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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date April 27, 2022

Subject **Creation/Revision of Job Descriptions – Named Positions - Talent/Human Resources**

Action Requested Adoption by the Board of Education of Resolution No. 2122-0137 – Creation/Revision of Job Descriptions:

Creations:

1. Executive Director, Systems & Services Improvement;
2. Executive Director, District Strategy; and
3. Title IX Coordinator and Investigator.

Revisions:

1. Director, Office of Ombudsperson;
2. Director, Recruitment & Retention;
3. Senior Program Manager, Special Projects;
4. Executive Director, Enrollment & Registration; and
5. Custodial Field Supervisor.

Discussion The Talent Division recommends approval of the following new and revised job descriptions.

Creation:

Position: Executive Director, Systems & Services Improvement

Department: Operations

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The department requested a review of the duties, knowledge and skills of an existing position due to these requirements significantly changing. It has been determined that more than 50% of the position’s responsibilities have changed.

Fiscal Impact: This position will be funded with one-time ESSER II funding and does not impact the general fund for the 2022-23 school year.

Creation:

Position: Executive Director, District Strategy

Department: Chief of Staff

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: Department is requesting to add a new function to the department based on the District's Strategic Plan or operational need, e.g., emergency management, internal audit, etc.

Fiscal Impact: This position will be funded with Kaiser philanthropic funds and does not impact the general fund for the 2022-23 school year.

Creation:

Position: Title XI Coordinator and Investigator

Department: Ombudsperson

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This position is created to ensure OUSD compliance with Title XI Investigations and all respective requirements and timelines. Additionally, to fill a gap in needed case management of cases and preventative capacity building for all levels of the district.

Fiscal Impact: This position will be added to the 22-23 school year budgeted positions funded with general purpose funds.

Revision of existing position:

Position: Director, Office of Ombudsperson

Department: Ombudsperson

FTE: 1.0 FTE

Salary Schedule: CFCA 23

Salary Range: \$107,507.54 - \$137,219.34

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This action is required to accommodate the expansion of the Ombudsperson Office to add the much needed Title IX Coordinator position, allowing the Ombudsperson to be compensated for the additional duties as it relates to supervision.

Fiscal Impact: This position is currently funded and has been budgeted for the 22-23 school year. However, with the additional supervision duties the position compensation increased. There will be an additional cost of the

base salary increase \$6,553.88 a year than had been previously allocated for the 22-23 school year.

Revision of existing position:

Position: Director, Recruitment & Retention

Department: Talent Division

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The needs of the District require that revised duties and/or new responsibilities be added to this existing position. The position duties were clarified and aligned to the increased Teacher Residency programs and pathway programs led by the Talent Division.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

Revision of existing position:

Position: Senior Program Manager, Special Projects

Department: Talent Division

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The needs of the District require that revised duties and/or new responsibilities be added to this existing position. The position duties were clarified and aligned to the support of classified and certificated training and administrator mentorship programs led by the Talent Division.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

Revision of existing position:

Position: Executive Director, Enrollment & Registration

Department: Enrollment Office

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This job description was edited to provide current updates to the position in terms of reporting structure, minor additional duties, for example: enrollment stabilization and collaboration with senior leaders in key enrollment matters. Given the breadth and strategic importance of the enrollment office at this time for the district, as well as enacted reorganization to more effectively position and align the work of the

enrollment office, the oversight of the department is being decoupled from the Charter Schools Office and reposition as a sole Executive Director for Enrollment and Registration Management.

Fiscal Impact: Due to the decision to decouple the Enrollment position from the Charter Schools Office, this position will be added to the budget in the 22-23 school year. The position will be funded from general purpose funding.

Revision of existing position:

Position: Custodial Field Supervisor

Department: Custodial Services

FTE: 1.0 FTE

Salary Schedule: ADCL 9

Salary Range: \$63,815.31 - \$81,454.72

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This job description was edited to provide current updates to the position in terms of essential functions, minimum qualifications and additional duties as assigned in partnership with the union. The edits to the job description also allows for a candidate to use their work experience to qualify for the position.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

Recommendation Adoption by the Board of Education of Resolution No. 2122-0137 – Creation/Revision of Job Descriptions:

Creations:

1. Executive Director, Systems & Services Improvement;
2. Executive Director, District Strategy; and
3. Title IX Coordinator and Investigator.

Revisions:

1. Director, Office of Ombudsperson;
2. Director, Recruitment & Retention;
3. Senior Program Manager, Special Projects;
4. Executive Director, Enrollment & Registration; and
5. Custodial Field Supervisor.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2122-0137**

- Creation/Revision of Job Descriptions – Named Positions - Talent/Human Resources -

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 description aligns 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 determines that the following positions are created or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., April 28, 2022, as follows:

Creation:

Position: Executive Director, Systems & Services Improvement

Department: Operations

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The department requested a review of the duties, knowledge and skills of an existing position due to these requirements significantly changing. It has been determined that more than 50% of the position’s responsibilities have changed.

Fiscal Impact: This position will be funded with one-time ESSER II funding and does not impact the general fund for the 2022-23 school year.

Creation:

Position: Executive Director, District Strategy

Department: Chief of Staff

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: Department is requesting to add a new function to the department based on the District's Strategic Plan or operational need, e.g., emergency management, internal audit, etc.

Fiscal Impact: This position will be funded with Kaiser philanthropic funds and does not impact the general fund for the 2022-23 school year.

Creation:

Position: Title XI Coordinator and Investigator

Department: Ombudsperson

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This position is created to ensure OUSD compliance with Title XI Investigations and all respective requirements and timelines. Additionally, to fill a gap in needed case management of cases and preventative capacity building for all levels of the district.

Fiscal Impact: This position will be added to the 22-23 school year budgeted positions funded with general purpose funds.

Revision of existing position:

Position: Director, Office of Ombudsperson

Department: Ombudsperson

FTE: 1.0 FTE

Salary Schedule: CFCA 23

Salary Range: \$107,507.54 - \$137,219.34

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This action is required to accommodate the expansion of the Ombudsperson Office to add the much needed Title IX Coordinator position, allowing the Ombudsperson to be compensated for the additional duties as it relates to supervision.

Fiscal Impact: This position is currently funded and has been budgeted for the 22-23 school year. However, with the additional supervision duties the position compensation increased. There will be an additional cost of the base salary increase \$6,553.88 a year than had been previously allocated for the 22-23 school year.

Revision of existing position:

Position: Director, Recruitment & Retention

Department: Talent Division

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The needs of the District require that revised duties and/or new responsibilities be added to this existing position. The position duties were clarified and aligned to the increased Teacher Residency programs and pathway programs led by the Talent Division.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

Revision of existing position:

Position: Senior Program Manager, Special Projects

Department: Talent Division

FTE: 1.0 FTE

Salary Schedule: CFCA 22

Salary Range: \$102,389.40 - \$130,665.46

Work Days: 261

Work hours per day: 7.5 hours

Purpose: The needs of the District require that revised duties and/or new responsibilities be added to this existing position. The position duties were clarified and aligned to the support of classified and certificated training and administrator mentorship programs led by the Talent Division.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

Revision of existing position:

Position: Executive Director, Enrollment & Registration

Department: Enrollment Office

FTE: 1.0 FTE

Salary Schedule: CFCA 25

Salary Range: \$118,528.15 - \$151,284.25

Work Days: 261

Work hours per day: 7.5 hours

Purpose: This job description was edited to provide current updates to the position in terms of reporting structure, minor additional duties, for example: enrollment stabilization and collaboration with senior leaders in key enrollment matters. Given the breadth and strategic importance of the enrollment office at this time for the district, as well as enacted reorganization to more effectively position and align the work of the enrollment office, the oversight of the department is being decoupled from the Charter Schools Office and reposition as a sole Executive Director for Enrollment and Registration Management.

Fiscal Impact: Due to the decision to decouple the Enrollment position from the Charter Schools Office, this position will be added to the budget in the 22-23 school year. The position will be funded from general purpose funding.

Revision of existing position:

Position: Custodial Field Supervisor

Department: Custodial Services

FTE: 1.0 FTE

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Purpose: This job description was edited to provide current updates to the position in terms of essential functions, minimum qualifications and additional duties as assigned in partnership with the

union. The edits to the job description also allows for a candidate to use their work experience to qualify for the position.

Fiscal Impact: No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of job descriptions as so stated above.

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We 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 on April 27, 2022.

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	

Gary Yee
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Systems & Services Improvement	REPORTS TO:	Chief Business Officer (CBO) or the Chief Systems and Services Officer
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2022	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Under minimal supervision, the Executive Director of Systems & Services Improvement will lead Oakland Unified School District in establishing, maintaining, and improving systems, procedures, and processes, and establishing a culture of organizational excellence. The goal is to create an effective and efficient school district, focused on quality services to school sites that have clear metrics for success across all operational divisions. While directly reporting to the CSSO or CBO, also has regular touchpoints with the Superintendent and is a member of the Senior Leadership Team and provides expertise through leading and coordinating improvement activities with staff at all levels of the organization; performing technical activities, e.g., root cause analytics; project management; and providing coaching and training to staff. The role will also lead small cross departmental teams within the organization with a clear focused outcome, as well as supervise staff as assigned. The Executive Director of Systems & Services Improvement will ensure methodologies, frameworks, and tools are current and will participate in efforts to build process and change management capability in OUSD.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: Incumbent 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 are intended to accurately reflect the principal job elements.

ESSENTIAL FUNCTIONS:

Lead and collaborate with OUSD leadership and staff to provide systems and services solutions, and address a broad range of issues related to the effectiveness and efficiency of OUSD’s operational systems and processes, and infrastructure. This includes, but is not limited to:

- establishing clear standards
- quality service to school sites
- feedback loops and accountability structures
- process improvement
- work systems,
- performance measurement and management,
- organization,
- standardization,
- change management,
- COVID response,
- organizational culture, and

Lead action teams that are established to address identified process improvement areas and report directly to the Superintendent on action team projects and deliverables.

Collaborate with employees at all levels of the Organization, as well as across all school sites and divisions, on objectives and assessing the current processes performed within and among functional areas.

Lead the review of existing policies and processes to assure adherence; seek opportunities to increase productivity, reduce costs and improve customer satisfaction by improving systems and infrastructure where necessary.

Leverage research-based process improvement tools and techniques to design, develop, document, and assist in implementing standard processes; document current processes, research best practices and analyze process gaps.

Create, document, and lead the District's workflow models to assist management with resource/strategic planning in a fluid operational environment.

Lead the cross-departmental participation in the improvement process and the cross-departmental analysis and utilization of the results of the improvement process to incorporate promising practices, to address gaps in school and central office systems and infrastructure.

Facilitate decision making sessions to develop and formalize process, policy and procedure improvements.

Provide process improvement technical expertise and training to process improvement team members.

Develop and implement continuous improvement programs to ensure programs are integrated vertically and horizontally across the district.

Analyze data and workflow to identify areas of opportunities and possible solutions for achieving increased productivity or efficiency.

Establish principal and departmental feedback structures to inform progress improvement strategies that align to district mission, vision and strategic plan.

Ensure that all operational departments and strategic departments have clear dashboards used to progress monitor departmental goals and service standards.

Analyze planned improvement programs and potential results to assist management in making informed decisions.

Identify, assess and recommend technology related to business process improvement.

Advocate use of standard approaches to process design and improvement projects as well as advancements and apply new tools as appropriate when new processes are created or current ones are planned for improvement.

Develop a project and communications plan, including priority deliverables, milestones, decision points owners and resource/budget requirements.

Communicate to district leadership the process improvement analysis and recommendations for decision making and resource allocation.

Manage data through coordination of new technology to help facilitate the reporting and decision-making process; prepare and present staff reports and other necessary correspondence to the Superintendent and the Leadership Team.

Direct and oversee the development and implementation of District and departmental operational policies, regulations, and procedures.

Develop presentations and other methods to explain new process recommendations.

Document and update changes to processes, policies, and procedures to ensure proper documentation and/or compliance requirements have been met.

Champion the need and benefit by utilizing a structured approach to business process improvement.

Lead, promote and develop a systems and services improvement culture across the District.

Attend and participate in professional group meetings; stay abreast of new trends and innovations in support of District goals.

Supervise and evaluate the performance of assigned staff; interview and select employees, and recommend transfer, reassignment, termination, and/or disciplinary action.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Process management, process design, and continuous improvement concepts, methodologies, and tools

Process improvement related methodologies

Knowledge of OUSD school site and central office operations, systems and processes

Business process management, process improvement methods/tools and improving the human performance system

Business operations

Budgeting and forecasting techniques

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Lead and complete process design initiatives with impact on business performance (financial and operational)

Provide process leadership on multiple full cycle process improvement projects

Lead discussions with internal and external stakeholders to gather and document business and technical requirements

Define critical performance metrics

Review proposed projects; define or refine parameters and objectives of work

Select most suitable technique(s)/methodologies to accomplish desired objectives

Act as a change agent to instill process improvement culture throughout the District

Conduct analysis of all information and data to arrive at findings and develop recommendations

Adapt to changing technologies, processes, and environments

Generate reports, and if necessary, make presentations to communicate findings and make recommendations

Oversee collection of necessary data and execution of proper methodologies

Influence project sponsors and project managers in establishing priorities for process improvement roadmaps

Determine and implement appropriate metrics to monitor process performance

Create tools for staff to use in Excel or other enterprise systems

Model data, create process/workflow models

Communicate effectively in English orally and in writing

Establish and maintain effective working relationships with others

Produce high quality deliverables while maintaining schedule commitments

Present professional development programs and opportunities to build capacity for durable and sustained improvement

Operate personal computer, related software, and other office equipment

PREREQUISITES:

A Bachelor's Degree from an accredited college or university, Masters preferred

Five (5) years of experience in project management, systems/process improvement efforts, business-related and/or information systems related work, and leading improvement in the complex K-12 environment.

Leadership experience in a large organization is a plus

School site leadership in a large school system is a plus

Extensive experience in working with users to elicit solutions

Extensive experience with change management processes

Experience in data, financial, information systems or statistical analysis

Database development; must be able to model data, create and manage a database. Advanced user of MS Office products, especially Excel

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

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.

Legislative File	
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OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, District Strategy	REPORTS TO:	Chief of Staff
DEPARTMENT:	Superintendent's Office	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2022	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Within the framework of a high quality full service community schools District reporting to the Chief of Staff under the leadership of the Superintendent, the Executive Director, District Strategy is responsible for the successful implementation of strategic projects aligned to the Strategic Plan, supporting innovation and communication strategies districtwide and the alignment of school based programs with philanthropic investments and community engagement.

The Executive Director, District Strategy cultivates and stewards relationships with leaders, philanthropic organizations, businesses, governmental and non-governmental organizations to advance the District's academic, programs and engagements in the Oakland community. This position is responsible for promoting a positive District image and growing partnerships with identified stakeholders, thought leaders, and influencers. In close collaboration with the Chief of Staff and other senior leaders, this position links and leverages the District's strategic plan, imaginative and entrepreneurial staff, brilliant students and strong community. The position can direct personnel and resources responsible for carrying out its essential functions.

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

Develop a clear innovation process, both for school-level and district-level innovation to ensure we are creating and investing innovations that most align to students' needs, including new and existing district school design process and associated policies

Partner with independent organizations to run effectiveness studies on innovations and/or strategic projects to determine effectiveness and viability to scale throughout the district

Serve as a strategic advisor to the Superintendent regarding innovation strategies, initiatives and issues and develop strategic implementation and measurement plans for new programs

Connect and actively engage with local and national innovation thought leaders, foundations, non-profits, organizations, businesses, education technology vendors, and others who are actively pursuing building or supporting innovative models and strategies

Work collaboratively to develop and support innovative school models, targeted programs, and collaborative practice sharing across schools to better serve an increasingly diverse student body

Develop and organize a matrix of supports through partnerships with Oakland organizations to ensure innovative schools have the appropriate systems of support

Direct and execute integrated external relations, outreach, and engagement strategies and efforts that drive, advance, and support the District's vision, mission, and academic interests in close collaboration and under the guidance of academic leadership.

Plan and execute strategic events and engagements that build relationships, enhance perceptions, resonate with the District and external communities, and advance outreach efforts with partner organizations, business and political leaders and/or subject-matter experts.

Increase and enhance positive engagement with the Oakland community and address issues in a timely manner. Monitor news and social platforms to gauge sentiments about the District and devise strategies and tactics to respond to topics of interest, influence perceptions, and communicate feedback, emerging issues, and trends to leadership in partnership with the Office of Communications.

Represent the District on board committees and task forces, as assigned.

Collaborate with internal task forces and committees to connect interdisciplinary colleagues and teams with appropriate contacts within the District. Foster an academic spirit and momentum that promotes opportunity and encourages engagement.

Conceive and execute speaking engagements and opportunities as part of a visibility strategy.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Attend and participate in required department and District meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS
TRAINING, EDUCATION AND EXPERIENCE:

Bachelor's degree required from an accredited college or university with major course work in educational administration, research methods, business management, public administration, or closely related field

A Master's degree from an accredited college or university is preferred.

A minimum of four (4) years of administrative and/or supervisory experience is required. The successful candidate will possess excellent written and verbal communication skills and a demonstrated ability to build effective, collaborative relationships to better achieve school district goals.

Four (4) years of increasingly responsible experience managing large scale projects or programs in an educational setting

LICENSES AND OTHER REQUIREMENTS:

Fluency in Spanish helpful, but not required

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES
KNOWLEDGE OF:

A commitment to creative inquiry in an academic setting: An understanding of academic values and culture, a history of support for academic excellence, and an ability to work effectively with staff

A proven commitment to diversity: a personal commitment to and genuine conviction that diversity is essential to improve OUSD and society; an individual who through individual action and institutional leadership will advance diversity of all types—racial, gender, ethnic, and intellectual

Demonstrated experience managing and executing across multiple communications and marketing channels and media; strong skills in communications writing and editing

Knowledge of community and ability to translate into resources for the district

Complete understanding of schools including their operations, needs and organizational structure

Proven skills as a leader and team builder

Broad knowledge and skill in resource development

Knowledge of budgeting procedures and management related to areas of responsibility

Demonstrated record of commitment and sensitivity to affirmative action, equal opportunity and human rights

Strong commitment to Oakland Unified School District, public education and the Oakland community

Must possess excellent organizational skills, capable of efficiently managing multiple projects and priorities simultaneously.

ABILITY TO:

Experience as an enterprise partner: the personal ability and managerial history to cultivate partnerships with public, private, and community organizations as well as the judgment to know which ones do and do not make sense to pursue.

A collaborative leader: the ability to bring constituencies to actionable consensus.

Excellent communication skills

Ability to work effectively, cooperatively and respectfully with staff, parents and community members regardless of race, creed, color, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability

Ability to recognize sensitive issues and maintain confidentiality

Ability to manage multiple projects and timelines successfully

Ability to work a flexible schedule including evening and some weekend hours

Ability to work effectively through the committee process to accomplish goals

Ability to handle adversity in an objective manner

Ability to perform analytical and inductive thinking required in extensively adapting policies, procedures and methods to fit unusual or complex situations.

WORKING CONDITIONS ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally up to 75 pounds with assistance; 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.

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By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Title IX Coordinator and Investigator	REPORTS TO:	Assigned Supervisor(s): Ombudsperson Chief Governance Officer or legal office designee
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duties days and hours as assigned
ISSUED:	Created: April 2022	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Under minimum direction of assigned supervisor, the Title IX Coordinator is responsible for coordinating and monitoring the District’s compliance with Title IX and state civil rights requirements regarding discrimination and harassment based on sex. Coordinator is responsible for investigating Title IX complaints and other related work as required. The Ombudsperson is assigned supervisor with additional supervision regarding Title IX investigations provided by the Chief Governance Officer or legal office designee.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: Incumbent 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 are intended to accurately reflect the principal job elements.

ESSENTIAL FUNCTIONS:

Provide impartial and confidential consultation to parents/guardians, community members and District staff who are aggrieved or concerned about issues related to gender discrimination, sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking.

Act as a designated neutral or impartial investigator and fact-finder for Title IX investigations.

Maintain accurate records and notes; collect, analyze, and prepare monthly reports reflecting current and ongoing concerns and trends; generate records, reports, lists, and summaries; prepare a wide variety of correspondence.

Assist with revisions to District policies and procedures related to Title IX and ensure policies are up-to-date and consistent with current requirements under state and federal laws, regulations, and guidelines.

Create student-friendly resources for reporting students and accused students, once a Title XI complaint is filed.

Work with OUSD Sexual Health Education, Community Schools & Student Services Department, to implement age-appropriate education for all students on sexual- and gender-based harassment, consent, and healthy relationships.

Provide in-person or virtual Title IX trainings to all OUSD teachers and staff.

Work with the Talent Division to ensure that all managers and non-managers complete the required Sexual Harassment Prevention Training.

Provide cross-training to department personnel.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

District policies, applicable sections of the State Education Code, and other laws and regulations. Title IX, Uniform Complaint Procedures and effective complaint resolution

Presentation and facilitation skills with an emphasis on education and training for a variety of constituencies

Training and learning processes with respect to Title IX compliance and complaint resolution

Mediation skills, analytical skills, problem-solving skills and organizational skills with attention to detail

Record-keeping techniques and the ability to deal with confidential and sensitive information

Relationship building and collaborative partnerships across the District and state and federal agencies

Conflict resolution and mediation techniques

Principles and techniques for conducting trauma-informed interviews

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Perform basic function of the position

Manage compliance with Title IX of the Education Amendments of the 1972 Civil Rights Act which prohibits discrimination on the basis of gender (sex), sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence, and stalking

Manage compliance with all District Title IX complaint policies and procedures

Receive, monitor, route, coordinate and track timely and compliant investigations of allegations of Title IX

Ensure prompt and fair resolutions

Collect relevant facts and assess whether a further review or investigation is necessary to ensure the safety of the impacted individual

Act as a neutral party, investigate complaints; notify and interview complainants, respondents, and witnesses; obtain and review relevant documents; mediate, as appropriate; and issue factual findings and recommendations, as necessary

Ensure that staff communicate and observe consistent and appropriate confidentiality protections for incident reporters and complainants

Develop investigation plans for each Title IX complaint and conduct investigations

Review and ensure all District policies, procedures, protocols, and practices are in compliance with Title IX

Train and provide direction and leadership to staff to serve as Title IX investigators, as appropriate

Train and provide technical support and leadership to students and staff

Develop a case management database to organize, manage and track complaints

Write comprehensive reports of investigation with findings of fact and recommendation(s)

Collaborate with stakeholders to provide training for students and staff to ensure that students and staff are aware of options and resources to report and file complaints alleging sexual harassment, sexual assault, sexual misconduct, and relationship violence

Assess the adequacy of current training opportunities and programs, propose appropriate improvements, and develop programs, handbooks, website resources, and trainings to ensure that all members of District community are aware of obligations and rights under Title IX

Develop a method to survey the school climate and coordinate the collection and analysis of data

Develop and disseminate educational materials and in-service training tailored to faculty, staff, and students

Develop and maintain communication strategies (web, print, and media) related to prevention efforts, reporting procedures, and support services

Promote institutional culture change related to gender-based violence and harassment, including regarding cyber harassment

Maintain effective working relationships

Address the unique problems of urban school districts and communities and be sensitive and responsive to diverse cultural and ethnic groups

Work collaboratively and efficiently

Work with a wide range of constituencies with diplomacy and tact

Act independently, take initiative and exercise sound judgment

Maintain accurate and organized records and prepare timely, accurate, clear reports. Perform other duties as assigned

PREREQUISITES:

Bachelor's degree from an accredited college or university. Master's degree highly preferred

Possession of a Title IX Coordinator certification or willingness to complete Title IX Coordinator training upon hiring

Five years of relevant experience and demonstrated experience conducting investigations. Experience in public sector Title IX investigations highly desirable

Conflict resolution/mediation skills required

Fluency in Spanish preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; with constant interruptions standard; exposure to a variety of childhood and adult diseases and illnesses. Driving to visit District and non-District sites to perform duties will be necessary.

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.

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Director, Office of Ombudsperson	REPORTS TO:	Assigned Supervisor
DEPARTMENT :	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2007 Revised: September 2020 Revised: April 2022	SALARY GRADE:	CFCA 23

BASIC FUNCTION: The Ombudsperson serves as a resource to assist parents, students, community members and staff with resolving concerns. The Ombudsperson advocates for fairness, consistency, and a positive working relationship between parents, students, community and staff.

In a prompt and impartial manner, the Ombudsperson clarifies District policies, procedures, and regulations, and assists in the resolution of concerns and critical situations.

The work of the Ombudsperson provides the District with a source of information in answering questions and assisting in the resolution of concerns when normal procedures have failed; however, it does not address employee grievances, replace existing communication systems, or provide legal advice or representation.

Serving as a designated neutral, the Ombudsperson is not an advocate for the school District, but rather, an advocate for fairness who acts as a source of information and referral, and aids in answering an inquirer’s questions, and assist in the resolution of concerns and of critical situations. An Ombudsperson should know how to proceed with issues, and help the inquirer assess who should be involved and at what stage, and ensure that appropriate steps and processes are followed.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: Incumbent 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 are intended to accurately reflect the principal job elements.

ESSENTIAL FUNCTIONS:

Provide impartial and confidential consultation to parents/guardians, community members and District staff who are aggrieved or concerned about an issue.

Assess situations and guide individuals toward effective problem resolutions and options.

Act as a designated neutral or impartial dispute resolution intermediary on behalf of parents, guardians, and community members at the site level to resolve differences, disagreements, and miscommunications between the school site administrator, teacher, and/or support staff; promote healthy discussion and dialogue; advocate for fairness in the administration of policies and procedures.

Meet with parents and/or guardians to address concerns when they are unable to resolve issues at the school site level; assist administrators and staff in assessing and resolving parental concerns and issues; share parent suggestions and concerns with administrators and staff; collaborate with school site, principal, Legal Department, and other personnel regarding necessary follow-up actions regarding parent or guardian concerns.

Work with District staff and/or community members to resolve potential conflict situations; identify specific causes of conflict to avoid magnifying conflict; apply appropriate interventions and solutions.

Meet with parents who may visit the office unannounced or schedule a meeting if not available; assist parents, guardians and community members to identify the appropriate official or office to which they should address their problem or concern.

Conduct informal fact-finding to better understand issues from all perspectives, while maintaining expected confidentiality.

Assist parents, guardians, community members, and District staff to clarify and analyze issues, focus discussions, and generate and evaluate options that are responsive to differing needs for resolution of those issues while treating people with dignity and respect; seek to resolve problems and concerns in a manner that is satisfactory to all parties involved through counseling, mediation or conflict resolution services.

Coordinate services to assist families in obtaining access to school programs and resources; assist in removing obstacles that might prevent a family's participation in the school and programs.

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.

Maintain accurate records and notes; collect, analyze, and prepare monthly reports reflecting current and ongoing concerns and trends; generate records, reports, lists, and summaries; prepare a wide variety of correspondence.

Provide excellent customer service by establishing positive relationships with District personnel, parents, guardians, and community members; respond to phone calls, emails, letters, and other communications.

Promote teamwork by sharing knowledge, cooperating with others, and supporting the goals and objectives of the District and the department.

Review periodically the patterns of issues; make appropriate recommendations for policies or practices that would reduce or eliminate recurring problems.

Identify recurring issues or patterns of complaints that would benefit from change in training, policy, and/or regulations and present corresponding recommendations for changes; participate in the development of District and departmental policies to ensure fair and equitable delivery of district services; advise on the strategic impacts resulting from policy implementation.

Research and identify best practices and approaches to proactively address and prevent potential conflict situations; collaborate with District stakeholders to develop methods to deploy conflict avoidance and resolution strategies and trainings; provide one-on-one and group consultation services to effect positive relationships between District staff, parents, students and the community.

Ensure underserved and non-English speaking constituents are afforded equal access and understanding of their rights and procedures when navigating the District assistance and complaint processes.

Ensure confidentiality of information received and gathered in compliance with board policies, state and federal laws concerning complaint investigation and resolution.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities.

Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Objectives of assigned program and activities

Conflict resolution and mediation techniques

Individual and group behavior and effects of social and economic forces on individuals

Diverse cultures and backgrounds

Principles and techniques of interviewing

District organization

Facilitator and public speaking skills

Community resources available to students and families

District policies, procedures, rules, regulations, and Education Code related to assigned function

Record-keeping techniques

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Perform the basic function of the position

Remain independent, neutral, and impartial; exercise good judgment

Work independently within set guidelines

Identify at-risk or high-risk students, and determine and evaluate needs

Listen with patience and understanding; maintain confidentiality

Clarify issues, develop constructive solutions to problems, and prepare appropriate resources in a timely manner

Help parents with issues and questions

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities

Coordinate services with others to meet the needs of students

Read, interpret, apply, and explain rules, regulations, policies, procedures, and Education Code. Maintain records and prepare reports

Prepare and deliver oral presentations

Communicate effectively, both orally and in writing

Establish and maintain cooperative and effective working relationships with staff, parents, and community members from diverse ethnic and socioeconomic backgrounds

Analyze situations accurately, and adopt or recommend effective courses of action

Meet state and district standards of professional conduct as outlined in Board Policy

Operate personal computer, related software, and other office equipment

PREREQUISITES:

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Communications, Human Services, Human Resources, Education or related field of study. 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 of experience working with the public, social service agencies, case management, volunteer work, or customer service

Conflict resolution/mediation skills required

Fluency in Spanish preferred

Master's degree preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; Contact with dissatisfied, abusive, volatile or under the influence individuals at the District office or school sites; exposure to a variety of childhood and adult diseases and illnesses

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.

Legislative File	
File ID Number:	19-0817
Introduction Date:	4/24/2019
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Talent Development - Recruitment & Retention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent/HR	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 days
ISSUED:	Created: April 2012	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Under limited supervision, lead, develop, coordinate and/or manage recruiting and retention strategies and programs to attract and retain quality internal and external applicants for the Oakland Unified School District. Oversee residency programs. Comply with and maintain knowledge of district, local, state and federal policies and regulations concerning primary job functions. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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.)

E = Essential Functions

Collaborate with District partners to design and implement Oakland Unified School District recruitment strategy to meet District goals for recruitment and retention of skilled and committed staff for all positions within OUSD with particular focus on appropriately qualified teachers.

Build and staff Talent Development Recruitment & Retention Office as the primary vehicle for attracting and retaining the best staff.

Direct and manage the design and implement of sound selection procedures to source the most qualified candidates.

Identify and nurture partner relationships with local institutions of higher education (IHE) as well as historically black colleges and Latina/o serving institutions to ensure a pool of teacher candidates that is diverse, committed to social equity and Oakland's children and diverse population.

Coordinate the assignment of student teachers from university-based and educator preparation programs thus creating a student teacher pipeline.

Build partnerships with schools sites to develop a deep knowledge and understanding of each school's programmatic needs, school vision, philosophy, and culture and school community family needs to facilitate the recruitment and selection of the best and brightest staff.

Oversee the coordination of building partnerships with community organizations, especially diverse networks and groups to attract qualified and interested applicant pools.

Develop partnership with Substitute Supervisor on substitute recruitment, onboarding and professional development. Design and recruit for substitutes (certificated and classified)

Develop and pilot a teacher residency model designed to give paid experience and support to student-level teachers or substitutes, who may be Oakland natives or residents, are involved with the OUSD community and committed or interested in committing to OUSD; develop a training program for all interns coming to OUSD.

Manage placement process for new hires as well as consolidated/voluntary transfer teachers, using agreed-upon tools and methodologies.

Develop, implement and teach recruiting best practices across OUSD to ensure the hiring of the best skilled and committed candidates.

Train hiring managers in the development of competency-based interview skills, so OUSD will consistently attract top certificated and classified talent in order to drive student achievement.

Develop and execute strategy that leverages OUSD as a best place to work and accurately depicts the value of working at OUSD.

Manage, motivate, develop and evaluate a team of talent recruiters; which includes hiring, resource allocation, coaching, performance management, and employee development of staff.

Provide regular reports to senior management on key recruiting metrics such as new hires, recruiting cycle time, cost per hire, offer-to-acceptance ratio and quality of service

Remain current on federal, state, and local laws applicable to recruiting standards.

Plan and coordinate district teacher recruitment events and participate in the planning of regional job fairs.

Represent Oakland Unified School District at select job fairs and other recruitment opportunities and events.

Ensure compliance with EEO requirements.

Remain current on federal, state, and local laws applicable to recruiting standards.

Perform related duties as assigned.

Senior Level (CFCA 24) all duties and responsibilities referenced above, and including:

Deliver or coordinate critical teacher resident supports, including navigation of state licensure requirements, coursework and pre-requisite requirements, tuition reimbursement and other financial incentives, as well as social emotional supports;

Manage the diversity and inclusion strategy district-wide as it relates to recruitment and retention for classified and certificated positions within the District;

Responsible for the overall administration of the project and management of the grant awards within the Talent Division related to recruitment and retention efforts including all grant deliverables and reporting requirements

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree in talent acquisition, talent management or human resources and five years experience in talent acquisition, talent management or human resources role, including 3 years in a recruitment role in an urban education environment or with an educational non-profit organization.

Experience as a manager of people who has demonstrated the ability to lead and develop their team

Demonstrated success in developing and executing comprehensive hiring plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization.

Teaching credential preferred.

Master's degree preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Ability to travel throughout California or out of state for recruitment events

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment

Recruitment, selection, retention, training techniques, compensation and benefits, labor relations, and negotiation, and personnel information systems (creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and coordination of people and resources.

Educational programs, policies and staffing criteria

Correct English usage, grammar, spelling, vocabulary and punctuation

Web-based/on-line recruitment/research tools

Planning, organization and coordination needed for assigned school sites and central office departments

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of the District and community

Interpersonal skills using tact, influence, patience and courtesy

Computer software, hardware, and related technology

ABILITY TO:

Maintain current knowledge of applicable provisions of applicable federal, state, local and District laws, rules and regulations pertaining to recruitment, sourcing and hiring

Manage, supervise, lead and develop a team

Work independently with minimum supervision and as a member of a team

Organize and coordinate district-wide recruitment programs

Form strong professional relationships with school administrators, department managers and other partners

Learn quickly in a fast-paced environment

Balance multiple priorities and deadlines in a fast paced environment

Exercise good judgment in safeguarding confidential or sensitive information

Compose written materials for all levels of readership within and outside OUSD

Effectively and clearly present written information to others

Elicit people's cooperation and network

Identify challenges and proactively work to find solutions

Recognize what needs completion and take action

Focus on what can be delivered instead of what cannot be done

Give group presentations and training sessions

Perform detailed tasks with accuracy

Plan and organize

Demonstrate sensitivity to, and respect for, a diverse population

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

ing,ing, pushing, and pulling up to 30 pounds, occasionally 30+ pounds; and twistingwhile performing duties; ; and

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.

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Senior Program Manager, Special Projects	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent Division	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: February 2015 Revised: April 2022	SALARY GRADE:	CFCA 22

BASIC FUNCTION: The Special Projects Program Manager is responsible for planning and directing special projects for the Talent Division. Under the supervision of the Chief Talent Officer, the Program Manager manages and coordinates the implementation of department projects and manages various department-related strategic and operational projects and initiatives. These projects will require collaboration across functional teams and departments throughout Oakland Unified School District.

Act as a liaison between the Chief of Talent and her direct reporting management team, aligning execution to goals, removing roadblocks, performing analysis and gathering research to facilitate effective decision-making, and ensuring communication and reporting are happening smoothly and consistently.

The Program Manager must maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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:

Project Management

- Lead and take overall responsibility for planning, organizing, and directing long- and short-term special projects which potentially span across Talent Development Division’s functional areas and the District.
- Collaborate with Division leadership to determine which policies, practices and procedures impacting departmental success should be prioritized for engagement, review and updated/changed.
- Assist in the development of procedures, policies, record-keeping and duties related to overall management and administration of projects as required:
 - Develop critical path or project flow diagrams to evaluate progress on tasks.
 - Establish and communicate project schedules and milestones.
- Assist Division leadership and staff with root cause analysis and corrective action activities.
- Ensure designated projects produce required deliverables as proposed within specified constraints.
- Provide technical expertise, information and assistance to the Chief Talent Officer regarding assigned functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files.

- Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of Talent Development for conformance to District financial policies and procedures.
- Integrate change management framework and activities in strategic projects.

Communication

- Ensure ongoing monitoring of projects and provide updates on progress of projects to stakeholders – reports will include progress updates, problems, proposed solutions and whether the project is on schedule.
- Synthesize, translate and communicate complex topics and issues (including district policies and programs) to a wide range of audiences.

Strategic Planning and Division Leadership

- Assist the Chief Talent Officer and Division leadership in identifying significant change opportunities via data collection, analysis and evaluation; and opportunities to support core business objectives by challenging conventional thinking and applying a customer-focused approach across processes.
- Convene, facilitate, and/or serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.
- Develop collaborative service delivery methods, teams and organizational structure in the context of increased effectiveness; encourage effective new practices and methods; assure coordination of divisional activities with other units and designated priorities; provide status reports on progress of priorities; contribute to Talent Development Division improvement efforts.
- Manage the agenda for the management team and all Talent Division staff, including off-site retreats to ensure communication and coordination between teams is as efficient as possible.
- Actively engage Division staff in support of the Department and District's mission to improve student achievement.
- Ensure staff assigned to projects is competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.
- Perform other 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) in Business Administration, Human Resources or related field. 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 in project management or closely related field - Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis
- Knowledge of both theoretical and practical aspects of project management preferred
- Master's degree preferred.

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:

- Project management principles and methodologies
- Organizational development and organizational change management principles and practices
- Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
- Planning, organization and coordination needed for assigned program
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff
- Interpersonal skills using tact, patience and courtesy
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

ABILITY TO:

- Coordinate and supervise special projects, capital projects, and consultant studies
- Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations
- Explain complex problems and solutions in clear, concise and compelling ways
- Maintain confidentiality at all times
- Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Facilitate discussion and learning activities towards a clear end
- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Motivate and support adults to transform their practices
- Serve as resource to District administrators and facilitate communication throughout the District
- Set goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- Manage multiple assignments, priorities, and projects in a demanding environment
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Finish work on timely basis
- Communicate effectively with other Departments and school sites
- Learn new software applications and assist sites in using Human Resources tools
- Work as an integral member of a team
- 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.

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Enrollment and Registration Management	REPORTS TO:	Chief Systems and Services Officer/Chief Business Officer
DEPARTMENT:	Operations	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015 Revised: April 2022	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Within the framework of a high quality full service community schools District and under the direction of the Chief Systems and Services Officer or Chief Business Officer, work in partnership to lead the development and implementation of the District’s Enrollment Projections, shifts in enrollment processes and strategy, student registration and enrollment projections processes. Lead and manage the Student Assignment Division.

The Executive Director is required to work effectively and collaboratively with diverse groups of parents, students, staff and community members to apply consistent attention to several areas of responsibility.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

REPRESENTATIVE DUTIES: Incumbent 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 are intended to accurately reflect the principal job elements.

ESSENTIAL FUNCTIONS:

Provide institutional leadership to enrollment and registration management strategy development and execution.

Work collaboratively to develop and support innovative student assignment, enrollment and registration programs to better serve an increasingly diverse student body.

Coordinate the creation, revision, production, and distribution of site-based registration materials.

Interpret and communicate changes in federal, state, and local legislation as required.

Work collaboratively across departments and with vendors to produce and organize materials; ensure the accuracy of the information contained within materials.

Create and implement systems to ensure accurate and timely distribution of materials to families.

Coordinate, manage and continuously improve the annual enrollment counts process conducted District-wide.

Participate in the annual staffing consolidation process and provide relevant data and information necessary for effective fiscal and programmatic decision-making.

Maintain enrollment database, collect data from Families about regional programmatic demand, and provide enrollment-related analysis and reporting to cabinet, District leadership, board of education, and community.

Manage and facilitate annual enrollment projections process, including maintaining and continuously improving enrollment projections database.

Engage key stakeholders in the annual enrollment projections process, including executive officers, principals, key site staff, District leadership, and appropriate departments in order to develop high quality data to inform programmatic and fiscal decision-making.

Coordinate cross-departmental work, and close partnership work with school sites to ensure the successful implementation of registration, enrollment projections and outreach efforts.

Coordinate the effective dissemination and use of enrollment projections data across all relevant departments, including fiscal services, research and assessment, technology services, enrollment center, and schools.

Conduct and oversee analysis and reporting of enrollment trends, historical enrollment, and projected enrollment trends at the city, District, region, and school level; present and interpret results and findings to a wide variety of audiences with diverse levels of data knowledge and understanding.

Recommend changes to manage registration and enrollment activity in an efficient manner.

Coordinate with independent study program staff, administrators, and families to ensure there is adequate support and information for families transitioning into or out of independent study, to maximize retention of students within the District.

Analyze current business processes and recommend enhancements.

Provide supervision and direction to the district to stay abreast of developing technologies and approaches to performance analytics to identify new tools and methods of obtaining, analyzing, utilizing, and presenting data; conduct strategy and operational assessment of data setup.

Collaborate with Communications Department, Early Childhood Education, schools, and other District departments and partners; develop outreach strategies to address kindergarten, 6th grade and 9th grade enrollment; assist in the creation and implementation of internal and external outreach and communications strategies to stabilize and increase student enrollment.

Coordinate with the Research, Assessment, and Data department to review school attendance boundaries, to maximize school access to attendance areas that can ensure school size sustainability.

Develop and prepare the annual budget for the Student Assignment Division; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Serve as a member of the, and work closely and collaboratively with leaders in Teaching & Learning, Networks and all members of the Senior Leadership Team/Executive Cabinet.

Analyze current business practices within the division and provide strategies for continuous improvement.

Develop and monitor outreach strategies to increase the district's percentage of city enrollment while also monitoring families that historically have not accessed the district's enrollment process and provide targeted outreach strategies to support increased access to OUSD programming.

Work with the staff within Student Assignment to develop and refine processes to ensure an efficient, and parent, student and staff friendly experience.

Assist the Student Assignment staff in developing a strong customer service program that includes the implementation of workshops/trainings for staff within the division that includes a feedback mechanism for parents, students, staff and the community.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Attend and participate in required department and District meetings.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Complexities of student enrollment and assignment in a large urban environment

Applying the principles of enrollment management

Statistical tools and software

Commonly used attendance and data applications

Utilization of various forms of assessment and data analysis in program design and management

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

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

Use and application of computer software, hardware, and related technology

The Community School philosophy of aligning resources in service of students

Computer software, hardware, and related technology

ABILITY TO:

Read and understand related legislation and policy

Develop strong systems and organizational practices and protocols

Oversee research design and support of data tools to manage data and analysis needs

Mine, extract, and integrate site-based data with student, community, and County data

Integrate reports and other work products into static reports and presentations

Coordinate and manage to results small and large groups

Facilitate effective meetings and planning sessions to successfully execute action plans and decision

Present information in workshops and focus group meetings to support understanding of data and analysis

Rapidly assimilate the facts, conditions, and implications of sudden problems and organize an effective administrative response to them

Work in a fast paced environment, under pressure to meet multiple critical deadlines and make decisions and/or communicate needs in a timely manner

Work effectively across all divisions of the District, with specific strength in partnering with schools and cross-departmental stakeholders

Page 4 of 5 Executive Director, Enrollment and Registration Management

Design and implement complex workflows and procedures to maximize efficiency with limited resources

Supervise and direct a diverse staff, or department with multiple diverse units

Manage budget and other resources in support of the goals of SABTO, with minimal supervision

Interpret, apply, and explain rules, regulations, policies and procedures

Plan and organize work

Prepare comprehensive narrative and statistical reports

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of new technical, academic and regulatory developments related to work scope

Manage competing priorities and time

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Meet District standards of professional conduct as outlined in Board Policy

Demonstrate effective written and spoken communication skills in English, including content communication, conciseness, grammar and usage

Operate personal computer, related software, and other office equipment

PREREQUISITES:

A Master's degree from an accredited college or university

Five (5) years of progressively responsible work experience in education registration and records, enrollment management and/or student services, including a minimum of three (3) years leading department/division-wide efforts

Experience leading the development and implementation of effective enrollment management strategies

Demonstrated ability to analyze and transform data into sound and actionable recommendations, particularly as related to enrollment management

Considerable experience in student services administration, including supervision of professional staff

Excellent communication skills necessary to work effectively with all levels of employees and management, and to analyze and recommend effective solutions

Skills in influencing and developing others who are not direct reports in order to move toward common goals and outcomes

Strong track record of managing organizational change and initiating key innovations

Fluency in Spanish helpful, but not required

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally up to 75 pounds with assistance; 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.

Legislative File	
File ID Number:	22-0918
Introduction Date:	04/27/2022
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

TITLE:	Custodian Field Supervisor (Day or Night)	REPORTS TO:	Director Custodial
DEPARTMENT:	Custodial Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 27, 2007 Revised: March 2022	SALARY GRADE:	ADCL 9

BASIC FUNCTION:

Under general direction, coordinate, supervise and evaluate assigned custodial staff; train and provide work direction to new employees, assist in the scheduling of custodial staff.

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 accurately reflect the principal job elements).

E = ESSENTIAL FUNCTIONS:

Visit, inspect, and assess (monthly and/or quarterly) District facilities including K-12, Child Development Centers, Special Education, Nutrition Services and Central sites. Analyze, Monitor and create reports regarding cleanliness, maintenance repair, custodial cleaning efficiency, safety practices, record keeping, operations methodologies ensuring facilities are in compliance with the City, State and County laws. **E**

Consult with District staff regarding compliance with electrical, plumbing, carpentry, roofing, fire and security alarm systems, fire protocols, wheelchair lifts and fire stations. Make recommendations to the Custodial Manager/Coordinator and Executive Director to resolve concerns in order to assure work assignments and maintenance standards are maintained at acceptable levels: **E**

Collaborate and Partner with Student Council, Principals, Administrators, the school community, Building & Grounds, Facilities (Capital Bond Projects) and its' relative project managers to address special cleaning concerns such as, but not limited to air purifiers and vents for ventilation systems, floods, illegal dumping, emergency cleaning, such as sewer back-ups and fire extinguisher clean ups, pest abatements. **E**

Visit, inspect, assess and ensure schools are maintained in a safe and secure manner. Develop and implement an electronic security improvement action plan as needed (weekends also) including property protection watches for sites that do not have functioning alarm systems. **E**

Inspect, evaluate and complete quality assurance inspection reports (monthly), facility inspection tool reports (quarterly), Williams and level 1 compliance reports. Review weekly mandated electronic restroom and wheelchair lifts reports, etc. **E**

Recommend selection and purchase of custodial equipment and supplies; assist with budget preparation and control including but not limited to inventory assessments, monitor and manage expenses within the assigned custodial budget for various school sites. **E**

Arrange for substitute personnel as required which includes interviewing, recruiting and assigning substitute custodians to clean in the absence of permanent staff. Research, train and monitor substitute orientations; conduct safety awareness, professional development and establish best practices aligned with CAL OSHA standards and trainings .**E**

Prepare and develop effective training programs which include but not limited to conducting safety awareness hands-on training, research literature and establish best practices aligned with CAL OSHA standards. **E**

Meet collaborate and partner with vendors to evaluate new supplies and equipment while conducting periodic trainings with staff to ensure proper usage, techniques, tracking, monitoring and analyzing data and outcomes are in effect. **E**

Assist in the development of maintenance schedules; including but not limited to water testing (flushing the water system), elevators, wheelchair lifts, fire extinguishers, air purifiers, flea traps etc. . **E**

Create the relative and appropriate schedules as required for community service activities such as civic center, OAL, OPRD, joint use agreements between OUSD and The City of Oakland. **E**

Conduct required trainings to support the professional development for staff, complete annual and bi-annual evaluations, performance improvement plans, monitor employee attendance and progressive discipline which includes collaborating with Talent, Labor Relations and AFSCME. **E**

Operate a variety of custodial equipment; drive a vehicle to various sites to pick up supplies and equipment and perform work. **E**

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE:

Any combination of education, training and/or experience equivalent to: A Bachelor degree (in communication or other related field) with two years of supervising custodial or maintenance related operations.

An Associate degree (in communication or other related field) with 4 years of responsible experience in supervising custodial and/or maintenance related operations.

Ten years of experience working in the custodial and/or maintenance field combined with 3 years of experience supervising custodial and/or maintenance related operations.

LICENSES AND OTHER REQUIREMENTS:

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance: certificate in training of custodial related operations including cleaning techniques and methodologies which may include H1N1 and COVID-19.

Valid California Driver's License.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles, methods, materials and equipment used in custodial work

Principles of planning and coordinating workloads and custodial personnel

Principles of supervision and training

Principles of personnel evaluation; security systems and control

Analyze, examine custodial supply and equipment

Record keeping and report inventory process and technique

Correct English usage, grammar, spelling, punctuation and vocabulary

Laws, rules and regulation related to assigned activities

Operation of standard office equipment including a computer, printer, copier, scanner etc.

Cost analysis techniques

Computer software, hardware and related technology

ABILITY TO:

Work weekends and evenings when necessary as required

Assess and Review Capital Facilities Bond projects in collaboration with District Facilities, Project Managers and Building & Grounds staff to ensure deadlines are met

Readily develop and implement pandemic safety measures to support health and safety of students, staff and the community

Read, understand and support project design review and building blueprints

Flex work schedule and hours expediently (less than 24hr notice)

Implement, train and support safety measures during pandemic climate including H1N1 and COVID-19

Operate standard custodial equipment

Research and apply industry standard associated with matrix of cleaning square footage and cleaning time measures

Introduce and train employees on the use of electronic devices

Determine appropriate action within clearly defined guidelines

Observe health and safety regulations

Make generalizations, evaluations or decisions without immediate supervision

Work independently with little direction

Meet schedules and timelines

Manage all custodial time cards and attendance during summer session

Partner with Summer Learning to ensure deep cleaning is completed after summer programs conclude; including the development of schedules for team cleaning crews

Create or Revise custodial work schedules to support regular and/or rapidly changing learning climate

Collaborate and partner with Building & Grounds to support minor routine maintenance (RRMA) duties

Collaborate and partner with Risk Management and AFSCME to ensure modified duty task are implemented, monitored and fulfilled by injured employees

Install pest abatement measures

Schedule work and personnel throughout various locations in the District

Effectively supervise and train subordinates

Evaluate and select custodial supplies and equipment

Establish and maintain effective working relationships

Communicate effectively both orally and in writing

Be sensitive and responsive to diverse cultural and ethnic groups

Prepare reports and make presentations

Add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals

Compute rate, ratio, and percent and to draw and interpret bar graphs

Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists

Interpret a variety of instructions furnished in written, oral, diagram or schedule form

Pass a written and physical test; to establish and maintain effective working relationships with students, staff and the community

Perform duties with awareness of all district requirements and Board of Education policies

**WORKING CONDITIONS:
ENVIRONMENT:**

Working regularly indoors and occasionally outdoors; working near or with moving mechanical equipment; may work with toxic or caustic chemicals such as petroleum products, degreasers, and sprays while performing the duties of this job. Works with deadlines and severe time constraints; moderate noise level.

PHYSICAL DEMANDS:

Standing, walking; using hands and fingers to handle, or feel objects, tools, or controls; and talking or hearing; frequently reaching with hands and arms; occasionally sitting; frequently squatting, stooping or kneeling, or reaching above the head and forward; occasionally using hand strength to grasp tools and climb ladders; occasionally bending or twisting at the neck and trunk.

Occasional lifting and/or moving up to 50 pounds such as custodial equipment, cleaning supplies, pails and unloading trucks; occasional lifting and/or moving up to 90 pounds of cleaning supplies and bulk furniture; sometimes pushing/pulling items such as tables, bleachers, and scrubbing machines; seeing with close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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.