

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

May 14, 2014

Legislative File	
File ID Number:	14-0772
Introduction Date:	05/14/14
Enactment Number:	14-0769
Enactment Date:	5-14-14
By:	

TO: Board of Education

FROM: Gary Yee, Ed.D., Acting Superintendent
Vernon Hal, Deputy Superintendent, Business and Operations
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support

SUBJECT: Creation of Specialist, Behavior – Programs for Exceptional Children

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-1106– Creation of Specialist, Behavior – Programs for Exceptional Children.

DISCUSSION

The behavior specialist position is being created to allow Programs for Exceptional Children (PEC) to deliver quality interventions and staff trainings. With this position, PEC will have the ability to provide preventative supports to all OUSD students. The behavior specialist position is replacing costly contracted services and allows for increased collaboration and accountability.

Programs for Exceptional Children Department

Create

Position Title/FTE

Specialist, Behavior

PEC Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61 - \$87,996.12

12 months, 261 days, 7.5 hours

Funding

SE-IDEA Basic Grant,
Resource, 3310-975

A Meet and Confer has been conducted with the appropriate bargaining unit.

BUDGET IMPACT

This position will be funded by SE_IDEA Basic Grant PL94-142 funds.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1106– Creation of Specialist, Behavior – Programs for Exceptional Children.

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-1106**

- Programs for Exceptional Children Department -

Create

- Specialist, Behavior -

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 position aligns with the District's priority of a Full Service Community School District and to enhance servicing our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby creates the position of Specialist, Behavior, Programs for Exceptional Children, attached hereto, and confirms said position's placement on the salary schedule/range, as stated herein, effective 12:01 a.m., May 15, 2014, as follows:

Programs for Exceptional Children Department

Create

Position Title/FTE

Specialist, Behavior

PEC Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61 - \$87,996.12

12 months, 261 days, 7.5 hours

Funding

SE-IDEA Basic Grant,
Resource, 3310-975

and,

BE, IT FURTHER RESOLVED, that the Board authorizes 1.0 FTE for the position as so stated above.

Passed by the following vote:

AYES: Jody London, Jumoke Hinton Hodge, Anne Washington, Roseann Torres,
Christopher Dobbins, and Vice President James Harris

NOES: None

ABSTAINED: None

ABSENT: President David Kakishiba

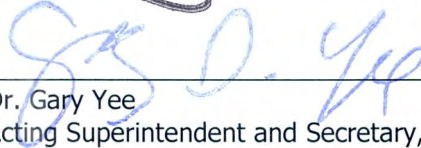
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held May 14, 2014.

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OAKLAND UNIFIED SCHOOL DISTRICT



David Kakishiba



Dr. Gary Yee
Acting Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Behavior	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Programs for Exceptional Children	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 days or duty hours and days as assigned
ISSUED:	Created: May 2014	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Behavior Analyst: (1) will provide direct services and consultation to general education students, staff and parents in order to provide positive ways for working successfully with students who have difficulties conforming to acceptable behavior patterns with the general education setting; (2) will implement and/or oversee the implementation of procedures for the developing and implementing behavior assessments and positive intervention plans for general education students within Oakland Unified School District (OUSD); (3) will establish and maintain ongoing relationships with outside agencies serving District students and their families; and 4) will provide training, consultation and support to general education teachers, administrators and parents/guardians to increase the capacity of all caregivers to positively support student behavior.

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

Provide behavioral therapy, assessments and interventions services to students, staff and parents in order to increase the capacity of general education students to access curriculum in general education settings.

Process referrals and respond to referrals of general education students for behavior intervention services.

Conduct Functional Analysis Assessments (FAA) for general education students and collaborate with school-site general education staff in the development of positive behavior support plans.

Assist parents and staff in resolving concerns expressed at parent, teacher, and administrative conferences.

Maintain communications with the administration and instructional staff of the schools to identify needs for communications with parents.

Lead the development and monitoring of positive behavior support plans for general education students, and facilitate consistent Behavior Support Plan (BSP) implementation by general education staff.

Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities.

Develop and/or conduct behavior training to general education staff and parents in areas of expertise including development and implementation of effective behavior interventions including training specific to individual students, nonviolent crises intervention and behavior case management.

Manage and assess the need for additional adult support.

Collaborate with Family, School and Community Partnerships (FSCP) in the development and implementation of effective school-wide programs for general education students with disturbances of behavior that may prevent them from accessing curriculum in a general education setting and to reduce the number of inappropriate referrals to Programs for Exceptional Children (PEC).

Ensure that student achievement is continuous and appropriate for programs and age group; indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records.

Consult with and train general education school staff and parents/guardians on matters related to positive behavior support.

Participate in the development of ongoing relationships with other agencies serving general education students with behavioral disturbances including after-school programs, student health care providers etc...; refer parents to appropriate community services which are not available in the District, and provide a liaison between the community resources and the school.

Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning behavioral interventions and emergencies.

Prepare a variety of professionally written documents and reports in a timely manner.

Assist in coordinating general education staff professional development activities.

Participate in in-service and training to keep abreast of current trends and best practices in assigned areas of responsibility.

May hire, supervise and evaluate assigned staff.

Maintain confidentiality of student records and information.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree in applied behavioral sciences, psychology, education or other related fields and a minimum of three years experience working with students with disturbances of behavior in educational settings.

Experience and training in performance of functional analysis assessments, development of behavioral plans, and training and use of emergency behavioral interventions

Experience in the development and implementation of effective/social skills lessons

Experience and training in appropriate curriculum, instruction, classroom management and intervention techniques

LICENSES AND OTHER REQUIREMENTS:

Must be a Board Certified Behavior Analyst (BCBA®) or BCBA eligible

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

State and federal mandates as they apply to behavior assessments, functional analysis assessments, and interventions in the schools including crisis management, emergency procedures, and prohibited interventions

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

Interpersonal communication, consultation and group leadership skills necessary to work effectively with students, parents, teachers and administrators

Strategies of successful research-based positive behavior management strategies

Applied behavior sciences

Planning, organization and coordination needed for assigned program

Meet the physical requirements of the job

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

Various District bargaining unit contracts related to employee evaluation

Computer software, hardware, and related technology

ABILITY TO:

Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents

Effectively lead/facilitate group processes

Provide consultation and advice to teachers and other school personnel to improve the behavior of targeted students

Maintain confidentiality

Communicate assessment results both orally and in writing

Use effective instructional strategies and techniques for at risk learners

Plan, organize, implement and supervise campus-wide programs

Visit various work sites and inspect work in progress

Keep and compile records and reports

Understand and carry-out oral and written directions

Communicate effectively, tactfully and persuasively, both orally and in writing

Supervise and evaluate assigned personnel

Cross-train department personnel

Establish and maintain effective working relationships with parents, district employees and outside contractors

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; exposure to a variety of childhood and adult diseases and illnesses; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to weather with extremes of heat and/or cold, wet and/or humid conditions, for short periods of time

PHYSICAL REQUIREMENTS:

Sufficient vision to read printed material, see distant objects with clarity, judge distances and spatial relationships and identify and distinguish objects; sufficient hearing to hear conversation in person, on the telephone, and hear sounds clearly up to 20 feet; speak in an understandable voice with sufficient volume to be heard in normal conversation on the telephone and when addressing groups; exert up to 50 pounds of force to push, pull, drag, or otherwise move objects; lift, move and position continuous standing and walking, for extended periods of time; sufficient manual dexterity and/or mobility to grasp and/or manipulate objects and move about the work area and move between work sites

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.