

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

March 26, 2014

Legislative File	
File ID Number:	14-0451
Introduction Date:	03/26/2014
Enactment Number:	14-0521
Enactment Date:	3-26-14
By:	

TO: Board of Education

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

SUBJECT: Creation of Analyst, Custodial Services Facilities Use – Facilities Department; Lead, Alarm Monitor/Dispatcher - Buildings & Grounds Department; Technician, Musical Instrument – Leadership, Curriculum & Instruction Department; and Program Manager, Restorative Justice and Program Manager, Behavioral Health - Family, Schools and Community Partnerships Department

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-1051– Creation of Analyst, Custodial Services Facilities Use – Facilities Department; Lead, Alarm Monitor/Dispatcher - Buildings & Grounds Department; Technician, Musical Instrument – Leadership, Curriculum & Instruction Department; and Program Manager, Restorative Justice and Program Manager, Behavioral Health - Family, Schools and Community Partnerships Department.

DISCUSSION

As part of its ongoing work to update the classifications needed to support our current professional context, Human Resources Services and Support is presenting three new job classifications for approval.

Facilities Department

Create

Position Title/FTE

Analyst, Custodial Services Facilities Use
Facilities Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$56,038.57 - \$75,022.61

12 months, 261 days, 7.5 hours

Funding

General Purpose,
Resource, 0000-989

Buildings & Grounds Department

Create

Position Title/FTE

Lead, Alarm Monitor/Dispatcher
Buildings & Grounds Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 45: \$43,837.23 - \$58,766.67

12 months, 261 days, 7.5 hours

Funding

Redevelopment RRMA,
Resource, 0202-988

Leadership, Curriculum & Instruction Department

Create

Position Title/FTE

Technician, Musical Instrument

Leadership, Curriculum and Instruction Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 38: \$37,004.48 - \$49,568.73

12 months, 261 days, 7.5 hours

Funding

Unrestricted,
Resource, 0507-909

Family, Schools, and Community Partnerships

Create

Position Title/FTE

Program Manager, Restorative Justice – Family, Schools, and
Community Partnerships (FSCP) Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

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

12 months, 261 days, 7.5 hours

Funding

5% ACPH, 2305-922
25% Tier III-TIIG, 2305-922
70% MAA/LEA, 2305-922

Create

Position Title/FTE

Program Manager, Behavioral Health – Family, Schools, and
Community Partnerships (FSCP) Department (3.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 15: \$72,401.87 - \$92,414.07

12 months, 261 days, 7.5 hours

Funding

46% ACPH, 2305-922
52% MAA/LEA, 2305-922
2% General Purpose, 2305-922

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

BUDGET IMPACT

These positions will be funded by Unrestricted, Redevelopment RRMA, Alameda County Public Health, Tier III-TIIG, MAA/LEA and General Purpose funds.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1051– Creation of Analyst, Custodial Services Facilities Use – Facilities Department; Lead, Alarm Monitor/Dispatcher - Buildings & Grounds Department; Technician, Musical Instrument – Leadership, Curriculum & Instruction Department; and Program Manager, Restorative Justice and Program Manager, Behavioral Health - Family, Schools and Community Partnerships Department.

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-1051**

- Facilities, Buildings & Grounds & Leadership, Curriculum & Instruction, Family, Schools and Community Partnerships Departments -

Create

- Analyst, Custodial Services Facilities Use, Lead, Alarm Monitor/Dispatcher, Technician, Musical Instrument, Program Manager, Restorative Justice, and Program Manager, Behavioral Health -

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby creates the positions of Analyst, Custodial Services Facilities Use – Facilities Department; Lead, Alarm Monitor/Dispatcher - Buildings & Grounds Department; Technician, Musical Instrument – Leadership, Curriculum & Instruction Department; Program Manager, Restorative Justice and Program Manager, Behavioral Health - Family, Schools and Community Partnerships attached hereto, and confirms said positions' placement on the salary schedule/ranges, as stated herein, effective 12:01 a.m., March 27, 2014, as follows:

Facilities Department

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Position Title/FTE

Analyst, Custodial Services Facilities Use
Facilities Department (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 53: \$56,038.57 - \$75,022.61

12 months, 261 days, 7.5 hours

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General Purpose,
Resource, 0000-989

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Salary Schedule/Range

Salary Schedule: WTCL
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Resource, 0507-909

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Create

Position Title/FTE

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Salary Schedule: ADCL
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12 months, 261 days, 7.5 hours

Funding

46% ACPH, 2305-922
52% MAA/LEA, 2305-922
2% General Purpose, 2305-922

and,

BE, IT FURTHER RESOLVED, that the Board authorizes 7.0 FTE for the positions as so stated above.

Passed by the following vote:

AYES: Jody London, Anne Washington, Roseann Torres, Christopher Dobbins,
Vice President James Harris and President David Kakishiba

NOES: Jumoke Hinton Hodge

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 March 26, 2014.

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OAKLAND UNIFIED SCHOOL DISTRICT

[Signature]
David Kakishiba

3-27-14

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

3-27-14

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Custodial Services Facilities Use	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Facilities	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days / 7.5 hours
ISSUED:	Created: March 2014	SALARY GRADE:	WTCL 53

BASIC FUNCTION: Under minimum supervision, perform a variety of specialized and extremely skilled Custodial /Facilities use duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and accurate data analysis; conduct analysis of the use of District schools and facilities by community groups and school/school related groups, plan, organize and coordinate data collection and communication to assist the Director of Custodial Services and the Office Manager with Custodial/Facilities practices; provide for accurate and timely entry of a variety of data; independently plan, input and report on a variety of compound data projects including but not limited to: Excel spreadsheets associated with custodial and facility analysis.

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

Compile and record information from a variety of sources including Custodial Services internal and external information as requested.

Meet with representatives from sites to determine facility requirements to provide and/or elicit information on facility usage.

Conduct transactions with the public and school personnel with matters that require a detailed knowledge of rules, procedures, policies, precedents and activities of the District.

Maintain knowledge of community groups who use District facilities and monitor and update use agreements to ensure compliance, District rules, regulations and procedures are met.

Serve as Coordinator and Analyst for use of all District facilities by the internal school groups and external public groups; analyze and audit facility management and operations.

Evaluate use requests to determine if requests are in accordance with the District Civic Center Act and other laws and regulations.

Summarize and analyze facility and custodial utilization data; assemble, classify, evaluate and present data and information used in supporting the District's facilities operations and programs to optimize use of District facilities; prepare data for building capacity analysis.

Conduct contract negotiations for facility usage when necessary.

Ensure proper invoicing of all internal and external organizations for the use of District facilities and services; issue receipts and prepare transmittals for funds received to ensure accurate accounting of all funds.

Maintain up-to-date and accurate records and prepare reports for District Leadership, the Board, staff, and outside agencies or organizations; recommend alternative uses for District facilities.

Develop, edit, and report Custodial Services/Facility Use assessment data.

Analyze, review, correct, and compile a variety of information; verify data for accuracy, completeness and compliance with established Custodial/District procedures.

Review, revise, analyze and record information utilizing Custodial Services/Facilities Use data.

Work with the Office Manager and Director to obtain, maintain, clean, and process data retrieved from the Principals and other relevant facts.

Coordinate the review of District facilities for condition assessment of building structure, utilization, and layout effectiveness, and equipment components and usage.

Focus on customer service/facility use and provide results-oriented, improvements-enhancing value to District.

Provide responsive, high quality service to District employees, representatives of outside agencies and members of the public by providing accurate, complete and up-to-date information, in a courteous, efficient and timely manner.

Prepare and maintain a variety of records, logs and files, including information of a confidential nature; maintain confidentiality of information and records.

Report violations of District policy, rules and procedures to assigned supervisor; maintain accurate records of organizations that violate policy, rules and procedures.

Monitor timesheets for accuracy and to verify coverage; calculate hours for payment.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: Bachelor's Degree, plus related courses, such as computer training, Excel, Word, PowerPoint and 4 years of relevant experience in a high functioning and fast paced school environment setting such as District Operations Department or a District School Site.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Laws, regulations, and District policies pertinent to facilities use

Custodial Services data support services

Research techniques including online capability

Data collection, analysis and presentation techniques

Space allocation and utilization methodologies

Contract negotiation and administration

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

Modern office practices, procedures and equipment

Correct English usage, grammar, spelling, and punctuation

Interpersonal skills using tact, patience and courtesy

Good communication skills and techniques

Collection and organization of Custodial Services/Facilities Use information including electronic data

ABILITY TO:

Perform a variety of proficient, specialized Custodial Services/Facility Use Data Analyst duties in an assigned area involving specialized knowledge and independent judgment

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

Perform a variety of routine, complex clerical duties requiring good communication skills

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

Perform a variety of technical duties involving specialized knowledge and independent judgment

Prioritize responsibilities to provide timely support to the Custodial Services Department in using a broad range of tools and other applications

Prepare and present reports and recommendations to the Board of Education and various public agencies

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

Communicate effectively, both orally and in writing

Understand and follow oral and written directions in English

Understand and interpret District and other rules, policies and procedures as it applies to Custodial Services/Facility Use

Establish and maintain effective working relationships with others

Analyze situations accurately and adopt an effective course of action

Work independently

Meet schedules and timelines

Maintain records

Analyze/record data accurately and take appropriate action

Establish and maintain effective relationship with others

Complete work accurately despite many interruptions

Conduct meetings and make effective presentations

Make, support, and explain recommendations and decisions

Organize, coordinate, multi-task and prioritize a large volume of activities, and duties

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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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By:	df



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Lead, Alarm Monitor/Dispatcher	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Buildings and Grounds	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/7.5 hours or as assigned
ISSUED:	Created: March 2014	SALARY GRADE:	WTCL 45

BASIC FUNCTION: Under the direction of assigned supervisor, oversee and monitor the daily functions of the District owned alarm system to monitor security of District property; ascertain reason for alarm and take appropriate action for property and personnel. Provide work direction and guidance to assigned staff.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Monitor and oversee daily security systems operations.

Perform and complete work assignments from plans, written orders and oral instructions with minimum supervision.

Analyze service requests; estimate costs, tools, materials, and labor required to perform the work; schedule the job or project; coordinate with maintenance alarm technicians to repair alarm problems; coordinate shift work for alarm response members and substitutes, as needed.

Plan and coordinate maintenance work with Buildings and Grounds managers, site administrators and trades personnel; keep managers informed of job progress and problems.

Negotiate and maintain contact with vendors.

Act as liaison with alarm monitoring company regarding service and problems.

Develop and coordinate the District's security preventive maintenance program; prepare service requests and schedule the work related to alarms; maintain detailed records on work scheduled, work completed, and costs.

Maintain files and records on service requests, inventories of materials and equipment, labor, material costs, and products; oversee and maintain log of activity in legible, understandable manner.

Dispatch alarm technicians to school sites; reset alarm as necessary.

Receive calls from city fire or police departments reporting irregularities or incidents involving school property and/or intruders, if necessary; contact School Police Officer(s) so appropriate action can be taken.

Receive calls from school District personnel and the public reporting property damage and trespassing at District sites and/or issues with alarms, if necessary; contact School Police Officer(s), Oakland Police Department and/or Fire Department so appropriate action can be taken.

Assist in consulting with Principals and Head Custodians on conditions to increase security in and outside the premises of each school.

Notify Fire Department of fire signals.

Notify Building Services personnel when damage and vandalism against District property requires immediate repair.

Notify appropriate District administrator when emergencies arise with alarm systems.

Oversee and report malfunctions of equipment to proper personnel.

Provide work direction and guidance to assigned personnel.

Train new employees as directed.

Develop and administer in-service training program for staff members who have alarm related responsibilities.

Follow proper operating procedures with all equipment to avoid injury; supervise the safe use of equipment by others, as well as the safety training of employees, including the environment in which they work.

Develop and maintain positive, effective working relationships with District employees, volunteers, governmental entities and the community.

Work with all District employees, architecture and engineering employees, principals, teachers and custodians.

Attend and complete trainings and continuing education to maintain current knowledge in field and of equipment.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to an Associate's Degree and a minimum of 6 years of experience in alarm monitoring or related field.

LICENSES AND OTHER REQUIREMENTS:

May be required to work evenings, nights, weekends, and holidays

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Alarm and radio equipment, police scanners, Bosch, city and community

Police radio codes

Surveillance camera systems operations and building security and alarm systems

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

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Make good decisions and sound recommendations

Contact the proper authorities regarding building security

Effectively take appropriate action

Accurately understand various transmissions

Prioritize emergent and non-emergent situations accurately

Obtain and act on information quickly and accurately

Understand and interpret District and other rules, policies and procedures as it applies to the position

Work well with all District employees, outside agencies and the community

Maintain positive working relationships with local sites, alarm company dispatchers and various fire and police department organizations

Troubleshoot

Understand and follow complex oral and written directions

Provide work direction and guidance to assigned personnel

Multi-task, organize, prioritize and adapt to constantly changing situations

Maintain records and prepare reports accurately

Work independently with little direction

Perform a variety of routine, complex clerical duties requiring good communication skills

Communicate effectively both orally and in writing with the community, District staff and emergency personnel in stressful situations

Maintain rapport with police and fire departments

Respond to emergency situations in a calm and effective manner

Meet schedules and timelines

Perform the essential functions of the job

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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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By:	rf



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Technician, Musical Instrument	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Leadership, Curriculum and Instruction	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: February 2014	SALARY GRADE:	WTCL 38

BASIC FUNCTION: Under minimal supervision, the Musical Instrument Technician provides skilled repairs, adjustments and preventative maintenance services to an assigned class of musical instruments and related equipment: woodwind, brass, percussion, stings, etc... and cases; transporting musical instruments, supplies, etc..., verifying equipment inventory; ensuring adequate materials are available to complete assignments in a timely manner.

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

Diagnose problems and/or failures in a wide variety of musical instruments (e.g. woodwind, brass, percussion, string instruments, etc...) to identify musical instruments that need repair or replacement.

Repair various musical instruments and/or components to ensure that items are available and in safe working condition.

Perform routine and preventative maintenance to ensure the ongoing functioning of required musical instruments; play instruments to evaluate their sound quality and to locate defects.

Clean, adjust, and lubricate musical instruments to ensure correct and safe operation.

Adjust string tensions to tune instruments, using hand tools and electronic tuning devices.

Disassemble musical instruments and parts for repair and adjustment.

Inspect instruments to locate defects, and to determine their value or the level of restoration required.

Repair cracks in wood or metal instruments, using pinning wire, lathes, fillers, clamps, or soldering irons.

Reassemble instruments following repair, using hand tools and power tools and glue, hair, yarn, resin, or clamps, and lubricate instruments as necessary.

Compare instrument pitches with tuning tools pitches in order to tune instruments.

String instruments, and adjust trusses and bridges of instruments to obtain specified string tensions and heights.

Repair or replace musical instrument parts and components, such as strings, bridges, felts, and keys, using hand and power tools.

Polish instruments, using rags and polishing compounds, buffing wheels or burnishing tools.

Prepare documentation (e.g. time and materials, specifications, etc.) to provide written support in compliance with regulations and/or conveying information.

Request equipment and supplies to maintain inventory and ensure availability of required items to complete the necessary repairs.

Coordinate with instructors and staff to complete projects/repairs efficiently.

Compile the District-wide musical instrumental needs budget in accordance with new schools, student enrollment, staff needs; monitor and maintain instrument inventory budget records; updates records with budget expenditures as needed; operate a computer to enter, update, and access a variety of records and information.

Serve as a liaison and coordinate communications between school sites, departments, divisions, and vendors concerning instruments and related budgetary matters; ensure proper and timely resolution of related issues, conflicts and discrepancies.

Inform instructors and staff regarding procedures and/or status of work orders to provide information for making decisions, taking appropriate action and/or complying with applicable regulations.

Maintain tools and/or equipment to ensure the availability of equipment in safe operating condition.

Coordinate and assist with planning the musical instrument acquisition process.

Transport various items as needed and/or assigned (e.g. musical instruments, supplies, etc.) to ensure the availability of materials required at various sites.

Attend meetings, and trainings are required

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination equivalent to: an Associate's Degree, college-level course work, vocational training or an apprenticeship in the proper functioning, use and maintenance of musical instruments and appropriate accessories, and 3 years of experience in the repair of musical instruments.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Tools, materials, parts, and methods used in shop and field repair of musical instruments, including pianos and organs

Care and use of tools and repair equipment

Commercial sources of musical instrument parts and materials

Documents used in ordering and purchasing tools and materials

Specifications for purchases of new musical instruments and cases

General principles for construction of pianos and brass and percussion, woodwind, and stringed musical instruments

Safety practices related to the repair of musical instruments

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Diagnose and repair musical instrument equipment

Troubleshoot problems

Plan, organize, coordinate, and schedule the repair of musical instruments

Keep your hand and arm steady while moving your arm or while holding your arm and hand in one position

Detect or tell the differences between sounds that vary in pitch and loudness

Quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate or assemble objects

Make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate or assemble objects

Focus on a single source of sound in the presence of other distracting sounds

Care for and use hand and power tools

Quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions

Make computations of labor and parts costs

Establish cost of repairs and replacements

Read and understand a variety of technical manuals and information, parts catalogs

Write documents following prescribes formats, and/or present information to others

Keep digital records

See details at close range

Establish and maintain effective and cooperative working relationships with District personnel, contractors and vendors

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

Perform multiple functions concurrently

Communicate effectively both orally and in writing

Organize priorities and work under limited supervision

Work well under pressure of multiple priorities and short deadlines

Operate personal computer, related software, and other office equipment to input, edit, extract, and format data and information

WORKING CONDITIONS

ENVIRONMENT:

Office environment 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 sometimes large and awkward objects up to 75 pounds; occasionally 75+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; manual dexterity of both hands and fingers while performing duties to make repairs of small items and operate machines; seeing to read, write and use the computer; auditory acuity as required to test instruments; visual acuity to inspect and repair instruments; hearing and speaking to exchange information, in person or on the telephone.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

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By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Restorative Justice	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools and Community Partnerships	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: March 2010 Revised: March 2014	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Develop and manage District-wide restorative justice initiative 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

Provide professional development and site-based coaching to site administrators, staff, and community partners in implementing effective restorative justice practices.

Provide professional development, training, and coaching to community based organizations (CBO) working within District schools to increase the provision of effective restorative justice practices as an alternative to punitive discipline for all students.

Provide leadership in the creation, implementation, and evaluation of curricula for restorative justice practitioner training.

Serve as District liaison to local, state and national leaders to facilitate policy changes that increase support for the implementation of restorative justice practices within District schools and classrooms.

Serve as District liaison to the Alameda County Juvenile Justice Center to align District restorative justice services and supports with Juvenile Justice Center efforts to reduce incarceration and recidivism of OUSD students.

Collaborate with other District departments to align existing violence prevention, truancy, crisis intervention, academic and alternative educational, enrichment, health and mental health services and supports with school-wide restorative justice practices and protocols.

Collaborate with city and county stakeholders to sustain existing resources and to leverage public funding to support expansion of District Restorative Justice Initiative.

Assist in identifying funding opportunities and writing grant proposals to expand District site-based restorative justice coordinators.

Train and supervise district-level restorative justice specialists.

Train and supervise site-based restorative justice coordinators.

Develop and manage peer restorative justice program within targeted secondary schools.

Collect data, provide progress reports, and participate in program evaluation to determine the efficacy of restorative justice practices to increase safety and reduce racially disproportionate discipline, referral, and incarceration and recidivism.

Provide quality assurance for community based organizations providing restorative justice programs and services in District schools.

Develop and manage grants and related budgets that support restorative justice programs to ensure programmatic and fiscal compliance.

Collaborate with District leadership to ensure implementation of the District board-approved restorative justice resolution.

Provide local and national trainings on restorative justice in schools to share best practices and disseminate knowledge to reduce inequity in access to public education.

Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.

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

Attend department and other meetings as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to a Bachelor's degree and five years experience developing and implementing restorative justice programs in urban schools and community settings.

Masters Degree Preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Available for some evenings and weekends

KNOWLEDGE AND ABILITIES

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

Diverse groups across race, ethnicity, religion, gender, class, and sexuality

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, and punctuation

The District's Strategic Plan

Research methods, report writing and record-keeping techniques

Telephone techniques, systems 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:

Interpret and implement 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 developments and research in the field

Plan, organize, and coordinate needs for assigned program

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

Develop and implement training and program evaluations

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

Analyze situations accurately and adopt effective courses of action

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

Communicate effectively in English orally and in writing

Communicate effectively using tact, patience, and courtesy

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

Understand and follow oral and written directions

Work independently

Maintain accurate and confidential records

Complete work as directed despite frequent interruptions

Research and write grant proposals

Prepare and monitor the program's budget to ensure fiscal responsibility

Identify professional development activities for staff and appropriate District employees on related program

Operate personal computer, related software, and other office equipment

Cross-train department personnel

WORKING CONDITIONS

ENVIRONMENT:

Office environment, school sites, and off-site locations; 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:	14-0451
Introduction Date:	03/26/14
Enactment Number:	14-0521
Enactment Date:	3-26-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Behavioral Health	REPORTS TO:	As Assigned
DEPARTMENT:	Family, Schools and Community Partnerships	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours or as assigned
ISSUED:	Created: March 2014	SALARY GRADE:	ADCL 15

BASIC FUNCTION: Develop, expand and coordinate trauma informed Behavioral Health Services and Initiatives in alignment with Response to Intervention (RTI) and Full Service Community Schools frameworks. Implement systems and services that remove emotional and behavioral barriers to learning and promote equity for all students. Collaborate with leadership and providers at school sites to integrate multi-tiered services and supports within the classroom and school setting.

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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Coordinate new and existing School Based Behavioral Health Services and serve as district liaison to community- and site-based mental health providers, and school site administrators.

Provide leadership in crisis response to school sites as assigned.

Provide quality assurance of School Based Mental Health services and ensure that services are trauma informed, culturally and linguistically appropriate and integrated into the community school framework.

Implement and manage new and existing School Based Mental Health (SBMH) and school climate initiatives in collaboration with site administrators and community partners.

Provide professional development and coaching to school sites teams to promote effective Student Success Teams and Coordination of Service Teams in accordance with District protocols.

Provide professional development and coaching support to administrators and school climate teams to ensure multi-tiered school-wide positive behavioral supports including prevention, intervention, and intensive services.

Provide professional development and coaching to school personnel on mandated child abuse reporting, suicide prevention, and other mental health protocols

Serve as liaison to school sites and community based organizations to build capacity in trauma informed and culturally responsive behavioral health services and supports.

Support the implementation of violence prevention and Restorative Justice in alignment with the Response to Intervention framework.

Provide training and coaching in Response to Intervention and Positive Behavioral Support to reduce disproportionality in discipline and referrals for Special Education.

Provide consultation to site administrators and staff on pre-referral interventions for students experiencing emotional and/or behavioral barriers to learning to facilitate equal access to general education settings.

Assist in evaluation of the effectiveness of School Based Behavioral Health Initiatives in reducing disproportionality.

Assist school site teams to implement universal screening and referral protocols to ensure timely access to SBMH services.

Train and supervise mental health interns to provide effective services and supports within an urban, multi-ethnic, community schools setting.

Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.

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

Attend department and other meetings as required.

Perform related duties as assigned.

Minimum Qualifications:

Training, Education, and Experience: A Master's Degree in psychology, social work, or counseling from an accredited University and a minimum of 5 years direct counseling experience within school and community settings serving diverse children, youth, and families. A minimum 2 years program management experience.

Licenses and other Requirements:

Valid State of California licensed to practice social work or psychotherapy

Certificated by CA Board of Behavioral Sciences to practice clinical supervision

Valid California Driver's License

Available to work an occasional evening and weekend

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

KNOWLEDGE AND ABILITIES:

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

Research methods, report writing and record-keeping techniques

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, 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:

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

Communicate clearly both orally and in writing

Plan, prepare and deliver oral presentations

Work independently

Meet schedules and time lines

Complete work accurately and as directed with many interruptions

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

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

Develop and implement training and evaluation programs

WORKING CONDITIONS:

ENVIRONMENT:

Office and school environment; driving a vehicle to conduct work; flexible schedule; constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person or on the telephone; seeing to file a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist to retrieve or store records or files; dexterity of hands and fingers to operate standard office equipment; lifting, carrying, pushing, and pulling light objects.

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.