

Legislative File	
File ID Number:	13-1539
Introduction Date:	6/26/13
Enactment Number:	13-1369
Enactment Date:	6/26/13
By:	O.L.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Facilitator, Manhood Development Program	REPORTS TO:	African American Male Achievement High School Administrator & Site Principal
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated
FLSA:	Exempt	WORK YEAR/HOURS	Per OEA Contract
ISSUED:	Created: June 2013	SALARY GRADE:	Per OEA Contract

BASIC FUNCTION: The Manhood Development Facilitator is responsible for planning and delivering the Manhood Development coursework and providing an educational atmosphere where African American students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. The successful candidate is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with the African American Male Achievement department's goals and Oakland Unified School District policies. Through the Manhood Development courses, the facilitator will support the implementation of the District's Voluntary Resolution Plan (VRP) entered into with the Office of Civil Rights to eliminate the practices that have led to patterns of inequity in student discipline and assignment to Special Education for African American students.

The position is part-time, generally one to two class periods per day five days per week for the school year (186 days) at a high school or middle school.

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

Building trust with students and fostering relationships and connections with students and families from which the facilitator can connect academics to students' life experiences and cultural background and recognize and interrupt student behaviors that may hinder success.

Effectively facilitate each student's achievement of the program's seven outcomes: (1) become a lifelong learner, (2) increase the awareness of the benefits and challenges of being an African American male, (3) successfully navigate school, (4) improve writing skills, (5) improve organizational skills, (6) increase emotional intelligence (EQ), and (7) increase connectedness to school.

Identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.

Maintain effective and efficient record keeping procedures.

Communicate effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.

Collaborate with peers to enhance the instructional environment.

Model professional and ethical standards and maintain cooperative working relations with students, parents, peers, and community.

Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, and coordinating responsibilities.

Continue mentoring of students in subsequent years that is intended to supplement school counseling services, not supplant.

Perform other duties and responsibilities as assigned by supervisor.

All work responsibilities are subject to an annual evaluation process.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to a Bachelor's degree from an accredited college or university.

Three (3) years of experience in mentoring, advocacy, community service and/or social work with African American male teenagers relating to race or gender inequities within disenfranchised groups, or related field work. (strongly preferred)

Experience in teaching strategies to recognize and understand institutionalized racism specifically as directed toward African American male youth. (strongly preferred)

Experience in modeling and teaching anger management and productive communication strategies to African American male youth.

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential or willingness to work toward a valid credential (work experience may allow a candidate to qualify for a California Career Technical Credential)

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

KNOWLEDGE, SKILLS AND ABILITIES

KNOWLEDGE OF:

Demonstrated competence in managing and responding to situations of race-based conflict and aggression

Demonstrated ability to establish relationships of trust and respect with African American male youth

Culturally competent matters related to African American males entering and continuing through higher education programs

Numerous, proven, successful instructional practices that support African American male achievement

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Perform the essential functions of the job, with or without reasonable accommodation

Motivate students to develop skills, attitudes, and knowledge needed to provide a good foundation for subject matter, in accordance with each student's ability

Work independently with little direct supervision and as part of a team

Accept responsibility and is self-motivated

Instruct and assess a diverse student population with a variety of learning modalities and instructional levels

Participate in approved professional development

Maintain punctual and regular attendance

Clearly articulate and implement a vision and a set of core values and beliefs that include a high level of success for all African American males

Commit to supporting and helping to implement the District's voluntary resolution plan to eliminate the practices that have led to patterns of inequity for African American students

WORKING CONDITIONS ENVIRONMENT:

Office environment and diverse school site environments; 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.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 26, 2013

Legislative File	
File ID Number:	13-1539
Introduction Date:	6/26/13
Enactment Number:	13-1369
Enactment Date:	6/26/13
By:	AS

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent *W-H-G-75*
Vernon Hal, Deputy Superintendent, Business and Operations
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support *BM*

SUBJECT: Creation of a Certificated Represented Job Classification

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1213-0198 – Creation of a Certificated Represented Job Classification.

DISCUSSION

To address the need to transform school culture for our African American male students so that they will have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth, the following certificated job classification is created. Through the Manhood Development courses, the facilitator will support the implementation of the District's Voluntary Resolution Plan (VRP) entered into with the Office of Civil Rights to eliminate the practices that have led to patterns of inequity in student discipline and assignment to Special Education for African American students.

A Meet and Confer was held with the appropriate bargaining unit.

Creation:

Position Title/FTE

Facilitator, Manhood Development Program
(5-10 positions*)

Salary Schedule/Range

Salary Schedule: K12T

Range: Per OEA Contract

Work Year/Hours: Per OEA Contract

*Position is part-time, generally one to two class periods per day, five days per week for the school year (186 days) at a high school or middle school.

Funding

TBD

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1213-0198 – Creation of a Certificated Represented Job Classification.

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 26, 2013

Legislative File	
File ID Number:	13-1539
Introduction Date:	6/26/13
Enactment Number:	13-1269
Enactment Date:	6/29/13
By:	O.S.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1213-0198**

Creation of Certificated Represented Job Classification
- Facilitator, Manhood Development Program -

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

WHEREAS, the District is committed to providing high standards of service and increasing accountability across the system; and

WHEREAS, this position aligns with the District's Strategic Plan for a Full Service Community School District to ensure every student graduates from high school prepared for success in college, career and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the creation of a certificated represented job classification and job description for said position as set forth in the attachment, which is incorporated herein by reference as though fully set forth, effective 12:01 a.m., July 1, 2013:

Creation:

Position Title/FTE

Facilitator, Manhood Development Program
(5-10 positions*)

Salary Schedule/Range

Salary Schedule: K12T

Range: Per OEA Contract

Work Year/Hours: Per OEA Contract

*Position is part-time, generally one to two class periods per day, five days per week for the school year (186 days) at a high school or middle school.

Funding

TBD

and,

BE IT FURTHER RESOLVED, that the Board authorizes 5-10 part-time positions for the new job classification as so stated above, and

BE IT FURTHER RESOLVED, that the Board authorizes the Superintendent of Schools to fill the newly created position pursuant to District employment procedures.

Passed by the following vote:

AYES: Jody London, Christopher Dobbins, James Harris, Roseann Torres,
Anne Campbell-Washington, Vice President Jumoke Hinton Hodge,
President David Kakishiba

NOES: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held June 26, 2013.



Edgar Rakestraw, Jr.
Secretary, Board of Education
Oakland Unified School District

Legislative File	
File ID Number:	13-1539
Introduction Date:	6/26/13
Enactment Number:	13-1369
Enactment Date:	6/26/13
By:	EA