

**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

January 13, 2016

<b>Legislative File</b>	
File ID Number:	15-2499
Introduction Date:	01/13/2016
Enactment Number:	16-0038
Enactment Date:	1/13/16
By:	DA

TO: Board of Education

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

SUBJECT: Approval/Revision of Positions – Community Schools & Student Services, Office of Post-Secondary Readiness, and Risk Management Departments

- Coordinator, Restorative Justice
- Facilitator, Restorative Justice
- Manager, Environmental Health & Safety
- Director, Oakland Promise Program

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1516-0143 for the creation/revision of job descriptions: Coordinator, Restorative Justice and Facilitator, Restorative Justice for Community Schools and Student Services and, Manager, Environmental Health & Safety, Risk Management Department; Director, Oakland Promise Program, Office of Post-Secondary Readiness Department.

**BACKGROUND:**

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.

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Approval by the Board of Education of Resolution No. 1516-0143 for the creation/revision of job descriptions: Coordinator, Restorative Justice and Facilitator, Restorative Justice for Community Schools and Student Services and, Manager, Environmental Health & Safety, Risk Management Department; Director, Oakland Promise Program, Office of Post-Secondary Readiness Department.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1516-0143**

- Community Schools and Student Services, Office of Post Secondary Readiness, and Risk Management -

**Create/Revise Job Description**

- Coordinator, Restorative Justice, Facilitator, Restorative Justice,  
Manager, Environmental Health & Safety, and Director, Oakland Promise Program -

**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 the attached job descriptions:

- Coordinator, Restorative Justice
- Facilitator, Restorative Justice
- Manager, Environmental Health & Safety
- Director, Oakland Promise Program

Passed by the following vote:

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

NOES: None


ABSTAINED: None

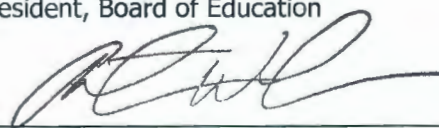
ABSENT: Roseann Torres

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 January 13, 2016.

<b>Legislative File</b>	
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By:	<i>JS</i>

**OAKLAND UNIFIED SCHOOL DISTRICT**

  
\_\_\_\_\_  
James Harris  
President, Board of Education

  
\_\_\_\_\_  
Antwan Wilson  
Superintendent and Secretary, Board of Education

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By:	[Signature]



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Restorative Justice</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Community Schools and Student Services</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 Days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: January 2016</b>	<b>SALARY GRADE:</b>	<b>ADCL 17</b>

**BASIC FUNCTION:** Coordinate and oversee the implementation of the District-wide Restorative Justice Initiative to support schools in implementing restorative practices in a multi-tiered framework to facilitate safe, healthy and supportive learning environments that ensure academic success for all students.

**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:**

Identify and implement District Restorative Justice program priorities in alignment with the District’s Strategic Plan.

**Leadership and Coordination**

- Coordinate District-wide Restorative Justice program in collaboration with the city, county, school and community based providers to eliminate racially disproportionate discipline and create positive school environments.
- Collaborate with other District initiatives to align, enhance, and expand restorative practices for improved student attendance, achievement, and behavior.
- Facilitate the alignment of Restorative Justice within multi-tiered framework including prevention, early intervention, and intensive services.
- Collaborate with school sites, District leadership and community partners to coordinate and integrate Restorative Justice into Full Service Community School framework.
- Collaborate with site principals as they plan for safe, healthy and supportive learning environments in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools.
- Collaborate with funders, community partners, and other District departments to evaluate the impact of school-based restorative practices, which offers an alternative to suspension and expulsion.
- Oversee the development and implementation of Restorative Justice, within the Response to Intervention framework to build community, repair harm and improve the conditions for learning for all students.
- Provide leadership in the development and delivery of restorative justice practices which are universally accessible and in alignment with the Full Service Community Schools Strategic Plan.
- Develop and maintain partnerships within other District departments and with external organizations with the overall goal of providing restorative practices and supports to schools and families.
- Coordinate the selection and evaluation of school-based restorative practices, supports, and providers to provide recommendations for quality improvement.

**Program Management and Staff Support**

- Coordinate the selection, training, and supervision of School-Based Restorative Practices Facilitators serving in OUSD schools.
- Oversee District's Restorative Justice Initiative including development and implementation of a continuum of restorative justice practices and protocols in collaboration with school sites, community partners, and other District departments as an alternative to punitive discipline.
- Oversee District-wide Peer Restorative Justice to prevent violence, reduce victimization, and promote healing on school campuses.
- Provide training, technical assistance, coaching, and mentoring to District staff and community partners to facilitate implementation of RJ practices with fidelity.
- Supervise, train, coach and evaluate the performance of assigned staff.
- Attend trainings and collaborative sessions to share best practices and disseminate knowledge.
- Identify and leverage available funding to sustain and expand restorative justice.
- Oversee and monitor programs, services, and grants to ensure fiscal compliance.
- Attend department meetings; represent Community Schools and Student Services at District/community meetings.
- 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:**

Applicable laws, codes, regulations, policies, and procedures governing work scope

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

Planning, organization and coordination needed for assigned program

Strategies, funding opportunities, and community contacts for assigned program

Utilization of various forms of assessment to guide and design program

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

The Community School philosophy of aligning resources in service of students

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 capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Telephone techniques, systems and etiquette

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

**ABILITIES TO:**

Interpret and apply applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope

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

Research and write grant proposals

Demonstrate leadership and effectiveness in bridging to members and organizations of all communities

Recognize, research, assess and analyze management challenges; adopt appropriate plans of action

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

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

Analyze situations accurately and adopt effective courses of action

Identify and resolve school site and department health and safety issues in a timely manner

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

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

Prepare and deliver clear and concise PowerPoint, verbal or other formal presentations to a variety of audiences

Understand and follow oral and written directions

Manage competing priorities and time

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

Work confidentially and with discretion

Maintain accurate and confidential records

Work independently

Complete work accurately and as directed despite frequent interruptions

Prepare and deliver clear and concise presentations to a variety of audiences

Develop and implement training and evaluation programs

Recommend and assist in the formulation and implementation of department operating procedures and policies

Identify professional development activities for staff and for appropriate District employees on topics related to issues in the current programs

Supervise, coach, and evaluate assigned staff

Cross-train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

A Bachelor's degree in education, counseling, social work, psychology or a related field from an accredited college or university

Five years experience in program management, including three years experience coordinating restorative justice programs in schools

Experience working in an urban school district environment required

Experience developing and facilitating community partnerships required

Demonstrated success in program planning/management, fund development/management, and training/coaching within a public education setting

Certification as a conflict mediator

Certification as a restorative justice facilitator

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	
File ID Number:	15-2499
Introduction Date:	01/13/2016
Enactment Number:	16-0038
Enactment Date:	11/3/16
By:	DA



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Facilitator, Restorative Justice</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Community Schools and Student Services</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours 10 month position</b>
<b>ISSUED:</b>	<b>Created: November 2013 Revised: January 2016</b>	<b>SALARY GRADE:</b>	<b>WTCL 53</b>

**BASIC FUNCTION:** Promote and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Play an integral role in achieving the mission and goals of a Full Service Community District by providing support to schools and families. Support District-wide Restorative Justice Initiative by coordinating, implementing and facilitating school-based and community restorative practices to reduce racially disproportionate discipline, and foster safe and supportive school environments.

**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:

Serve as a spokesperson for restorative justice practices; clearly articulate and explain the benefits of restorative processes to school-site staff, parents, students and the community.

Organize, implement and facilitate OUSD peer restorative justice program at identified school sites; train and provide technical assistance in restorative practices to schools implementing restorative practices.

Provide ongoing professional development, site-based coaching, and support to site administrators and leaders, teachers, support staff, and community partners in restorative justice practices.

Assist in the identification, development, implementation, and evaluation of curricula for site-based restorative justice training.

Facilitate restorative practices with students, parents, teachers, school staff, and community members as an alternative to out of school suspension.

Coordinate the re-entry of students returning from discipline and incarceration through restorative practices to increase access to wraparound supports and connection to school site staff and resources.

Facilitate site-based restorative practices professional learning community.

Provide leadership to the school culture and climate team on the integration and implementation of restorative practices to improve conditions for learning, reduce suspensions, and increase academic engagement.

Use Model – Mentor- Transfer process with teachers in the classroom to promote restorative community building practices, social-emotional learning, positive and inclusive classroom environment, and effective instruction.

Represent the District at City, County, State, and National meetings and conferences to promote and to disseminate restorative practices to eliminate inequity.

Serve as District liaison to Community Based Organizations to increase community support for and implementation of restorative justice practices within OUSD schools.

Collaborate with other District departments to infuse restorative justice practices with existing violence prevention, truancy reduction, crisis intervention, academic and alternative educational, enrichment, health and mental health services and supports.

Assist with data collection, progress monitoring, and program evaluation to determine the efficacy of restorative justice practices to increase safety and reduce racially disproportionate discipline, referral, and incarceration and recidivism.

Collaborate with Positive Behavior Intervention Supports, African American Male Achievement, and Social Emotional Learning Initiatives to ensure alignment of restorative practices with other existing and emerging best practices identified in the Voluntary Resolution Plan.

Collaborate with Teaching and Learning to align restorative practices with Common Core and other academic instructional approaches designed to achieve equity for all students.

Collaborate with community-based programs and other initiatives at the site to align restorative justice practices with existing violence prevention, truancy reduction, crisis intervention, academic and alternative educational, enrichment, health and mental health services/providers and supports

Utilize trauma informed restorative practices with students, parents, staff and community members to facilitate trauma healing within school setting.

Assist in identifying funding opportunities and developing grant proposals to expand site-based restorative justice practices and personnel.

Attend trainings and collaborative sessions to acquire knowledge and disseminate best practices in restorative justice.

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:**

Utilization of various forms of assessment to guide and design program

Applicable federal, state, and District codes, regulations, policies and procedures governing workscope

Planning, organization and coordination needed for assigned program

Principles and practices of effective leadership

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, vocabulary and punctuation

The District's Strategic Plan

Facilitation techniques

Data analysis and decision making

The Community School philosophy of aligning resources in service of students

Effective strategies, theories, techniques, and methods of professional and organizational development



Interpersonal skills using tact, patience and courtesy

Telephone techniques, systems and etiquette

Computer software, hardware, and related technology

**ABILITIES TO:**

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

Maintain current knowledge of new developments related to work scope

Analyze situations accurately and adopt effective courses of action

Manage competing priorities and time.

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

Establish and maintain effective working relationships among diverse groups of students, parents, District staff, and the community across race, ethnicity, religion, gender, class, and sexuality

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

Successfully interact with principals, teachers, staff, parents, students, partner agencies and other community members

Develop and facilitate community partnerships

Communicate effectively using tact, patience and courtesy

Meet District standards of professional conduct as outlined in Board Policy

Facilitate; communicate orally and in writing; and listen

Build partnerships and collaboration with departments, agencies, and institutions

Build capacity of adults to function in new systems

Facilitate and foster new behaviors and practices in challenging contexts

Build authentic and trusting relationships

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). 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.

1 year of direct experience implementing conflict mediation and positive youth development in a school or community setting

Experience working in an urban school district environment preferred

Experience providing training and coaching to educators preferred

Proven commitment to school success, student achievement, and positive child, youth, and family development

Available for some evening and weekends

Bilingual Spanish useful, 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 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 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:	01/13/2016
Enactment Number:	16-0038
Enactment Date:	11/3/16
By:	OA



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, Environmental Health and Safety</b>	<b>REPORTS TO:</b>	<b>Risk Management Officer</b>
<b>DEPARTMENT:</b>	<b>Risk Management</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>261 days/7.5 hours (FT) or as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2010 Revised: January 2016</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under the direction of assigned supervisor, manage the operational activities of the District's Environmental Health and Safety Program.

**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:**

Manage the implementation and administration of the District's Environmental Health and Safety Program policies and procedures.

Identify, evaluate, control, and record hazardous materials, wastes, and other health and safety hazards to ensure District's compliance with federal, state, and District mandates.

Conduct air-sampling for District sites; work with vendor for sample analysis.

Complete a variety of reports to ensure District's compliance with federal, state, and District mandates.

Provide guidance and direction to appropriate staff relative to non-asbestos and non-lead environmental health concerns.

Advise appropriate staff on policies and procedures to improve environmental health and safety.

Represent the District in administrative hearings and health and safety agencies.

Manage the development of District-wide standards to implement alternative construction materials and products, and the utilization of custodial and building maintenance products that are environmentally-safe.

Collaborate with District staff and external agents on hazardous materials issues such as asbestos, lead abatement, dust, and other indoor air quality.

Manage the identification, evaluation, and control of hazardous materials, wastes, and other health and safety hazards throughout the District.

Collaborate and coordinate with Buildings and Grounds for proper storage and disposal of hazardous waste.

Maintain District's Hazardous Material Business Plan.

Maintain the District's Storm Water Pollution Prevention Plan to ensure compliance with local mandates.

Assist with budget development to ensure fiscal responsibility for the environmental health and safety operations.

Manage the environmental health and safety educational programs to comply with legal mandates.

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:**

Federal, state, and local regulations in areas of responsibilities including: California Occupational Safety and Health Act (Cal-OSHA), National Environmental Policy Act (NEPA), California Environmental Quality Act (CEQA), and state and federal Environmental Protection Agency regulations

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

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

Air sampling techniques for determining airborne contaminants

Telephone techniques, systems, and etiquette

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITIES TO:**

Interpret, apply and explain rules, regulations, policies and procedures related to workscope

Maintain current knowledge of applicable federal, state, and local laws, codes, regulations, policies, procedures and District regulations related to work scope

Prepare and deliver clear and concise presentations to a variety of audiences

Communicate effectively in English orally and in writing

Understand and follow oral and written directions

Prioritize responsibilities and meet established timelines and deadlines

Maintain accurate and confidential records

Analyze situations calmly, accurately, and promptly and adopt prompt and effective courses of action

Work cooperatively

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Bachelor's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in biology, chemistry, chemical engineering, mechanical engineering, sanitary engineering, physics or a 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.

Four (4) years of experience working in environmental health and safety

Experience in a public school district or public entity preferred

One or more of the following professional certifications: Certified Industrial Hygienist (CIH), Certified Asbestos Consultant (CAC), Certified Safety Professional (CSP), and Certified Construction Site Safety Technician (CSST) preferred

Wear protective equipment/clothing relevant to position as required

Wear respiratory protection equipment as mandated

Work on-call as needed

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Indoor and outdoor environment; driving a vehicle to conduct work; fast-paced work; constant interruptions, potential exposure to hazardous materials

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; mobility to conduct work at school sites and other District facilities; lifting, carrying, pushing, and pulling light to moderate weight objects, occasionally more than 50 pounds; climbing up and down ladders and on and off raised surfaces; bending and twisting at the waist and neck; crouching and crawling in confined spaces; kneeling and bending 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 and complete work; 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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File ID Number:	15-2499
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Enactment Number:	16-0038
Enactment Date:	4/13/16
By:	B/S



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Oakland Promise Program</b>	<b>REPORTS TO:</b>	<b>Deputy Chief, Office of Post-Secondary Readiness</b>
<b>DEPARTMENT:</b>	<b>Office of Post-Secondary Readiness</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: January 2016</b>	<b>SALARY GRADE:</b>	<b>ADCL 19</b>

**BASIC FUNCTION:** Under minimum supervision and direction, the Oakland Promise Program Director will work to build strong relationships with students, parents, teachers, principals, OUSD District administrators, CBOs, nonprofits, and the community to plan and build awareness of Oakland Promise through outreach. By working in alignment with OUSD, the Mayor's Office, Oakland Ed Fund and East Bay College Fund, the Director will effectively plan, implement and maintain high standards. The Director will develop programs to reach all targeted OUSD students and will build an infrastructure to ensure long-term sustainability.

**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:

#### Ensure outreach is effective with all constituents to guarantee targeted families inclusion in Oakland Promise (OP).

- Plan, develop and support effective communication strategies, and effective outreach to parents and students to ensure all elements of the Oakland Promise (OP) are established in Oakland Unified School District.
- Coordinate and support OP communications, media, and political strategy to build awareness and support for Oakland Promise.
- Collaborate with partners to ensure the effective roll-out of Oakland Promise, including bilingual communication with parents and students.
- Coordinate and manage the day to day operations of Oakland Promise to include, but not limited to, establishing Future Centers, developing curriculum for classrooms, meeting with parents, conducting parent and family outreach, etc....
- Collaborate with College and Career Readiness, District Pathway Leaders and the Office of Post-Secondary Readiness to ensure effective alignment with College and Career Pathways and Academies.
- Coordinate with Student Assignment Office, OUSD Data Teams, Nutrition Services, OUSD College and Career Readiness and Linked Learning Offices to help establish Future Centers.
- Collaborate with Linked Learning and College and Career Centers to ensure students are engaged with Future Centers, college applications, etc....
- Collaborate with partners and the District to ensure coordinated, seamless support systems for students and families.
- Work with school leaders to engage them in the OP/Kindergarten-to-College vision; manage and support implementation in schools.

**Lead development and pilot of Kindergarten- to-College (K2C) - Support development of College Savings Account (CSA) platform to facilitate integration with OUSD data and systems.**

- Collaborate with, and support, kindergarten teachers to integrate age-appropriate saving and college awareness into their curricula.
- Coordinate the administrative mechanisms for establishing college savings accounts for kindergarteners - data sharing agreements, ensuring data transfer, SAO, etc....
- Assist with resource management and development, including fund development and fundraising to support ongoing efforts around K2C.
- Develop a plan to select pilot schools with eventual implementation to all schools; assess the initial roll out to pilot schools and make recommendations for the successful implementation District-wide; help identify pilot schools and provide logistical support to school and District staff.
- Encourage families to make use of/save in the K2C accounts through information sessions, family saving groups, outreach materials in multiple languages, use of social media, engagement with older youth, school-wide and District-wide college savings events, etc...; develop marketing/outreach campaign.
- Meet and provide support to school personnel appointed by Principal to implement OP and CSA.

**Support OUSD and EBCF in establishing Future Centers in high schools**

- Collaborate with school-site point person to identify location of Future Centers on school sites and provide ongoing support to the Centers - help get furniture, computers, outreach, etc....
- Update principals and District Leadership on the progress of Future Centers.
- Provide support and coordination with logistics and day to day operations of the Centers.
- Ensure effective outreach with principals and teachers.
- Strategize around messaging of K2C, Future Centers, etc....
  - Work with point person at each site to support the messaging of CSAs; educate students and families on the importance and opportunities with CSAs.

Provide cross-training to department personnel.

Perform other related duties as required.

**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:**

Current trends in community schools, public education, youth development, and family systems

Utilization of various forms of assessment to guide and design program

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

Planning, organization and coordination needed for assigned program

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
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Presentation, communication, and public speaking techniques

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

## The District's Strategic Plan

Computer software, hardware, and related technology

### **ABILITIES TO:**

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

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent

Recognize, research, assess and analyze challenges; adopt appropriate plans of action

Meet District standards of professional conduct as outlined in Board Policy

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

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

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

Recommend and assist in the formulation and implementation of operating procedures and policies

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

### **PREREQUISITES**

A Bachelor's Degree in education, social work or related field

Five (5) years in school administration or project management

Experience as a classroom teacher and school-site administrator required

Experience in family outreach

Experience in establishing strong relationships with OUSD District staff, non-profit organizations, etc....

Experience in establishing strong relationships with teachers, students, families and community

Experience in leading and preparing students for college, career and community

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

#### **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.