

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

May 23, 2018

Legislative File	
File ID Number:	18-1218
Introduction Date:	05/23/2018
Enactment Number:	18-0853
Enactment Date:	5/23/18
By:	OS

TO: Board of Education

FROM: Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Approval of Job Description/Position/Title/FTE As Named

- Executive Director, School Systems Alignment and Operations
- Coordinator, Special Education
- Executive Director, Academics and Instructional Innovation
- Program Manager, Applied Behavioral Supports

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1718-0195 - Approval of the Creation/Revision of Job Description/Position/Title/FTE As Named: Executive Director, School Systems Alignment and Operations; Coordinator, Special Education; Executive Director, Academics and Instructional Innovation and Program Manager, Applied Behavioral Supports.

DISCUSSION

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

Revision:

Job Description/Position/Title/FTE

Executive Director, School Systems Alignment and Operations
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management Confidential
Range: 25: \$112,883 to \$144,080
(CFCA 25)12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

No change as this JD covers an existing budgeted role.

Revision:

Job Description/Position/Title/FTE

Coordinator, Special Education
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management
Range: 74: \$85,546 to \$109,203
(A227), 227 days, 7.5 hours (FT)

FISCAL IMPACT

No change as this JD covers an existing budgeted role.

Creation:

Job Description/Position/Title/FTE

Executive Director, Academics and Instructional Innovation
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management Confidential
Range: 25: \$112,883 to \$144,080
(CFAD 25) 12 months, 227 days, 7.5 hours (FT)

FISCAL IMPACT

No change as this JD is covered by reductions in existing unrepresented roles. Specifically, this position is funded by the use of funds from the elimination of the Deputy Chief, Teaching and Learning and the elimination of the Executive Director, School Professional Learning.

Creation:

Job Description/Position/Title/FTE

Program Manager, Applied Behavioral Supports
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management
Range: 14: \$77,575 to \$99,008
(ADCL), 12 months, 261 days, 7.5 hours (FT)

FISCAL IMPACT

No change as this JD covers existing budgeted roles. This job description will formalize the role held by individuals whom are performing these duties within a generic job classification of Program Manager, Classified, in the area of behavioral health.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1718-0195 - Approval of the Creation/Revision of Job Description/Position/Title/FTE As Named: Executive Director, School Systems Alignment and Operations; Coordinator, Special Education; Executive Director, Academics and Instructional Innovation and Program Manager, Applied Behavioral Supports.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1718-0195**

Approval of the Creation/Revision of Job Description/Position/Title/FTE As Named: Executive Director, School Systems Alignment and Operations; Coordinator, Special Education; Executive Director, Academics and Instructional Innovation and Program Manager, Applied Behavioral Supports

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the creation/revision of Job Description/Position/Title/FTE stated below:

- Executive Director, School Systems Alignment and Operations
- Coordinator, Special Education
- Executive Director, Academics and Instructional Innovation
- Program Manager, Applied Behavioral Supports

Revision:

Job Description/Position/Title/FTE

Executive Director, School Systems Alignment and Operations
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Classified Management Confidential
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(CFCA 25), 12 months, 261 days, 7.5 hours (FT)

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Job Description/Position/Title/FTE

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Job Description/Position/Title/FTE

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(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: Certificated Management Confidential
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FISCAL IMPACT

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Passed by the following vote:

PREFERENTIAL AYE: Student Director Gema Quetzal

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: Student Director Enasia Mc-Elvaine

PREFERENTIAL RECUSE: None

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

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: None

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 May 23, 2018.

Legislative File	
File ID Number:	18-1218
Introduction Date:	05/23/2018
Enactment Number:	18-0853
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OAKLAND UNIFIED SCHOOL DISTRICT



Aimee Eng
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Resolution No. 1718-0195

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File ID Number:	18-1218
Introduction Date:	05/23/2018
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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, School Systems Alignment and Operations	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: January 2017 Revised: May 2018	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Under direction of the Supervisor as Assigned, the Executive District Alignment and Operations will lead the District in establishing and maintaining system solutions, processes and procedures; manage internal position control district-wide; manage the implementation of the Financial Management System; manage the implementation of the financial system for end-user support; make recommendations to Senior Leadership for the establishment of integrated and strategically sound initiatives surrounding the implementation of the financial system; counsel and coach central office and school site leaders on the Financial Management System; partner with the State and Federal Department to prepare financial reports, discuss best practices around the use of various categorical funds for specific employee job functions and/or classifications to ensure and document compliance alignment with state, federal and local mandates in coordination with the Every Student Succeeds Act (ESSA).

The Executive Director is responsible for ensuring a smooth transition and implementation of the Financial Management System and ensure all positions are budgeted and appropriately entered into the system; ensure changes made to positions during the budget process are updated in the financial system; generate reports for Senior Leadership that verify employees and positions are assigned to the appropriate school site and/or department. In addition, collaborate with the State and Federal to ensure all categorical allocations and funded positions are identified for reporting during internal and external audits and are aligned with state, federal and local mandates in coordination of the Every Student Succeeds Act (ESSA).

The Executive Director, District Alignment and Operations 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:

Provide institutional leadership to align school systems and operational management strategies.

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

Lead and collaborate with OUSD Senior Leadership to provide system solutions, and consult with Leadership and management to address a broad range of issues related to the effectiveness and efficiency of the OUSD's work systems and infrastructure.

Collaborate with the Financial Service Department Leaders during the budget development process to actively monitor school and central office sites position control to ensure all District employees are in a valid, authorized position within the District's operating budget; set up the authorized positions and establish the job codes; ensure all positions budgeted for are appropriately entered into the budget system; generate reports to verify employees and positions are assigned to the appropriate school site or department; collaborate with the State and Federal Office to ensure all categorical funded positions are identified for reporting in the Time Accounting Tool.

Manage the development of the District's position control system to ensure all District employees are provided with a valid authorized position; manage and maintain electronic position control system.

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.

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

Engage key stakeholders with the annual budget prioritization process, including Network Superintendents, 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 District wide systems that will improve site level operations.

Plan, organize, control and direct a wide variety of specialized and responsible position control functions related to employment processing, status changes; provide information and assistance to District Leadership regarding a variety of position control policies and procedures.

Work closely with Payroll to identify and troubleshoot payroll problems related to position control.

Provide analytical support to Senior Leadership on position control matters; generate specialized reports; compile data on staff projections for departments/sites.

Recommend changes to manage staffing and departmental restructuring in an efficient manner.

Analyze and implement current business processes and recommend enhancements.

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

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.

Collaborate closely with IT staff to address financial system issues and needs on a District-wide basis to ensure operational efficacies; identify and develop system protocols; make recommendations for improvement.

Manage information system support for the purpose of providing accuracy of data entered, ability to access system information and to retrieve information in a usable format.

Supervision and training of both classified and certificated staff as related to operations system and budget development.

Act as a lead contact between Academic Social Emotional Learning Team, Business and Operations, and Networks in an effort to coordinate deliverables for the Superintendent's Office.

Act as a lead contact between Business and Operations and Networks in an effort to coordinate deliverables for the Superintendent's Office.

Manage complex district systems to include financial processes and procedures related to the overall district budget prioritization process.

Understand Board policies and procedures necessary to ensure appropriate protocols are understood and followed; direct and oversee the preparation of drafts of needed policies and administrative procedures.

Prepare, execute and/or edit written and oral correspondence, presentations and reports as directed.

Attend Board meetings and other meetings as directed by supervisor; prepare reports for the Board at the direction of supervisor.

Develop and maintain positive working relationships with all stakeholders, including schools.

Collaborate with the State and Federal Office to ensure all categorical allocations and funded positions are identified for reporting during internal and external audits and are aligned with state, federal and local mandates in coordination with Every Student Succeeds Act (ESSA).

Collaborate with HR to create, revise, and edit duty statements and ensure consistency between job descriptions and duties performed by employees; ensure compliance with federal mandates in coordination of the Every Student Succeeds Act (ESSA).

Perform other 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:

Public school administrative structures and challenges facing large, diverse, urban school districts

Strategic planning theory

Public policy, procedure and management

National, state and local educational goals, standards, and operations of K-12 public education in California

School reform theories and best practices to implement change

Development and performance management methods

The goals, objectives, structure and operations of a major public employer

School District policies and procedures, regulations and bylaws, and the legal environment within which they operate

Planning, organization and coordination needed for assigned program

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 the strategic planning process and establish objectives

Modify management strategies based on evaluation data

Demonstrate excellent team-building skills

Demonstrate excellent organizational skills and attention to detail

Exercise judgment and discretion in interpreting and applying policies and procedures

Manage financial resources

Demonstrate effective written and oral communication skills, including content communication, conciseness, grammar and usage

Establish and maintain effective working relationships with school officials, school administrators, teachers, support staff, outside advocacy groups, and other community members, with an expertise in consensus building

Organize and motivate high-level employees to work together and achieve common goals

Perform complex tasks and to prioritize multiple projects

Interface with all levels within the organization

Work effectively in a diverse work group

Pull resources together to meet deadlines

Work under pressure and flexible in adapting and responding to changing situations

Manage multiple conflicting priorities

Delegate responsibilities effectively

Harvest a healthy, happy workplace with a real emphasis on a strong organizational culture

Operate personal computer, related software, and other office equipment

PREREQUISITES

A Master's Degree or Higher in Education, Educational Administration, Business/Public Administration or related field

Experience in organizing and supervising cross-functional teams to manage and deliver large-scale projects, to handle diverse needs of stakeholders, and to collect data/information and create necessary information to manage the workflow in the Office of Post-Secondary Readiness

Ten (10) years of administration experience in a school environment

Possess leadership skills in facilitating group processes, including consensus building and conflict resolution

Advanced knowledge of California State Education Codes requiring district accountability

Mandated state and federal laws and regulations pertaining to compliance of state and federal education programs

Demonstrated success in leading major education initiatives, programs, and policies

Advanced California State Education Codes and federal education regulations pertaining to student achievement

Demonstrated operational and fiscal experience at an executive level of an organization

Advanced written, verbal and listening skills; excellent organization skills

Experience and proficiency with Microsoft Office products (e.g. Excel, Word, and PowerPoint)

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.

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Introduction Date:	05/23/2018
Enactment Number:	18-0853
Enactment Date:	5/23/18
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Special Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days / 7.5 Hours
ISSUED:	Created: June 2017 Revised: May 2018	SALARY GRADE:	A227 Range 74

BASIC FUNCTION: Under the general direction of the Executive Director of Special Education, organize, coordinate, and administer assigned programs and services related to student discipline, attendance, and instruction; assist with administrative duties involving Special Education (SPED), including, but not limited to: student conduct, curriculum development, and school site operations; supervising and evaluating the performance of assigned certificated and classified teachers, coaches, classified support staff, volunteers, and interns as directed by the Executive Director of SPED. Assist the Executive Director in providing educational leadership within the SPED Department, aligning the goals and objectives with the overall strategic vision of the District. The SPED Coordinator has thorough understanding of challenges and opportunities related to students with disabilities to ensure they have specialized academic instruction and equitable access to District programs and services needed to graduate from high school and pursue post-secondary education and careers.

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 Coordinator job elements accurately.)

ESSENTIAL FUNCTIONS:

Participate in a planned program of classroom visitations and observations to provide teachers with feedback on instructional practices; recommends discipline, reassignment or termination action as appropriate; documents evidence of substandard performance.

In collaboration with SPED leadership, participate in the development and implementation of District-approved curriculum; integrating it with the needs of the individual school and Special Education statutory requirements.

Plan, organize, control, direct and evaluate instructional activities, extracurricular events, special programs and school site operations.

Case-manage all Individualized Education Programs (IEP) at assigned sites and be responsible for all IEP development, including IEP meeting coordination and facilitation.

Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with disabilities.

Serve as a resource for information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements.

Analyze data, plan activities and monitor programs and services.

Respond to others and consult with teachers, administrators and Network staff.

Address other duties and processes required to maintain the Network's program of services and compliance for assigned sites.

Maintain knowledge of current Special Education regulations and best practices.

Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs.

Support implementation of accommodations and modifications for students with IEPs in general education and Special Education classrooms.

Analyze assessment results to drive instruction and IEP development.

Coordinate progress report completion in accordance with district guidelines.

Provide professional learning for Special Education Support Staff, as assigned.

Mentor Resource Specialists at assigned sites.

Develop IEPs in accordance with federal, state and district standards.

Create and maintain Special Education documentation as required by federal, state and district regulations.

Ensure IEP timeline compliance of assigned caseload.

Complete weekly internal reporting documents for assigned sites.

Manage relationships with colleagues to ensure students receive all individually prescribed IEPs services, i.e., Occupational Therapy, Language and Speech, etc.

Schedule and facilitate IEP meetings in a collaborative and professional manner.

Provide direct services to students with disabilities, as needed and assigned by Executive Director.

Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress.

Implement the District Multi-Tiered Systems of Support and Student Success Team process.

Provide special education program leadership at assigned sites.

Develop and provide ongoing professional development for general and special education staff and administrators.

Support with responses to Grievances and Level 1 complaints.

Assist in evaluating staffing allocation and Non Public Agency aides.

Support Site Administration with evaluating teachers.

Assist in the preparation of Informal Dispute Resolution, mediation and due process material.

Supervise assigned staff, i.e., Program Specialists, and evaluate performance of assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment.

Participate in the District sponsored professional development training program which focuses on the District's LEA plan, curriculum, instructional skills, leadership skills, communication techniques, and supervision and evaluation skills based on the California Standards for the Teaching Profession and the California Professional Standards for Educational Leaders.

Attend school and District meetings as required.

Other related duties and projects 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

Curriculum for special education programs

Counseling and testing programs for special education students

Federal, state and local agencies that provide services for students with disabilities

Local, state and federal policies and procedures regarding students with disabilities

County and District policies, procedures and standards regarding special education

Ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations

Effective budgetary processes and school finance

Current literature, trends, methods and developments in the area of special education

Principles of supervision, organization and administration

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

Diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and training

Computer software, hardware, and related technology

ABILITY TO:

Apply specialized academic instruction knowledge to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts and solutions

Assess the needs of students

Train, supervise and evaluate certificated and classified personnel

Interpret District collective bargaining contract language

Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality

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

Establish, coordinate and maintain communication with school staff, community and parent groups

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and customers

Read, interpret, apply and explain rules, regulations, policies and procedures to students, parents, and community groups

Analyze situations accurately and adopt an effective course of action

Work independently with little direction

Plan and organize work

Supervise and evaluate the performance of assigned staff

Remain current on trends and development in the Special Education field

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's Degree in Human Development or related field required

Master's degree in Public Administration, Education Administration, Special Education or related field preferred

Five (5) years successful experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

Demonstrated knowledge and understanding of special education programs

Demonstrated understanding of the regulations regarding the operation of special education programs

Experience working with a variety of agencies and community resources involved with students and families

Experience in working with a diverse population of students and families within an urban school setting

Successful experience in working well in diverse economic, multicultural and multilingual communities and environment

Valid California Administrative Services Credential

Valid California teaching Credential with English Learner authorization required; authorizing services in special education is 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; occasional evenings and weekend events to engage with students, parents, or external community at District events

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.

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Academics and Instructional Innovation	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: May 2018	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Under minimal direction, the Executive Director of Academics and Instructional Innovation is responsible for designing and implementing a quality instructional program in alignment with the State and District's goals and objectives. The Executive Director of Academics and Instructional Innovation ensures the use of effective instruction in every classroom for every student, every day; and the cultivation of student literacy across content areas necessary for success in college and career. The Executive Director is responsible for understanding the academic needs of our students and capacity of our central office staff, principals and teachers to implement the best strategies for meeting those needs and must ensure that our students are provided a quality education that ensures that students may have access to an equitable education.

The Executive Director assists the Chief Academic Officer in supporting instructional transformation through innovative instructional approaches to transform the teaching and learning in all our District schools. Duties will span the breadth of responsibilities concerning curriculum, instruction and assessment, professional learning, and operations related to academic programs across the District.

The Executive Director of Academics and Instructional Innovation 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:

Review and revise instructional policies and administrative regulations, District-wide assessment programs and provide leadership for continued refinement of assessment policy, practices, and guidelines.

Assure that instructional practices, techniques, and methodology are aligned with District curriculum, policies, philosophies, and applicable laws.

Implement quality professional learning to all staff that are engaged with the academic program.

Coordinate and articulate curriculum among and between grades, and other duties and responsibilities as assigned.

Collaborate with the other members of the administrative and supervisory staff to conduct classroom visitations to assess program implementation, instructional effectiveness, and student participation and performance.

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

Participate in the annual process to evaluate the selection process for identifying schools to participate in the development of an improved instructional program.

Provide leadership in developing plans for instructional research, pilot studies for curriculum, instruction, technology and new courses of study.

Ensure the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services.

Maintain a District schedule for grade level articulation meetings, program assessment, curriculum development, and professional development activities to guide staff and avoid conflicts with other initiatives.

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.

Develop and manage partnerships with local and national organizations specializing in curriculum and instruction.

Prepare annual reports, in conjunction with collaborating Departments.

Review and recommend language to the Board, Superintendent, and other senior leadership concerning legislation to address the needs of all students; recommend additions and/or revisions in policy, regulations, and procedures to the Chief Academic Officer for review and/or Board of Education adoption.

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

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:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope

Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry

Community and governmental institutions in the regional network

District resources and organization

Instructional programs, methods, and practices to accelerate student learning and achievement

California standards, curriculum frameworks and current research-based practices and trends

Adult learning principles and change-management theory

Effective professional development practices, including data-based inquiry

Formative and summative assessment instruments

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

ABILITY TO:

Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability

Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel

Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel

Promote team-building and shared responsibilities among administrative and professional personnel

Develop effective and actionable plans that integrate a complex set of analysis and resource decisions

Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work

Apply a systems approach to problem solving

Attract external funding to support a well thought-out plan

Develop effective working partnerships across all sectors of stakeholders in the community and local government

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

Support, monitor and evaluate instructional program effectiveness

Use data to develop and analyze action plans

Implement collaborative and team-building processes

Plan, implement and monitor high-leverage professional development

Facilitate dissent and conduct difficult and constructive conversations

Provide timely and actionable feedback

Manage and prioritize time effectively

Provoke, inspire and motivate people to make progress toward goals

Read, interpret, apply and explain rules, regulations, policies and procedures

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

Work effectively across diverse communities

PREREQUISITES

Master's degree

Five (5) years of progressively responsible experience in educational administration, including experience as a school principal

Demonstrated knowledge and application of effective elementary education principles, practices and trends

Valid California Administrative Services Credential required

Valid California Driver's License

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	
File ID Number:	18-1218
Introduction Date:	05/23/2018
Enactment Number:	18-0853
Enactment Date:	5/23/18
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Applied Behavioral Supports	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours
ISSUED:	Created: May 2018	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under direction the Applied Behavioral Support Program Manager develops, manages, and coordinates the District’s Coordinated Early Intervention Services (CEIS) plan and ensures that statutory guidelines are being met. The Program Manager promotes and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready.

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 and manage the implementation of the District’s Coordinated Early Intervention Services Plan (CEIS) with the California Department of Education.

Organize and facilitate CEIS Leadership Team and Stakeholder meetings.

Serve as the District representative at state and regional meetings on the District’s Plan to eliminate significant disproportionality in Special Education.

Manage and supervise a team of Behavior Specialists, including provision of required training and supervisory hours for team members preparing for credentialing (BCBA).

Train and supervise team of Instructional Support Specialists.

Provide quality assurance of all CEIS related services in accordance with District DEIS Plan.

Design and deliver professional development trainings to build capacity of staff, stakeholders, and District leadership related to CEIS.

Support and review the development and implementation of all CEIS related behavior support plans for general education students in accordance with ABA standards.

Collect, manage, and report on CEIS data that measure the progress of students receiving ABA services.

Collaborate with District, Network and Behavioral Health partners to align and deliver Tier III intensive behavioral supports within the general education setting.

Provide direct behavior support and crisis intervention as needed.

Adhere to ethical standards including FERPA and BCBA code of ethics.

Serve as ABA program team lead responsible for assisting in the development, implementation, and data collection of ABA (including positive behavior supports and intervention strategies) at an advanced level to address challenging behavior for children and their families/caregivers in a variety of environments.

Oversee ABA therapy services including, but not limited to: direct one-to-one therapy; development of new academic, behavioral, social, and daily living skills, and effective response to difficult or disruptive behaviors.

Provide ongoing clinical supervision and facilitate case consultation meetings in accordance with department protocols to ensure effective implementation of behavior support services.

Manage expanding program to including increasing variety of ages, diagnosis, and funding source requirements.

Provide supervision of initial and ongoing assessments to increase mastery of ABA protocols and methodologies.

Collect progress reports to ensure all programs effectively targeting short and long term behavioral goals, generalization and community integration.

Provide site-based quality checks of behavior specialists and instructional support specialist to monitor staff adherence to policy and procedures, and communicate with administrative staff in regards to staff performance, attendance, and efficacy.

Adhere to maintenance requirement including renewal and recertification of the BCBA.

Prepare and present written and oral reports for the appropriate District leaders, staff, community, and other audiences.

Maintain all administrative records, client files, and databases in accordance to HIPAA and FERPA guidelines.

Manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

Attend department and other meetings as required.

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

Strategic direction of Oakland Unified School District

Social, emotional, health and economic issues faced by Oakland youth and their families

Local community-based organizations that provide mental health services

Effective strategies for conflict management, problem solving, and decision making

Research methods, report writing and record-keeping techniques

Principles and practices of effective leadership

Adult learning principles

Funding opportunities for assigned program

Community contacts for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies

Correct English usage, grammar, spelling, and punctuation

Telephone techniques and etiquette

Interpersonal skills using tact, patience and courtesy

The Community School philosophy of aligning resources in service of students

Computer software, hardware, and related technology

ABILITY TO:

Ability to manage and evaluate data

Work with multi-faceted public and private agencies as well as district departments

Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Maintain confidentiality as appropriate

Use best practices to resolve conflicts among individuals and across groups

Communicate clearly both orally and in writing

Plan, prepare and deliver oral presentations

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

Develop and implement training and evaluation programs for adult learners

Work independently

Ability to develop and lead collaborative teams

Meet schedules and time lines

Complete work accurately and as directed with many interruptions

PREREQUISITES

A Master's Degree in special education, behavioral analysis, psychology, or related field from an accredited University; minimum of 5 years providing behavior support to students with special needs, and minimum of 2 years program management experience

Valid Board Certified Behavior Analyst Certification required

Available to work an occasional evening and weekend

Must have reliable transportation to perform duties, including valid California Driver's License and insurance

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