



BOARD OF EDUCATION OPERATIONS MANAGER

BASIC FUNCTION

Under general direction, provide strategic professional-level staff support to assist the Board of Education in operating effectively; participate in supporting the Governing Board in organizing their leadership work of the School District by working with senior District staff in coordinating key agendas and work flow, and in supporting Board members in their external relationships with other elected officials, community leaders and constituents.

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.

- Serve as professional staff to members of the Board of Education and as Board liaison to district staff; respond to requests for information from Board members regarding district policy and operations, coordinate with district staff to research, analyze and present findings to Board members as required; ensure follow-up on items requested by Board members and at Board meetings. “E”
- Work with Board Leadership, the Superintendent of Schools and senior executive staff to construct meeting agendas; manage long and short terms agendas for the Board. “E”
- Assist in the coordination of the Board’s external meetings and outreach, with other local and statewide elected leaders and school districts, community groups, parent groups, the business community, and other district stakeholders. “E”
- Attend Board of Education meetings; advise Board Leadership on the proper conduct of public meetings in accordance with Roberts Rules of Order; work with Board Leadership to provide orientation and introduction to District staff and operations for newly elected Board members. “E”
- Assure timely and accurate preparation and distribution of all documents necessary for Board meetings. “E”
- Establish and maintain organizational systems to track issues of importance to Board members; prepare report on status of issues pending before the Board; facilitate Board receipt of “white papers” or executive summaries on all major issues before the Board. “E”
- Participate in the evaluation of programs, plans, processes, systems and procedures to achieve Board and District goals for business and educational services; analyze and monitor short and long-term programs, policies, goals and objectives which support the educational mission of the District. “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 education and business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Oversee and coordinate arrangements for Board special events and meetings such as community meetings, special task forces, ODE, Mayor’s Office, Coalition of Communities of Color, All Hands Raised, citizen’s groups, and similar events. “E”
- Manage the performance of assigned staff; interview and provide input into the selection of employees and approval of transfers, reassignment, termination and disciplinary actions. “E”

- Attend District leadership team meetings and other senior district staff meetings; maintain regular contact with Board Leadership and Board members to provide information and support; respond to Board Office inquiries; manage Board correspondence and office budget as assigned. *“E”*
- Analyze, develop and review reports of findings, alternatives and recommendations involving a broad range of Governing Board and school district issues; prepare and maintain a variety of reports and records related to assigned functions *“E”*
- Assist Board members in identifying and coordinating professional development opportunities. *“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

The Board of Education Operations Manager organizes and manages services and communications between Board Leadership, Board Members, and district staff. This classification is responsible for managing complex, sensitive and confidential information. Employees are responsible for issues’ management, problem resolution, long and short-term agenda management and day-to-day administration for the Board. This employee is expected to exercise considerable discretion in carrying out responsibilities independently, with a high level of professional expertise and political acumen, and with awareness of School Board and District issues and sensitivities.

EMPLOYMENT STANDARDS

Knowledge of:

- Project management techniques.
- School district organization and organizational relationships.
- Government, community and business leaders in the Portland Metro area.
- Roberts Rules of Order.
- Research, report writing and record-keeping techniques.
- Oral and written communication skills.
- Operations and applications of a variety of office machines, technologies and software.
- Interpersonal skills using tact, diplomacy, patience and courtesy.
- Techniques and principles of high-quality customer service.

Ability to:

- Interact effectively and positively with Board of Education members, PPS personnel, other government entities and the public.
- Demonstrate cultural competence in performing high-level, highly visible work and projects.
- Interpret, apply and explain laws, rules, regulations, policies and procedures.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Prioritize and work on multiple projects simultaneously.
- Deliver a high-level of customer service to district stakeholders.
- Advocate, model, learn and implement Portland Public School’s Racial Equity Initiative, Equity in Public Purchasing and Contracting and other board policies.
- Analyze, prepare and monitor assigned budgets.
- Supervise and evaluate the performance of assigned staff.
- Demonstrate integrity, discretion, and ability to maintain confidentiality of sensitive information.
- Formulate and express ideas and concepts in a clear and concise manner, verbally and in writing, with special sensitivity to the needs of a diverse population.
- Analyze processes and problems, identify opportunities for improvement and follow through on changes.
- Research a variety of issues and prepare and present complex data in written and oral reports.
- Represent the district in a variety of public settings, meetings, conferences and school functions.
- Operate a variety of office machines, technologies and software.

Education and Training:

A Bachelor’s degree in Business Administration, Public Administration, Organizational Development, Social Science, Communications, Education or a related field is required.

Experience:

Three (3) years of professional experience providing executive-level research, community outreach and administrative support to an elected or appointed board, council and/or public official(s) or agency is required. Experience in K-12 public education is highly desirable.

A Master’s degree in one of the above-identified fields may substitute for one year of the required experience.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Special Requirements:

Positions in this classification require the use of a personal automobile and possession of a valid Class C Oregon driver’s license.

Positions in this classification require variable work hours including evenings and weekends.

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 a standard office environment; occasional evening, weekend, and variable hours.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: N/A
Salary Grade: 37

Approval Date: April 14, 2014
Revised: December 6, 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