative operations functions of the District.

Effectively implement the Superintendent of Schools and Board-approved strategies for achievement of the district's business operations objectives.

Manage a culture that embraces customer service as an overarching competency, empowers staff to develop their full potential and successfully manage the impact of organizational changes to achieve strategic goals.

Discuss multiple aspects and impacts of issues, think globally and pose future scenarios and project them into the future.

Identify, analyze, and resolve administrative problems.

Develop and maintain a quality management framework that manages operational risk while maintaining the system's high standards for effectiveness and regulatory compliance.

Establish and maintain mechanisms to ensure continuous improvement of departments' processes and procedures for effective and efficient operations.

Build and sustain productive relationships with the Superintendent of Schools, governing board, media, local cities, state and federal agencies, community partners and district stakeholders.

Motivate, direct, supervise, counsel and evaluate programs and staff.

Apply laws, develop policies, regulations, and procedures.

Champion, model and implement Portland Public School's Racial Equity Initiative, PPS Equity in Public Purchasing and Contracting policy and other board policies.

Develop and deliver detailed and complex written reports and public presentations.

Manage conflict through equitable decision-making and effective problem solving methods.

Model ethical behaviors at all levels and communicate high expectations of ethical behavior to others.

Operate a variety of computer technologies and related hardware and software.

Education, Training and Experience:

A Master's degree in Business Administration, Public Administration, Education Administration or Educational Leadership or related field and certification as a CPA, CMA or CGFM, along with a minimum of ten (10) years of demonstrated experience leading highly complex, full-scale, multi-functional administrative, business and financial operations in a public organization with an annual budget of at least \$250 million, is required.

Experience working in a richly diverse school community and environment and bilingual or multilingual skills are highly desirable.

Special Requirements:

This position requires the use of a personal automobile and possession of a valid driver's license.

Work hours routinely include evening and weekend public events, activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an office setting with regular visits to elementary, middle, K-8 and/or High School campuses and District facilities and extensive employee and public contact, with frequent interruptions. Work hours routinely evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; driving, sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Salary Schedule: Per contract

Approval Date: October 10, 2016

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Policy 1.80.020-P