

**OAKLAND UNIFIED SCHOOL DISTRICT**

Office of the Superintendent of Schools

August 12, 2015

<b>Legislative File</b>	
File ID Number:	15-1439
Introduction Date:	08/12/2015
Enactment Number:	15-1235
Enactment Date:	8/12/15
By:	AS

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Brigitte Marshall, Chief Talent Officer, Talent Division

SUBJECT: Revision of Job Description- Department as Assigned

1. Specialist, School Governance

**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1516-0005, approving revision of the following job description: Specialist, School Governance, in department(s) as assigned.

**BACKGROUND:**

The Talent Division recommends revision of this job description as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1516-0005, approving revision of the following job description: Specialist, School Governance, in department(s) as assigned.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1516-0005**

- Department(s) as Assigned -

**Approving Job Descriptions**

- Specialist, School Governance -

**WHEREAS**, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

**WHEREAS**, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

**WHEREAS**, the job descriptions align with the District's priority of a Full Service Community School District and to enhance service our students, schools and community, and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves revision of the attached job description: Specialist, School Governance.

Passed by the following vote:

AYES: Roseann Torres, Jumoke Hinton Hodge, Shanthi Gonzales, Aimee Eng, Vice President Jody London, President James Harris

NOES: None

ABSTAINED: Nina Senn

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held August 12, 2015.

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James Harris  
President, Board of Education

  
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Antwan Wilson  
Superintendent and Secretary, Board of Education

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Specialist, School Governance</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2015 Revised: August 2015</b>	<b>SALARY GRADE:</b>	<b>WTCL 50</b>

**BASIC FUNCTION:** Coordinate and oversee the implementation of effective and compliant School Governance Teams that reflect the District adopted guidelines including ensuring representative team compositions and alignment to site plans to increase student achievement.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS

#### School Governance Team Coaching

- Provide technical assistance to School Governance Team/School Site Council chairs and/or site principals implementing School Governance Team (SGT) shared decision making curriculum from Family Engagement Toolkit.
- Convene regular check-in meetings with site chairs/steering committees.
- Model meeting facilitation/group process with Social Emotional Learning approach.
- Coordinate site participation and alignment with the Local Control and Accountability Plan (LCAP) engagement requirements and district structures.
- Trouble-shoot challenges that come up with implementation of SGT/shared decision making process.

#### School Governance Team Formation Assistance & Tracking

- Ensure democratic representation in the formation of the School Governance Team and LCAP structures,
- Collect School Governance Team rosters and ensure ongoing communication to teams
- Provide guidance to sites with the formation of their School Governance Teams where needed,
- Connect sites to School Governance Teams/shared decision making capacity building resources.

#### District School Governance/LCAP Structures Coordination

- Convene, coordinate, and facilitate related district-level school governance structures: LCAP Parent Advisory, LCAP EL Parent Advisory, and related sub-committees, School Governance Team (SGT) Quarterly Capacity Building Summits.
- Work with Student Engagement consultant to align LCAP Student Advisory process and outcomes with LCAP Parent Advisory.

#### Cross-Department Alignment and Coordination & Planning



- Coordinate communication and alignment between departments and ensure alignment of site School Governance Team/family engagement group process with related continuous improvement activities including Site Plans, School Quality, and LCAP.

Perform related duties as assigned.

#### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college). A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Three (3) years experience coordinating school governance structures

Field experience with parent/community organizing, as well as demonstrated experience working with parents in education justice field, working with school-based programs, community organizing, and grassroots, non-traditional communication, including one-to-one outreach

Experience working with parents through non-profit organizations highly desired

Experience working with school administrators highly desired

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

#### **KNOWLEDGE AND ABILITIES**

##### **KNOWLEDGE OF:**

Education system, root causes of educational inequity, research based practices for effective family engagement linked to learning

History of education of people of color in the United States, history of family engagement and organizing in Oakland

Highly difficult, technical educational, cultural, social, and recreational programs

Community outreach and nontraditional grass roots communication

Strategies used in community organizing

Parent advocacy, parent organizing, parent empowerment, and community engagement.

Advanced training techniques

Telephone techniques, systems and etiquette

District policies, including OUSD Strategic Plan for Full Service Community Schools, applicable sections of the State Education Code and other laws and regulations

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Collection and organization of information including electronic data

Methods to interpret, apply and explain rules, regulations, policies, and procedures

Facilitating parent leadership training and parent leadership development

Facilitation practices and skills

Planning, organization and coordination needed for assigned program

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

##### **ABILITY TO:**

Engage with school leadership

Facilitate meetings with multiple stakeholders

Navigate complex relationships and facilitate conflict resolution

Perform a variety of highly difficult, technical duties involving specialized knowledge and independent judgment

Organize and facilitate multiracial parent leadership development

Train parents to become effective partners in their child's education, and with their school sites for continuous school improvement

Be an effective leader with diverse groups across race, ethnicity, religion, gender, class and sexuality

Build relationships across race and culture with parents, community, and district staff

Approach parents and school staff in a variety of situations

Use non-traditional communications, including grassroots, word of mouth, etc.

Communicate effectively orally and in writing

Prioritize responsibilities to provide timely support to schools in using a broad range of tools and activities

Communicate clearly; understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Manage time and develop work plans to meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

Organize, coordinate and prioritize a large volume of activities, programs and services

Identify and resolve school site and other issues in a timely manner

Prepare presentations and use expert facilitation skills

Operate personal computer, related software, and other office equipment

Cross-train department personnel

Operate personal computer, related software, and other office equipment

#### **WORKING CONDITIONS**

##### **ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

##### **PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

##### **NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.