

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 10, 2015

Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	6-10-15
By:	

TO: Board of Education

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

SUBJECT: Approval of Job Descriptions – Risk Management, Community Schools and Student Services, College and Career Readiness, Office of Post-Secondary Readiness, Facilities, Talent Development Division, Department-As Assigned, Linked Learning, Technology Services and Teaching and Learning

1. Analyst, Workers' Compensation and Reasonable Accommodation
2. Coordinator, Community School Leadership
3. Coordinator, Social Emotional Learning
4. Coordinator, Summer Learning Programs
5. Coordinator, Wellness
6. Coordinator, Workforce and Economic Development
7. Deputy Chief, Post-Secondary Readiness
8. Executive Director, Facilities Management & Planning
9. Executive Director, HR Operations and Staffing
10. Library Technician
11. Manager, Human Resources Operations
12. Program Manager, Expanded Linked Learning
13. Program Manager, Health Sector Partnerships
14. Program Manager, Teacher Growth and Development System
15. School-Based Facilitator, Restorative Practices
16. Specialist, Attendance—Bilingual
17. Specialist, Attendance
18. Specialist, Master Schedule Development
19. Specialist, Records Management
20. Specialist, School Governance
21. Specialist, Unaccompanied Immigrant Children Program
22. Transitional Kindergarten Reading Tutor

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1415-1164, approving creation/revision of the following job descriptions:

1. Analyst, Workers' Compensation and Reasonable Accommodation
2. Coordinator, Community School Leadership
3. Coordinator, Social Emotional Learning
4. Coordinator, Summer Learning Programs
5. Coordinator, Wellness
6. Coordinator, Workforce and Economic Development
7. Deputy Chief, Post-Secondary Readiness
8. Executive Director, Facilities Management & Planning
9. Executive Director, HR Operations and Staffing
10. Library Technician
11. Manager, Human Resources Operations

12. Program Manager, Expanded Linked Learning
13. Program Manager, Health Sector Partnerships
14. Program Manager, Teacher Growth and Development System
15. School-Based Facilitator, Restorative Practices
16. Specialist, Attendance—Bilingual
17. Specialist, Attendance
18. Specialist, Master Schedule Development
19. Specialist, Records Management
20. Specialist, School Governance
21. Specialist, Unaccompanied Immigrant Children Program
22. Transitional Kindergarten Reading Tutor

for the following departments: Risk Management, Community Schools and Student Services, College and Career Readiness, Office of Post-Secondary Readiness, Facilities, Talent Development Division, Department-As Assigned, Linked Learning, Technology Services, and Teaching and Learning.

BACKGROUND:

The Talent Development Division recommends creation/revision 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

Adoption by the Board of Education of Resolution No. 1415-1164, approving creation/revision of the following job descriptions:

1. Analyst, Workers' Compensation and Reasonable Accommodation
2. Coordinator, Community School Leadership
3. Coordinator, Social Emotional Learning
4. Coordinator, Summer Learning Programs
5. Coordinator, Wellness
6. Coordinator, Workforce and Economic Development
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18. Specialist, Master Schedule Development
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for the following departments: Risk Management, Community Schools and Student Services, College and Career Readiness, Office of Post-Secondary Readiness, Facilities, Talent Development Division, Department-As Assigned, Linked Learning, Technology Services, and Teaching and Learning.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1415-1164**

– Risk Management, Community Schools and Student Services, College and Career Readiness, Office of Post-Secondary Readiness, Facilities, Talent Development Division, Departments-As Assigned, Linked Learning, Technology Services and Teaching and Learning -

Approving Job Descriptions

- Analyst, Workers' Compensation and Reasonable Accommodation; Coordinator, Community School Leadership; Coordinator, Social Emotional Learning; Coordinator, Summer Learning Programs; Coordinator, Wellness; Coordinator, Workforce and Economic Development; Deputy Chief, Post-Secondary Readiness; Executive Director, Facilities Management & Planning; Executive Director, HR Operations and Staffing; Library Technician; Manager, Human Resources Operations; Program Manager, Expanded Linked Learning; Program Manager, Health Sector Partnerships; Program Manager, Teacher Growth and Development System; School-Based Facilitator, Restorative Practices; Specialist, Attendance—Bilingual; Specialist, Attendance; Specialist, Master Schedule Development; Specialist, Records Management; Specialist, School Governance; Specialist, Unaccompanied Immigrant Children Program; and Transitional Kindergarten Reading Tutor -

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 creation/revision of the attached job descriptions: Analyst, Workers' Compensation and Reasonable Accommodation; Coordinator, Community School Leadership; Coordinator, Social Emotional Learning; Coordinator, Summer Learning Programs; Coordinator, Wellness; Coordinator, Workforce and Economic Development; Deputy Chief, Post-Secondary Readiness; Executive Director, Facilities Management & Planning; Executive Director, HR Operations and Staffing; Library Technician; Manager, Human Resources Operations; Program Manager, Expanded Linked Learning; Program Manager, Health Sector Partnerships; Program Manager, Teacher Growth and Development System; School-Based Facilitator, Restorative Practices; Specialist, Attendance—Bilingual; Specialist, Attendance; Specialist, Master Schedule Development; Specialist, Records Management; Specialist, School Governance; Specialist, Unaccompanied Immigrant Children Program; and Transitional Kindergarten Reading Tutor.

Passed by the following vote:


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

NOES: None

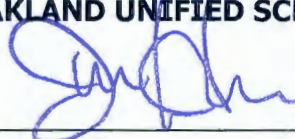
ABSTAINED: None

ABSENT: Vice President Jody London

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 10, 2015.

Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	


OAKLAND UNIFIED SCHOOL DISTRICT



James Harris
President, Board of Education



Antwan Wilson
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Workers' Compensation and Reasonable Accommodation	REPORTS TO:	Assigned Administrator
DEPARTMENT:	Risk Management	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours (FT) or as assigned
ISSUED:	Created: August 2011 Revised: June 2015	SALARY GRADE:	WTCL 53

BASIC FUNCTION: Perform a variety of difficult, specialized duties requiring good communication skills, including assisting others in the workplace; assist with the administration of the District's Worker's Compensation, Reasonable Accommodation, and Long-Term Disability Programs; implement procedures to recover funds equal to those lost by the District for payment of sick leave, vacation, medical expenses, costs of substitute differential, extended sick leave, occupational leave to injured school employees caused by a third party, and also to recover the cost to repair or the value of District property damaged or destroyed by a third party.

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:

Interview injured employees, supervisors and witnesses regarding employee injuries.

Analyze injury records, doctors' reports, and previous compensation cases to formulate recommendations for acceptance or rejection of workers' compensation claims.

Coordinate workers' compensation cases with treating physicians, claims examiners, early-return-to-work specialists, investigators and defense attorneys, to develop strategies for successful claim resolution.

Communicate effectively with injured workers, their designated representatives, and other parties involved in the workers' compensation system.

Prepare and accurately maintain a variety of reports, records, and files relating to staff, operations, and activities including those of a confidential nature.

Produce and analyze comparative data, establishes benchmarking and monitors results for trends.

Manages claims system hierarchal coding structure.

Compiles, verifies, interprets and summarizes claim and payroll data

Act as liaison between District departments and their injured employees, where necessary.

Attend hearings as a District representative and testify as required.

Maintain records and a diary review system for follow-up on all workers' compensation claims.

Monitor claim files to track injured workers' estimated and actual return-to-work dates.

Compute workers' compensation disability benefits.

Process and prepare disability payments for lost-time cases.

Execute forms required by state regulatory agencies.

Audit and analyze payroll and indemnity payment records for accuracy on individual claims.

Interpret awards from the Workers' Compensation Appeals Board in terms of payments an applicant will receive.

Confer with District Environmental Health and Safety personnel on workers' compensation claims which involve employee safety, safe working conditions and practices.

Assist department staff in processing reasonable accommodation claims for District employees.

Provide information to administrators, staff, and others regarding workers' compensation policies and procedures.

Confer with injured employees to discuss various possible entitlements including workers' compensation benefits and long-term disability benefits.

Provide claim management oversight to include vendor performance management, identification of process improvements and cost containment opportunities based on analysis of trends and key performance metrics.

Perform data entry into various computer software programs.

Perform clerical assignments related to work scope.

Operate a computer and related technology efficiently.

Attend and participate in required District meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Associate of Arts 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 AA requirement; however, the work experience years used to qualify for the AA requirement cannot be used to meet the work requirement.

Four (4) years of relevant experience

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 workscope

Procedures, methods, techniques, and strategies utilized related to Workers' Compensation, Reasonable Accommodations, and Long-Term Disability Programs.

Correct English usage, grammar, spelling, and punctuation

Record-keeping techniques and systems

Telephone techniques, systems, and etiquette

Computer software, hardware, and related technology

ABILITY TO:

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and district regulations governing workscope

Ensure compliance of district policies and regulations

Perform a variety of difficulty, specialized duties related to District Workers' Compensation and Long-Term Disability activities

Provide information regarding District Workers' Compensation, Reasonable Accommodations, and Long-Term Disability procedures, activities, and regulations

Analyze situations accurately and adopt effective course of action

Communicate effectively in English orally and in writing

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

Understand and follow oral and written direction

Establish and maintain effective working relationships with others

Plan, organize, and complete work to meet internal and customer established timelines and deadlines

Maintain accurate and confidential records and reports

Operate personal computer, related software, and other office equipment

Complete work accurately and as directed despite frequent interruptions

Work confidentially and with discretion

WORKING CONDITIONS

ENVIRONMENT:

Office environment; 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, monitor various activities and to use the computer; hearing and speaking to exchange information, in person or on the telephone, and to 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:	15-1204
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Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Community School Leadership	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services (CSSS)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 2015	SALARY GRADE:	ADCL 16

BASIC FUNCTION: In conjunction with the Department of Community Schools and Student Services, provide professional development to community school managers and principals to build their capacity as Full Service Community School leaders. Assist in the development of strategies and structures that strengthen the ability of OUSD to operate as a Full Service Community District. Build district and regional systems, training and support for full service community schools.

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 to principals and community school managers District-wide to build their capacity as Full Service Community School (FSCS) leaders.

Assist in the development of central office and site level strategies and structures that strengthen the ability of OUSD to operate as a Full Service Community District.

Assist in the development and facilitation of District-wide Full Service Community School orientations for key stakeholders, including department leaders, classified and certificated staff, new families, and community partners.

Direct and supervise Community School Program Managers and other staff as assigned.

Develop training materials and tools for community school managers and principals to guide the implementation of FSCS, including needs assessment, communications, coordination of services and partnership development.

Develop and facilitate professional learning communities for Community School Managers District-wide.

Support the development of communications materials to share successes, lessons learned and exemplary FSCS practices.

Conduct fund development and grant management.

Develop systems and structures to facilitate data and information sharing between school/District and agencies, in accordance with state and federal law.

Organize and facilitate learning structures to build increased understanding of FSCS model among stakeholders including Community School site visits and support materials.

Contribute to the strategic communications plan on FSCS including highlighting exemplary FSCS practices.

Develop a syllabus, relevant tools, and materials for a course of study on Full Service Community Schools for new administrators; coordinate and facilitate the Community School Manager and Principal Induction and follow-up sessions for all new administrators.

Develop systems to ensure that services and supports are leading to increased student achievement in attendance, behavior, and academics.

Facilitate and/or provide technical assistance to the various school leadership teams, including Site-based Governance Team, School Site Council (SSC), Coordination of Services Team (COST), Student Success Team (SST), and site-based providers.

Develop and oversee implementation of an effective referral process including ensuring implementation of the Coordination of Services Team (COST) with assigned sites.

Develop professional learning opportunities for school leaders focused on OUSD's Leadership Dimensions of Full Service Community School Leaders.

Train and support service providers to understand and align programs with school structures, systems, curriculum and goals; provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.

Establish district-wide systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution; coach Community School Managers on implementation of best practices.

Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.

Develop and sustain partnerships with city, county and non-profit agencies that provide support to, and opportunities for, students and families according to their identified needs.

Act as point person for agencies and programs interested in partnering with District and help to broker new partnerships that are aligned with school goals and needs.

Assist schools and partner agencies with resource management and development, including grant maintenance.

Assist with program evaluation, including data collection, analysis and reporting.

Participate in professional development opportunities focused on the development of Full Service Community Schools.

Provide cross-training to department personnel.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to a Master's Degree.

Five (5) years of relevant experience in school leadership.

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

Adult learning

Strategic direction of the District

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

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

Effective partnership strategies and service implementation best practices

Navigate complex relationships and problem solve

Local community-based organizations providing services

Research methods, report writing and record-keeping techniques

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Principles and practices of supervision and evaluation

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

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

Recognize, and foster a strong instructional core upon which to align services and supports

Knowledge of data and data inquiry to align services and supports to student outcomes and impact

Ability to plan, deliver and reflect on professional learning opportunities

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

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

Communicate effectively in English orally and in writing

Plan and organize work

Work confidentially and with discretion

Work independently

Meet schedules and timelines

Manage multiple projects simultaneously

Complete work as directed despite frequent interruptions

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

Develop and implement training and evaluation programs

Supervise and evaluate assigned staff

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 light to moderate weight objects; 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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Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Social Emotional Learning	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services (CSSS)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2012 Revised: June 2015	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Provide leadership and management to support the development of infrastructure that creates the conditions, culture and competencies to guide Social Emotional Learning (SEL) district-wide. Plan the implementation and support of Caring Schools Communities (CSC) strategies and practices as well as other SEL programs in Full Service Community Schools.

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

Leadership and Collaboration

- Coordinate with Director of Social, Emotional Learning, Regional and Network Executive Officers, and Developmental Studies Center to align CSC PD framework with the District's Strategic Plan.
- Collaborate with the Director of SEL to implement and facilitate a change management structure that will assist OUSD to reach organizational goals outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Program Design, Implementation and Management

- Collaborate with Research, Assessment, and Data Department (RAD) to document the short- and long-term effects of District-wide SEL efforts.
- Seek to create or contribute to improvement of any current District methodologies to identify, interrupt and address historic and institutional imbedded racist policies, practices and beliefs in service of Full Service Community Schools and a Full Service Community District.
- Develop proposed tools and resources to achieve systemic OUSD SEL implementation in the context of Full Service Community Schools/District.
- Assess the current state of SEL in the District in order to develop an assets based multi-year systemic SEL plan that includes goals, benchmarks, support, assessments, and monitoring for accountability.
- Build knowledge about how to organize systemic, District-wide, high-quality implementation of SEL.
- Work cross-departmentally within OUSD to create tools and resources that can contribute to achieving systemic SEL implementation.
- Develop and maintain partnerships within the District and with external organizations in service of creating Full Service Community Schools.
- Coordinate partnership with Developmental Studies Center to plan, implement and support CSC strategies and practices in Full Service Community Schools across Oakland.

- Coordinate support and/or transition of "2nd Step" providers and lead teachers.
- Collaborate with site principals as they plan for Social Emotional Learning in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools.
- Attend department meetings; represent CSSS at District/community meetings.

Professional Development

- Lead and coordinate Caring Schools Communities (CSC) leadership retreats for CSC leaders and teams.
- Coordinate Instructional Rounds for participating CSC sites.
- Work in partnership with the Director of SEL to coordinate structures for leadership development to build internal capacity of SEL across the District.
- Coordinate the development, planning, and implementation of high quality professional development focused on CSSS priority areas.
- Create opportunities for teacher leaders and leaders District-wide to collaborate to develop approaches for District, CSSS and SEL focus areas.
- Facilitate and coach in order to lead and measure change of practices, beliefs and policies.
- Design and deliver supports and structure to develop and sustain leadership teams across the system.
- Lead and support leaders, and leadership teams to achieve social justice and equity for all students by changing those policies, practices, and structures in schools and the school system that perpetuate inequities.

Personnel Management

- Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.
- Provide cross-training to department personnel.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Five (5) years of relevant professional experience

Master's or advanced degree in related field preferred

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, and coaching

Experience in educational counseling, developing school culture and climate, and developing social emotional skills

Administrative experience, experience supervising and securing professional development resources and/or business management experience preferred

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

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

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential preferred

Valid California Pupil Personnel Services Credential preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

The Community School philosophy and implementation strategy

Response to Intervention Framework

Common Core Standards

Social Emotional skills and standards

Definition, framework, and support of positive school culture

Behavior and attendance prevention strategies

Utilization of various forms of assessment and data analysis in program design and management

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

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

ABILITY TO:

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and/or Board of Education on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

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

Prepare and monitor program budget to ensure fiscal responsibility

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

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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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Summer Learning Programs	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services (CSSS)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2012 Revised: June 2015	SALARY GRADE:	ADCL 16

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 over the summer. Coordinate and facilitate the planning, development and implementation of the Summer Learning Programs; align site, District and outside partner funds to promote and develop summer learning programs. Articulate the vision of why summer is critical for our 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:

Encourage, support and promote the development of Summer Programs in OUSD to increase public awareness of the importance of summer learning.

Collaborate regularly with District departments (Teaching and Learning; Research, Assessment and Data; Financial Services; Talent Development; Payroll; Technology Services; Health Services) in the development of Summer Programs and services that address the needs of all students.

Coordinate the alignment of Fiscal, Talent Development, and Payroll to develop a cohesive system of support which results in the operational administration of the Summer Programs.

Coordinate with Teaching and Learning (T&L) to design and develop summer curriculum.

Coordinate with Research, Assessment and Data summer pre- and post-tests which align with the identified standards; conduct research projects with identified summer groups to document effectiveness of instructional programs.

Align district summer resources to support the implementation of Full Service Community Schools.

Develop partnerships with other educational institutions, non-profits, community organizations and city departments to augment and support the Summer Programs.

Partner with other departments and agencies in applying for grants to expand the enrichment components in the OUSD Summer Programs.

Articulate and promote the Summer Programs to the community to ensure all families and students are aware and have information about the programs in a timely manner.

Communicate and collaborate with partners in order to provide the needed resources for the Summer Programs.

Develop and deliver instructional guidelines, policies and procedures to principals for Summer Programs.

Consult, train and provide support to principals in the establishment of their Summer Programs to guarantee proper establishment of the programs.

Provide ongoing communication with summer principals to ensure that Summer Programs are running smoothly and to alleviate any concerns before they escalate.

Provide administrative support to summer principals in the day-to-day summer program operations.

Develop and maintain partnerships within the District and with external organizations in service of creating Full Service Community Schools.

Collaborate with site principals as they plan for summer learning in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools.

Attend department meetings; represent CSSS at District/community meetings.

Participate in professional development on a regular basis.

Attend and participate in job-related meetings.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Provide training/cross-training to site and program personnel.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Five (5) years of teaching and/or administrative experience

Experience delivering professional development and supervising professional development resources preferred

Experience managing budgets

Master's degree in education or administration preferred

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

Successful experience working with public school systems, including the development of community schools, achieving excellent results for all constituents; experience developing and facilitating community partnerships preferred

LICENSES AND OTHER REQUIREMENTS:

A Valid California Administrative Credential preferred

Valid California Driver's license

Employment eligibility will include fingerprints, health (TB) and other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Elementary and/or secondary curriculum and assessment

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

Techniques of budget preparation

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

Computer software, hardware, and related technology

The District's Strategic Plan

The Community School philosophy of aligning resources in service of students

Correct English usage, grammar, spelling, vocabulary and punctuation

ABILITY TO:

Effectively manage, develop, coordinate and evaluate Summer Programs

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

Adapt services based on data and to leverage data to validate the programs

Analyze situations accurately and adopt effective courses of action

Implement a program from idea to reality

Lead and coordinate a team and to work with other District leaders to assure services are consistent and aligned

Work independently

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

Manage competing priorities and time

Work cooperatively

Display sensitivity to diverse cultural and ethnic groups

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

Assess, manage and develop resources both within the district and with community partners

Work effectively with families, students, school sites, district staff and 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

Correct English usage, grammar, spelling, and punctuation

Prepare documents, reports and presentations using word, excel and PowerPoint

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Indoor office setting; 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; 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 to 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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Wellness	REPORTS TO:	As Assigned
DEPARTMENT	Community Schools and Student Services	CLASSIFICATION:	Classified Management
ELSA:	Exempt	WORK YEAR/HOURS	261days/7.5 hours
ISSUED:	Created: January 2008 Revised: June 2015	SALARY GRADE:	ADCL 16

BASIC FUNCTION: As part of the Health and Wellness Unit and in support of the development of a Full-Service Community District and the OUSD Strategic Plan, manage the implementation of the Wellness Policy and all aligning programs, partnerships and committees.

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 accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Facilitate and manage all functions of the OUSD School Wellness Council (the body that oversees the implementation and evaluation of the Revised District Wellness Policy), to include, but not limited to meeting preparation, follow through, outreach and integration across disciplines, departments and external partnerships.

Perform long term planning for revision, implementation, communication and assessment of the Wellness Policy, e.g. Nutrition; Physical activity and physical education; School Gardens; Access to Health services and education; School Climate and Physical Environment.

Lead program priorities to reduce child obesity, increase physical activity, improve environmental conditions of schools to support clean, healthy and safe schools, etc....

Assist in ensuring that the District is compliant with federal and state health-related mandates as appropriate.

Collaborate with other OUSD departments, including Nutrition Services, Teaching and Learning and Facilities to implement and evaluate well programs and policies.

Collaborate with community partners and health agencies, including Alameda County Public Health Department, the HOPE Collaborative, Transform and City of Oakland to coordinate programs and policies that support the Wellness Policy.

Communicate with District Leadership and staff, and stakeholders regarding school health and wellness policies and programs.

Communicate with and lead engagement opportunities for students, parents, community members and other interested parties around Wellness policy and program development and implementation.

Oversee OUSD Site Wellness Champion program, including the following:

- Resource development to leverage funds (multiple grants) for stipends, training and technical assistance.
- Recruitment and application process throughout all OUSD schools.
- Year-round training for program, including summer orientation.
- Implement program focusing on school site wellness councils, wellness policy implementation, increased access to healthy food, increased access to physical activity, safe routes to school and staff wellness.
- Partner with OUSD departments and partner organizations (such as the Alliance for a Healthier Generation) to fund, support and implement program.
- Oversee evaluation, accountability and stipend process for the program.
- Create annual report of the program.

Partner with Health and Wellness managers to provide overall direction, communications strategies, and planning for Health and Wellness unit.

Partner with OUSD Research, Assessment and Data Unit to manage survey development, administration, database development, training, analysis and reporting for the annual California Healthy Kids Survey.

Provide leadership for overall data collection, evaluation and other research activities associated with the Health and Wellness unit.

Oversee wellness resource development, grant management, fiscal oversight and grant writing activities; seek and develop new program funding opportunities.

Publicize Health and Wellness accomplishments throughout the community.

Prepare and present the key goals, programs, plans and accomplishments to interested bodies including District leaders, staff, students, parents, members of the community and professionals.

Supervise and provide daily support and leadership to assigned staff; evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Oversee contracted staff to support the technical assistance, training and evaluation work of wellness programs.

Provide cross training to department personnel.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in social work, public health, public policy, school administration, organization development, business administration or other relevant field.

Three (3) or more years of progressively responsible experience in implementing public health, nutrition, school health or social services programs

Budget experience preferred

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:
KNOWLEDGE AND ABILITIES:**

Strategic direction of the District

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

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

Research-based programs and practices that support health and wellness of the whole child

Local community-based organizations providing health and wellness services

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

Applicable laws, codes, regulations, policies, and procedures governing health and safety

Budget preparation and management to ensure fiscal responsibility

Strategies, funding opportunities, and community contacts for multiple health and wellness programs

Correct English usage, grammar, spelling, and punctuation

Research methods, report writing and record-keeping techniques

Communication (e.g. telephone and e-mail techniques) systems and etiquette

Interpersonal skills using tact, patience, and courtesy

ABILITY TO:

Plan, organize, and direct programs and assigned personnel

Interpret, apply, and explain rules, regulations, policies, and procedures

Analyze situations accurately and adopt effective courses of action

Communicate effectively in English both orally and in writing

Plan and organize work

Meet schedules and timelines

Work independently

Develop and document short and long term plans

Implement plans and evaluate their outcomes

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

Perform duties with awareness of all District requirements and policies

Coordinate and enhance communications among students, parents, District staff, and community representative

Establish and maintain effective working relationships with District personnel and the public

Use all Microsoft applications efficiently

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

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 light to moderate weight objects; 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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Workforce and Economic Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	College and Career Readiness	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: August 2011 Revised: June 2015	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Develop and maintain business and educational partnerships designed to improve academic achievement and expand post-secondary options for all District 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

Serve as the District Liaison to businesses, non-profit organizations, educational institutions, community leaders and other interested parties to foster relationships and align support for strategic direction.

Initiate outreach to national, state, local, and regional employer associations, professional and labor associations for potential support.

Establish and maintain effective working relationships with business executives, local government, community leaders, professional organizations, school district administrators and staff.

Manage Partnerships with interested parties to maximize funding and volunteer resources for building career pathways for OUSD students.

Develop, facilitate, and support the development of industry specific Linked Learning Partnership Councils that include local employers, industry and labor organizations, post secondary institutions, and Oakland's Workforce Investment Board (WIB) to determine gaps in the workforce; align and inform industry-specific OUSD Linked Learning Pathways on future workforce demands; determine required certifications; develop meaningful and equitable teacher externships opportunities; and develop Work Based Learning opportunities for pathway students.

Collaborate with District Communication personnel and Linked Learning Office Leadership Team to develop marketing and publicity communications to inform the public of new business partnerships and accomplishments.

Work with WIBs and Chambers of Commerce, business leaders, professional organizations and other agencies to obtain opportunities for students in career-related learning to improve academic achievement and expand postsecondary options for all OUSD students.

Present program information to various business and community groups in a professional manner to elicit support for multiple pathways and district priorities.

Develop strategic partnerships that involve business and community-based organizations to leverage resources and opportunities for all students including special populations for academic enrichment and school-to-career opportunities

Coordinate OUSD efforts with local WIBs, Chambers of Commerce and private businesses to maximize funding and volunteer resources for career pathways for OUSD.

Collaborate with Pathway Leads, Coaches, Work Based Learning Coordinator, and CTE Specialists to identify program needs to align with appropriate business partners.

Participate as an active member of various department leadership teams.

Represent OUSD at workshops, conferences, and meetings with industry and educational leaders to provide information on career pathways and industry-to-classroom connections.

Effectively manage database of District business partnerships.

Assist in pursuing grant opportunities and alternative funding sources to support pathway development.

Remain informed on trends and best practices related to assigned duties.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Provide cross-training to department personnel.

Perform other duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Five (5) years of experience leading strategic planning and community engagement projects

Experience with career pathways, career and technical education, and/or workforce development preferred

Experience in corporate and educational settings preferred

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:

Linked Learning: Career Pathways and Career Technical Education

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

Strategies, funding opportunities, and community contacts for assigned program

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Report writing, and record-keeping techniques

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY 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 and research in the field

Plan, organize, and coordinate needs for assigned program

Communicate with a diverse population to include administrators, teachers, staff, students, business and industry leaders, economic and workforce development leaders, and others

Speak to groups about all programs of the District

Establish and maintain effective working relationships among District staff and departments, the community, and multi-faceted public and private agencies with diverse backgrounds, experience, and personalities

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

Analyze situations accurately and adopt effective course of action

Communicate effectively in English orally and in writing

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

Understand and follow oral and written directions

Work independently

Maintain accurate records

Research and write grant proposals

Implement plans and evaluate their outcomes

Manage multiple complex projects simultaneously

Prioritize responsibilities and complete work to meet internal and customer established timelines and deadlines

Network to obtain resources and funding

Facilitate working meetings

Serve as trusted resource to District administrators and facilitate communication throughout the District

Provide work direction to volunteers and other interested parties

Operate personal computer, related software, and other office equipment

Provide work direction and guidance to District personnel as needed

Cross-train department personnel

WORKING CONDITIONS ENVIRONMENT:


Office, school site, or off-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:

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief, Office of Post Secondary Readiness	REPORTS TO:	Chief of School
DEPARTMENT:	Office of Post-Secondary Readiness	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: October 2014 Revised: June 2015	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief of Schools and the Superintendent, the Deputy Chief of Post Secondary Readiness is responsible for the supervision, management, alignment and coordination of programs, initiatives and policies that support schools to ensure students graduate from high school ready for college, career and community. The Deputy Chief will supervise and manage Linked Learning, District counseling programs, advanced placement, dual enrollment and the Oakland Athletic League (OAL).

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 leadership to deliver results in assigned areas, including but not limited to program adoptions, professional development, linked learning, college and career readiness, counseling, advanced placement (AP), dual enrollment, post secondary options, new technologies and OAL.

Oversee the development and implementation of college and career readiness standards and programs in support of the District goal of every student being college, career and community ready by grade 12 and in alignment with the District's Strategic Plan.

Oversee and successfully integrate programs to improve post-secondary readiness for students and drive student engagement, including support to maintain students on-track for graduation, advanced placement, concurrent enrollment and engagement and leadership opportunities for secondary students.

Oversee the allocation of District resources to support college and career readiness priorities.

Direct the identification and pursuit of funding opportunities available through grants and federal and state legislation to improve post-secondary readiness for students.

Create collaborative and effective communication channels between the assigned departments, central office departments, Principals and school site staff.

Collaborate with the District Leadership Team to develop communication and collaboration systems to ensure smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high priority goals for each program to ensure the sharing and implementation of best practices.

Ensure Principals and Counselors know and support the efforts of the College and Career Readiness partners, programs and service resources at their sites.

Lead the implementation of a coordinated public relations campaign to promote post secondary readiness for all students in the District.

Provide leadership in the expansion of advanced placement courses by collaborating with the Director of Advanced Placement and Dual Enrollment, Principals and teachers to support AP course development and pre-AP services.

Monitor the District's plan, policies and procedures for dual enrollment and early admissions.

Build capacity around College and Career Pathways goals and connection to the Common Core State Standards and Next Generation Science Standards

Direct the implementation of training, strategies, and resources to strengthen Counselors' skills and the delivery of services to students.

Collaborate with Network Superintendents and Principals of sites without counselors to ensure that those sites fully participate in the counseling services process.

Ensure staff works with Counselors and College and Career Advisors to strengthen Guidance Programs in relation to career awareness and planning.

Ensure the implementation of strategies for the California Department of Education (CDE) K-12 Physical Education standards and graduation requirements.

Ensure the alignment of K-12 Physical Education curriculum with OAL seasons of sport.

Manage partnerships with appropriate staff and community partners to design a comprehensive physical education and health program which connects health and wellness to academic achievement.

Provide increased accountability to ensure compliance of discipline procedures for coaches and students according to California Interscholastic Federation (CIF) and OUSD established procedures, laws and regulations.

Manage data through coordination of new technology to help facilitate the reporting and decision-making process; prepare and present staff reports and other necessary correspondence.

Develop and prepare budgets; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District.

Deliver results through multiple approaches by working collaboratively with all departments within the District.

Oversee the development and implementation of departmental operational policies, regulations, and procedures.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; provide for appropriate research and compile accurate reports to ensure the integrity and credibility of the District.

Develop and conduct ongoing training sessions for assigned staff regarding changes in office policies and legal procedures; attend and participate in professional group meetings; stay abreast of new trends and innovations in support of District goals.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Education, Administration or related field.

Five (5) or more years of school or school district leadership experience; demonstrated success leading strategic innovative educational initiative.

A Doctorate degree preferred, but not required

Significant experience leading or overseeing significant transformations at schools that significantly improved outcomes for students

Knowledge of and experience in staff leadership, curriculum development, staff evaluation, successful instructional practices, school improvement strategies, academic and accountability testing, policy and procedures, and community relations

Demonstrated success in improving student achievement results

Demonstrated success in leading large scale change initiatives within an educational context

Proven experience in strategic planning, communicating a vision and goals to others and effectively implementing action plans and monitoring progress against goals

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated success in executing significant budgetary and operational responsibilities at an executive level

Valid California Teaching Credential preferred, but not required

Valid California Administrative Services Credential preferred, but not required

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:

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

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

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

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

National, state, and District educational goals and standards

Learning theory, program planning, curriculum development, and management of instructional programs that increase academic rigor for all students

Effective school concepts and principles

Principles of educational reform, research and evaluation program monitoring, data analysis, and reporting

District educational initiatives, programs, and policies

Educational administration, performance and project management, resource alignment, and strategic planning goals

District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access and confidentiality, and related areas

Large-scale student information data systems

State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students

Leadership skills, and developing and supporting a professional learning community

Report writing, and presentation

Effective staff development programs and strategies

Academic accountability systems and services

Budget preparation and control

School district organization, operations, and objectives

Effective oral and written communication skills

Interpersonal skills using tact, patience, and courtesy

Effective management principles, practices, and supervision techniques

Computer software, hardware, and related technology

ABILITY TO:

Design, organize, and lead a systemic change process in a large urban school district

Provide data and interpretation to support decisions related to the improvement of instructional and operational programs

Deliver high quality and high-efficacy services

Assist with the integration of professional learning and curriculum implementation

Analyze statistical data for trends and student performance in various programs, and develop strategies for improved student improvement

Keep current about related educational research, innovations, and trends, as well as applicable federal, state, and district laws, rules, regulations, and procedures

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups

Work independently, coordinate multiple activities simultaneously, and work flexible hours

Prepare and deliver effective presentations to diverse audiences

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

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

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Operate personal computer, related software, and other office equipment

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:

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Facilities Management and Planning	REPORTS TO:	Chief Operations Officer
DEPARTMENT:	Facilities	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: June 2007 Revised: September 2014 Revised: June 2015	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Under the direction of the Chief Operations Officer, the Executive Director of Facilities Management and Planning plans, organizes, directs, and reviews activities related to facilities planning and design, school utilization, real estate management, and building and grounds maintenance to ensure that all facilities meet the highest standards of design, construction, and appropriateness for the educational activities they were intended to foster; all new educational facilities are constructed in a manner consistent with the highest standards of efficiency, safety, economy, and quality; and; students are provided with a physical learning environment that is safe, clean, attractive, and functional.

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 accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Develop and use a team-based approach to leadership and management of Facilities Management and Planning which includes the Departments of Buildings and Grounds, Facilities and Custodial Services.

Assist department heads in developing evaluative criteria to ensure accountability of all personnel.

Ensure District compliance with all county, state, and federal mandates, requirements, obligations and commitments related to projects for facility upgrade, modernization, and/or modifications to existing facilities and grounds.

Develop, recommend and execute plans for provision of economical school facilities commensurate with legal and educational requirements.

Assume responsibility for the comprehensive overall planning and scheduling of maintenance and repair requirements for the Districts.

Assist in planning for new construction by participating in preconstruction conferences.

Coordinate required inspections and related engineering programs with public agencies.

Visit all construction projects at frequent intervals to assure that plans, specifications, codes, and regulations are being observed and followed.

Maintain liaison with governmental agencies having jurisdiction over or providing services to school buildings.

Maintain necessary records and prepare periodic reports.

Ensure fiscal accountability and efficiency.

Ensure that standards consistent with applicable law are maintained.

Inspect all school buildings, grounds and installations on a regular basis to determine that high standards of workmanship, cleanliness, safety, and security are maintained.

Supervise and inspect the improvement and renovation work performed by outside contractors and verify that the terms of all such contracts have been fulfilled before authorizing payments.

Work with architects in the construction and modernization of facilities to ensure compliance with District requirements and economy.

Supervise technical review of plans and specifications prepared by architects and confer with mechanical engineer on proposed specifications.

Recommend approval of preliminary plans, completed work drawings, and specifications.

Develop, recommend, interpret, and evaluate facilities policies, regulations, procedures, and standards.

Review construction cost estimates.

Establish bidding and construction schedules, and prepare and issue contract documents and addenda.

Investigate and evaluate new materials, techniques, and methods for providing adequate, economical educational facilities.

Maintain and update all records, drawings, and descriptive materials of all school facilities, sites, and portable buildings.

Continue to grow professionally through research, graduate studies, collaboration with colleagues, and professional meetings and conferences.

Supervise, evaluate and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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. Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.

Eight (8) years experience in architecture or related field; experience with responsibility for the design, production or field supervision of various types of construction such as educational, commercial, multi-residential and/or public sector

Five (5) years supervisory/managerial experience

Demonstrated experience in building trades such as electrical, carpentry, plumbing, maintenance, and other related fields

Demonstrated success in the planning and building of projects of major proportion such as school facilities

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated knowledge of fiscal management, cost controls, accounting procedures, budget development, and supervision

Master's degree in architecture or related field preferred

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

Planning, organization and direction of a school facilities department in a large school district

Design, construction, supervision, and management of large construction projects

Maintenance rehabilitation, modernization and operations of large facilities

School construction finance and alternative funding mechanisms

School facility funding application submission procedures and requirements

Public law related to land management, acquisition and sale

Principles and practices of effective supervision and personnel management

School district organization patterns and operating procedures

Relevant state and federal regulation and procedures; applicable laws, codes, regulations and policies

Long-range planning methods

Organization and direction of facilities management and planning activities

Terms, practices and procedures used in the planning, design, construction, modernization, maintenance and operation of school buildings and facilities

City general plan, redevelopment and zoning policies, procedures and regulations

Budget preparation and control

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Plan, organize and administer a facility program for a large school District

Manage and write grant proposals

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

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities

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

Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization

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

Plan, prioritize, organize schedule and assign duties

Assess the needs of a broad range of constituencies and incorporate necessary elements into an operational plan

Train, supervise and evaluate personnel

Analyze situations accurately and develop effective action plans

Read, interpret and work from construction drawings and blueprints

Prepare and present clear and concise comprehensive narrative and statistical reports

Lead and coordinated District efforts toward securing funding for projects

Interpret, apply and explain rules, regulations, policies and procedures

Operate personal computer, related software, and other office equipment

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; walking over rough or uneven surfaces at construction sites; lifting, carrying, pushing, and pulling objects up to 50 pounds, occasionally 50+ 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, assess property, prepare reports 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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	6/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, HR Operations and Staffing	REPORTS TO:	Chief Talent Officer
DEPARTMENT:	Talent Development	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013 Revised: June 2015	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Oversee and manage the division of Talent Development responsible for credentials, staffing, employee leaves, substitute services, benefits, compensation and the employee information management system. Plan, organize, and direct assigned functions within Talent Development in a thoughtful and strategic manner, ensuring a focus on the efficient, effective provision of human resource services to employees. Lead activities to critically analyze and continuously improve human capital management in the District.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS

Strategic Personnel Management & Support – *Provide holistic, high quality support to employees enabling them to effectively serve students by undertaking the following:*

Plan, direct and oversee implementation of complex human resource management functions in the District related to credentials, benefits, employee leaves, substitute services, staffing and the employee information management system.

Ensure the establishment of and adherence to appropriate standards for wage and salary administration and position classification.

Develop, evaluate and modify programs and plans to deliver cost-effective benefits that are responsive to District and employee needs.

Guide and manage HRSS performance management initiatives that are in alignment with HRSS Talent Development and District strategic plans and priorities.

Collaborate with Labor Relations professionals to understand District needs and holistically assess priorities and trade-offs in negotiations and handling of grievances based on those needs.

Manage the classified bumping and layoff process for the District.

Collaborate with the Director of Talent Development, Director of Educator Effectiveness and Deputy Chief of Talent Management to manage the Consolidation and Advisory Matching processes for the District.

Collaborate with the Manager, Substitute Services on substitute recruitment, onboarding, professional development and career pathways for substitute employees.

Oversee the coordination and implementation of credential requirements and related information in accordance with state and federal legislation such as No Child Left Behind; conduct Highly Qualified Teacher reviews; maintaining relationships with teachers, principals and relevant staff to prevent and proactively resolve credentialing issues; disseminate accurate and timely information regarding credentials to unions, teachers, staff, parents and principals.

In conjunction with the Payroll Operations Manager and the District's Internal Auditor, improve internal processes to address audit findings.

Human Capital Planning & Monitoring – *Provide leadership enabling the District to conduct thoughtful human capital planning and continuous analysis that ensures the strategies, practices, and approaches undertaken in human resources support delivery of high quality teaching and service to students by undertaking the following:*

Collaborate with Talent Management Leadership to ensure timely accurate employee information to support the District's budget development process.

Conduct research, analyze data, and prepare statistical reports to support and implement best practices in human resources management and human capital planning

Monitor and audit functions within scope, ensuring implementation of systems and practices that are efficient and effective in delivery of high quality services to District employees and contractors; implement and maintain continuous improvement process to support efficient and effective delivery of key human resource activities.

Human Resources Leadership – *Hold a strong vision for effective human capital planning and human resource management in the District that is guided by information collection and data analysis by undertaking the following:*

Strategically review, develop, implement, and communicate District-wide policies, processes, and procedures designed to provide high quality, efficient service delivery within assigned functional areas.

Advise Talent Development administrator and relevant District leadership in implementing plans, strategies, objectives and projects to support delivery of services in assigned functions; prioritize efforts across the Talent Development Department ensuring effective and efficient workflow; contribute to and ensure assigned staff is working in support of HRSS mission, strategies, and plans in alignment with District strategies and plans.

Manage and conduct data analysis, root cause analysis, and information analysis to continuously improve service provision in assigned functions; determine and understand trends and issues across the District enabling prompt, efficient, and creative resolution of challenges.

Remain current on legislation affecting human resources management and human capital planning; participate in trainings, conferences, and related activities to keep abreast of best practices in effective human resources practices for public school districts.

Compliance Oversight – *Lead efforts to monitor and ensure compliance with human resource regulations by undertaking the following:*

Ensure District compliance with federal, state and local legislation, regulations and labor contracts; proactively raise awareness at leadership levels about and contribute to resolution of legal, regulatory or compliance issues related to credentials, EEO, reasonable accommodations, and employee records; liaise and provide joint leadership with Risk Management, Legal and other District departments as relevant to ensure compliance.

Lead and monitor the District's Equal Employment Opportunity Plan (EEO); train staff to ensure compliance with EEO; serve as the District's EEO officer.

General Duties – *Provide strong leadership and support to ensure HRSS functions effectively and in service of students and employees by undertaking the following:*

Oversee utilization of the human resource management information system, ensuring that associated processes, procedures, and applications are effective and efficient and provide maximum utilization of the technology to support HRSS activities to enable high quality employee support; lead continuous improvement efforts to ensure high integrity data management systems that support and inform human capital development.

Train Talent Development and other District staff as needed regarding credentialing requirements, processes, and regulations.

Select, train, supervise, and evaluate staff; hold direct reports accountable for results; create metrics to gauge performance of direct reports; direct, train and motivate assigned staff to meet organizational goals and exceed performance standards.

Attend job related meetings.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in education, human resources, public, or business administration, 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.

Five (5) years of management or supervisory experience in a multicultural urban school district setting or with an educational non-profit organization

Master's degree preferred

Three years in a personnel and/or labor relations function preferred

Experience as a manager of people who has demonstrated the ability to lead and develop their team

Demonstrated success in developing and executing comprehensive human resource plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategic direction of the District

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

California Education Code and labor laws

Collective bargaining agreements

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Principles and practices of effective management

Principles and practices of labor relations and negotiations

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Legal and equitable interview and selection techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Legal procedures and terminology utilized in evaluation, supervision, and discipline

Principles and practices of management

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment and bargaining unit contracts

Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and coordination of people and resources

Educational programs, policies and staffing criteria

Planning, organization and coordination needed for assigned school sites and central office departments

Interpersonal skills using tact, influence, patience and courtesy

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Lead a team and effectively model team work

Coordinate work across different human resources functions

Prioritize work and guide team accordingly

Use data and think creatively about how to use data to drive decisions

Be proactive in improving and designing structures and functions to achieve effective and efficient processes

Communicate effectively both orally and in writing

Use and manipulate computerized database systems and various software applications, including employee information management systems

Develop and implement multiple projects and programs with competing priorities and limited resources

Analyze organizational problems and implement effective solutions

Express ideas and concepts in an articulate, clear, understandable and concise manner to disseminate information to all levels of the organization

WORKING CONDITIONS:

ENVIRONMENT:


Office environment; driving a vehicle to conduct work; fast-paced work, constant interruptions

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects; operating a car to conduct business at sites across the District.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	6/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Library Technician	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/8 Hours, or Duty Days/Hours as assigned.
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 33

BASIC FUNCTION: Under general direction of a Librarian, Media Center Teacher, or other certificated staff assigned to supervise a school library, or a site administrator in a large secondary school, perform specialized library clerical and technical tasks related to the acquisition, processing, circulation, cataloging, maintenance, disposition, and record keeping for library media materials.

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

Instructional and Supervisory Tasks

- Provide assistance to students and staff in the circulation of library materials to support the curriculum; including the on-line catalog and other electronic and print resources.
- Assist pupils and staff in locating and using library materials and equipment, including electronic information retrieval systems.
- Assist the library media teacher with the instruction of the students in library skills and research activities in groups and individually.
- Work with teachers, Librarian, or Library Media Teacher to select materials to support curriculum depending on age and grade level of students.
- Train, schedule, assign, evaluate and direct the work of assigned library staff, student aides and adult volunteers under the direction of the library media teacher.
- Provide one-on-one assistance for students with special needs.
- Provide reading guidance to students and staff.
- Develop and oversee various reading programs designed to stimulate student interest, ability and motivation in reading, including story time, book talks or reading clubs.
- Assist in organizing and conducting Book Fairs.
- Assume responsibility for the routine operation of the library in the absence of library certificated staff.

Computer and/or Media Technology

- Oversee automated circulation systems and process library resources.
- Help troubleshoot, maintain, and make minor repairs to library computerized hardware and software and other library equipment.
- Assist with the research, development and analysis of statistical and operational reports and surveys for library operational needs.

- Prepare and maintain forms, database and spreadsheets for library operation and instructional use.
- Schedule facilities such as media workroom, TV studio and production lab.

Library Operations and Clerical Tasks

- Order, process, store, and circulate library materials, multimedia materials, and computer technology materials and equipment used in school libraries.
- Understand and be familiar with library collections.
- Prepare and process purchase orders for library books, publications, catalog cards, and other library materials and supplies.
- Prepare a variety of reports and correspondence for library operations; maintain records of expenditures for library materials, lost or damaged materials, and textbooks.
- Maintain records of acquisitions, withdrawals and inventory.
- Assist in conducting yearly inventory of holdings.
- Analyze and evaluate condition of library materials and makes decisions regarding repair, rebinding and/or recommending replacement; mend and repair minor book and non-book materials; dispose of damaged or outdated materials according to established procedures.
- Bill and follow-up on lost and/or overdue materials; send notices, collect fines/money and prepares appropriate receipts and financial records; generate and distribute student overdue circulation notices for library materials; contact parents regarding lost or damaged books as needed.
- Maintain and operate library office equipment.
- Provide clerical assistance to the school Librarian/Library Media Teacher by typing, word processing, filing, duplicating library materials, and performing other related duties.
- Maintain budgetary records of library expenditures.

General

- Seek professional growth, including ongoing familiarity with library standards and ethics, advances in library services, curriculum standards, library materials, library techniques, and technological advances through professional associations and other means.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of training, experience, and/or education equivalent to: a High School Diploma or equivalent, and possession of a certificate of completion as a library technician from a community college program, and a minimum of two years experience working in a library setting or an Associate's degree and three (3) or more years experience working in a library setting.

One (1) year working with children in a school setting or equivalent youth-related activities

Experience in library technical services such as cataloging, processing, location and distribution of materials, and development of bibliographies

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:

Computerized library systems and on-line reference sources

Operations and organization of a school library

Library processes relating to the acquisition and circulation of materials

Dewey Decimal Classification System and the American Library Association rules for filing catalog cards

Library terminology and standard practices

Standard library reference sources

Record keeping techniques

Oral and written communication skills

Correct English usage, grammar, spelling, punctuation and vocabulary

Interpersonal skills using tact, patience and courtesy

Modern office practices, procedures and equipment

Planning, organization and coordination needed for assigned program

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

Computer software, hardware, and related technology

ABILITY TO:

Perform a variety of library duties relating to the ordering, processing and maintenance of print and non-print library materials

Troubleshoot computerized library systems

Assist pupils and staff in locating and using library materials and equipment, including electronic information retrieval systems

Assist library certificated staff with instruction of pupils in library skills and research activities

Manage and maintain the library collection, making independent decisions, and working with minimal supervision

Maintain confidentiality of school-related information

Maintain current and accurate records and prepare usage statistics

Assist in training and providing work direction to student aides

Perform clerical duties such as filing, duplicating, typing and maintaining simple records.

Learn to interpret, apply and explain rules, regulations, policies and procedures

Operate a variety of office and library equipment including typewriter, computer, microfiche reader/printer, calculator, glue gun and duplicating equipment

Meet schedules and timelines

Maintain complex files and records, and prepare reports

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Exercise judgment and assume responsibility

Establish and maintain effective working relationships with pupils, staff, parents, community members, volunteers and vendors

Work cooperatively with others

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:


Library and office environment; 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:

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Human Resources Operations	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent Development	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: February 2015 Revised: June 2015	SALARY GRADE:	CFCA 18

BASIC FUNCTION: The Manager of Human Resources Operations is primarily responsible for leading the effective and coordinated implementation of human resources business processes, functions and procedures including benefits, credentials, staffing, and HRIS. Under the supervision of the Executive Director of HR Operations and Staffing, the Manager leads a team that defines systems requirements, proposes potential solutions and coordinates the implementation or modification of technology and/or process automation solutions.

The Manager of Systems and Processes must maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS

Oversee Core Human Resources Systems and Processes

- Plan, organize, and coordinate the activities related to Talent Development (TD) functions and systems on a District-wide level; improve operational effectiveness by streamlining processes and procedures.
- Manage periodic internal process audits when necessary.
- Provide leadership and oversee employee information collection, analysis and reporting; supervise the input of data and ensure data integrity.
- Use various software applications, such as spreadsheets, relational databases and graphics packages to assemble, manipulate and/or format data and reports (standing, regular and ad hoc).
- Coordinate yearly processes including year-end closing, contract rollovers, yearly rate and pay schedule adjustments and work year calendars.

Process Improvement Strategy

- Champion the development and implementation of a global strategy for process improvement across the Talent Development Division to improve overall efficiency and effectiveness.
- Provide change management leadership to ensure the Division achieves targeted performance levels; model, lead and coach people to support and sustain business process transformation.
- Ensure the TD process improvement strategy is understood and sufficiently supported by the appropriate stakeholders.
- Train and share knowledge with Talent Development teams to enable them to develop business transformation capabilities.

- Assess TD operational needs and change policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District.
- Understanding the volume and nature of the work and continually triage, prioritize and rebalance work within the team to optimize team performance.
- Provide leadership to the team to ensure that best-practice processes are proactively designed, implemented and documented through job aids and training.

Systems and Processes Team Leadership

- Serve as the department's central point of contact for interdepartmental projects and communications related to TD business systems and processes.
- Assess TD operational needs and changes policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District; assist in the development of the department's strategic plan for all operational activity.
- Ensure that all HR operational needs are clearly understood by the HR Ops team and that on-going and ad hoc work requirements are assigned to and transacted by the appropriate team member.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE:

- Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in HR, IT, Business Administration, Organizational Development or 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.
- Three (3) years professional experience in Human Resource Management
- Experience in public service human resources preferred
- Master's degree preferred.

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:

- Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment
- Various District bargaining unit contracts
- Methods to interpret, apply, and explain rules, regulations, policies and procedures
- Sound personnel practices and procedures
- Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline
- Employee benefits program administration
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of effective leadership
- Presentation, communication, and public speaking techniques
- Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

ABILITY TO:

- Maintain confidentiality at all times
- Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

- Assess TD operational needs and change policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District.
- Understanding the volume and nature of the work and continually triage, prioritize and rebalance work within the team to optimize team performance.
- Provide leadership to the team to ensure that best-practice processes are proactively designed, implemented and documented through job aids and training.

Systems and Processes Team Leadership

- Serve as the department's central point of contact for interdepartmental projects and communications related to TD business systems and processes.
- Assess TD operational needs and changes policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District; assist in the development of the department's strategic plan for all operational activity.
- Ensure that all HR operational needs are clearly understood by the HR Ops team and that on-going and ad hoc work requirements are assigned to and transacted by the appropriate team member.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE:

- Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in HR, IT, Business Administration, Organizational Development or 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.
- Three (3) years professional experience in Human Resource Management
- Experience in public service human resources preferred
- Master's degree preferred.

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:

- Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment
- Various District bargaining unit contracts
- Methods to interpret, apply, and explain rules, regulations, policies and procedures
- Sound personnel practices and procedures
- Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline
- Employee benefits program administration
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of effective leadership
- Presentation, communication, and public speaking techniques
- Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

ABILITY TO:

- Maintain confidentiality at all times
- Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Explain complex problems and solutions in clear, concise and compelling ways
- Facilitate discussion and learning activities towards a clear end
- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Serve as resource to District administrators and facilitate communication throughout the District
- Set goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- Manage multiple assignments, priorities, and projects in a demanding environment
- Analyze situations accurately, and adopt an effective course of action
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Learn new software applications and assist sites in using Human Resources tools
- Operate personal computer, related software, and other office equipment

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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Expanded Linked Learning	REPORTS TO:	Assigned supervisor
DEPARTMENT:	Linked Learning	CLASSIFICATION:	Classified Management
FSLA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: June 2015	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Work with Expanded Learning (after school and summer programs) Coordinator and College and Career Readiness Office to connect and align summer and after school programs with high school career pathways and work-based learning opportunities.

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

Assist with the operational aspects of implementation of grant-funded secondary after school and summer programs to ensure that program goals are achieved, necessary parties are mobilized and efforts of all personnel involved in the programs are coordinated.

Support summer bridge and credit recovery operations and compliance requirements.

Guide planning and coordination of expanded learning programs with partners, other participating agencies, district curriculum leadership, administrators, teacher leaders, teachers and/or other appropriate staff.

Provide instructional supports to expanded learning programs including identification of learning support opportunities in summer, after school, and work-based learning.

Align after school programs with career pathways at each high school to support both instruction and work-based learning. Augment work-based learning opportunities throughout K-12 expanded learning in partnership with after school and summer team.

Provide professional development, training and support for secondary after school and summer program staff.

Support interface between high school after school and summer programs and internal district functions such as Nutrition Services, Security, Custodial operations, etc.

Assist in managing city-wide partnerships for providing secondary after school and summer education programs.

Build and manage high school summer bridge programs that support student success in career pathways.

Research, evaluate and present best practices for after school and summer programs connected to career pathways.

Prepare and present reports on secondary after school and summer school programs for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support maintenance of grants including proposal writing, report writing and grant compliance.

Collaborate with District and City departments and funders to collect data and statistics for progress monitoring and evaluation of programs.

Assist site principals, teachers and parents in evaluating, enhancing and communicating regarding the support provided by expanded learning programs.

Supervise, train and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: 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.

Three (3) years experience in education; program planning, development and management; or linked learning required

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Funding sources and requirements for After School Education and Safety programs, 21st Century Community Learning Centers, and Oakland Fund for Children & Youth, and other relevant programs

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

Linked learning and College & Career readiness strategies

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

Effective collaboration and partnership strategies

Effective after school programs and program delivery including youth development

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

Adult learning facilitation principles

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Effectively assess, manage, and develop resources.

Deliver high-quality, high-value services

Research, evaluate and present best practices for after school and summer programs connected to career pathways.

Prepare and present reports on secondary after school and summer school programs for the appropriate District leaders, agencies, private providers, community, and other audiences.

Support maintenance of grants including proposal writing, report writing and grant compliance.

Collaborate with District and City departments and funders to collect data and statistics for progress monitoring and evaluation of programs.

Assist site principals, teachers and parents in evaluating, enhancing and communicating regarding the support provided by expanded learning programs.

Supervise, train and evaluate personnel funded by grants and other sources, as assigned.

Monitor services according to quality standards.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

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Three (3) years experience in education; program planning, development and management; or linked learning required

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Funding sources and requirements for After School Education and Safety programs, 21st Century Community Learning Centers, and Oakland Fund for Children & Youth, and other relevant programs

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

Linked learning and College & Career readiness strategies

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

Effective collaboration and partnership strategies

Effective after school programs and program delivery including youth development

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

Adult learning facilitation principles

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Effectively assess, manage, and develop resources.

Deliver high-quality, high-value services

Effectively implement Oakland Unified School District's expanded learning and career readiness programs

Adapt service offerings to site needs

Work with other District leaders to ensure their services are consistent and aligned

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

Facilitate, communicate orally and in writing, and listen

Prepare documents, reports, and presentations using WORD, EXCEL and PowerPoint (Technology Proficiency)

Adapt services based on data

Operate personal computer, related software, and other office equipment

Cross-train department personnel

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 DEMANDS:

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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Health Sector Partnerships	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	College and Career Readiness	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under minimal supervision, the Program Manager, Health Sector Partnerships performs the activities of the grant-funded position. The Program Manager oversees, supports the development of, facilitates and promotes industry partnerships in the Healthcare Sector.

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

Oversee and support development, maintenance and facilitation of the Health Careers Partnership Council.

Support the development, maintenance and facilitation of specific Health Pathways Advisory Boards and their duties, roles, and responsibilities.

Serve as district liaison to develop and manage health sector partnerships and data base of partnership activities and opportunities for students in OUSD.

Produce detailed reports and partnership communications on OUSD health academies.

Develop and implement professional learning for District personnel about health-related program requirements and opportunities.

Work with other community partners to complete a health sector labor market analysis that informs high school pathways on future workforce demands and required certifications.

Work with employers, industry and labor organizations and Workforce Investment Boards to determine gaps in the workforce, promote integration of workforce training and employment, and strengthen OUSD students' enrollment in health programs in OUSD health academies and regional colleges.

Liaison with Linked Learning coaches and health pathway teachers about labor market demand and required skills and, leading to health related certifications and/or post-secondary enrollment.

Ensure alignment between industry competencies and OUSD curriculum and career preparation efforts.

Ensure alignment between OUSD curriculum and health sector training programs.

Work in partnership with the Linked Learning Office (LLO) to apply quality benchmarks/criteria for student work-based learning experiences, such as internships, in the health sector.

Work with the LLO to define, match and place partner work-based learning opportunities with specific health pathways and students.

Work with District offices and Health partners on outreach and recruitment of underrepresented student populations into health pathways and early college programs.

Identify teacher externship opportunities for health pathway teachers.

Support and prepare health partners to deliver quality work-based learning opportunities for students.

Initiate outreach to national, state, regional health employer, professional and labor associations, and screen for potential support.

Attend related workshops, conferences and meetings with healthcare industry leaders leading to increased partnerships and work-based learning opportunities.

Provide cross-training to department personnel.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in a Healthcare Discipline, Public Health, Public Administration or 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.

Three (3) years experience in program management, partnership development, and/or education

Experience with career pathways, career and technical education, health and/or workforce development preferred

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:

The design, development, and implementation of customized educational programs for Healthcare community based organizations, business, and industry

Healthcare training programs delivered directly to industry sites and educational settings

Curriculum development and delivery

Conflict resolution methods and techniques

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

District and College policies, procedures, programs and services

Healthcare industry/business practices and trends

Training and educational requirements for a wide variety of careers and occupations related to Allied Health

College and community resources available to students

Interpersonal skills including tact, patience and diplomacy

Record keeping and data collection techniques

Current District curriculum and school instructional programs in assigned area

Utilization of various forms of assessment to guide and design instruction

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

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, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Implement program goals and evaluate outcomes

Collaboratively establish measurable objectives, assign, and review the accomplishments of grant and related activities

Plan, prioritize, and assign work in order to meet schedules and timelines

Organize and facilitate large-scale meeting and processes involving diverse groups

Develop and maintain cooperative relationships with local, regional, state employers, agencies and governmental entities

Read and interpret contracts, curriculum and related information and documents

Listen and extrapolate information effectively

Work effectively in an entrepreneurial environment

Prepare and maintain statistical records, reports, databases, files, logs, and lists using computers and peripheral equipment

Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds

Communicate effectively both orally and in writing with employees of the District, the public, and representatives of private and public agencies

Interface effectively with all aspects of educational operations

Cross-training to department personnel

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:


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

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Teacher Growth and Development System	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent Development	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: February 2015 Revised: June 2015	SALARY GRADE:	CFCA 18

BASIC FUNCTION: The Program Manager for Teacher Growth and Development System is primarily responsible for developing and managing policies and systems related to creating a meaningful evaluation and development experience for teachers. Under Supervision of the Deputy Chief of Talent Management, the Program Manager will work closely with the Talent Management team, the Teaching and Learning Department, principals and the Oakland Education Association to continuously improve and support expansion of the Teacher Growth and Development System. This position may also be responsible for other duties as assigned.

The Program Manager must maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

ESSENTIAL FUNCTIONS

The Program Manager for Teacher Growth and Development System will support the work of the Talent Management team in a number of ways, including:

- Collaborate with School Partners and principals to develop a shared understanding of and support for the implementation the Teacher Growth and Development System (TGDS), including:
 - Evaluator/observer training
 - Observer certification process
 - Validation and reliability of measures
 - Communication strategies
 - Professional learning communities
 - Teacher induction
 - Measurement accuracy
 - Other topics as they arise
- Partner frequently with the Teaching and Learning Department and Oakland Education Association to process and synthesize learnings from the implementation of TGDS and formulate recommendations for revisions and improvements.
- Work with the Educator Effectiveness team to collect data and analyze results from teacher evaluation implementation; identify areas for improvement and propose revisions to model based on observed trends.
- Ensure that teacher evaluation and professional learning frameworks are grounded in the Effective Teaching Framework, and reflect the specific priorities, context, and needs of Oakland's teachers, leaders and schools.

- Collaborate with and serve as liaison to other District divisions to establish systems of professional learning that align with and are responsive to the outcomes of the Teacher Growth and Development System; ensure these professional learning systems reflect best practice and are grounded in adult learning theory; provide implementation guidance as appropriate.
- Manage collection of input and feedback on the Effective Teaching Framework and TGDS; coordinate stakeholder engagement opportunities; facilitate the development of calibrated training and materials for the observer certification process.
- Work closely with Program Manager, Leader Growth and Development System, and Program Manager, Classified Growth and Development System, to ensure the systems are aligned with each other and with the strategic direction of the district.
- Review and maintain knowledge of external research and benchmarking to ensure TGDS is positioned to deliver meaningful results for teachers and schools.
- Track best practices in teacher evaluation from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around teacher evaluation and development.
- Provide project management support for special initiatives related to teacher evaluation and professional learning.
- Support in the preparation of written documents, presentations, and executive summaries for parent, school, district and state level audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain teacher evaluation resources, including best practices in measuring effectiveness.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the TGDS.
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE:

- 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.
- Three (3) years successful teaching and/or administrator experience preferred, but not required
- Successful experience in performance management, professional development, assessment and implementation
- Master's degree preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California Teaching Credential preferred, but not required
- Valid Administrative Services Credential preferred, but not required
- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- The change process and its relationship to current trends in large urban school districts
- Best practices in developing teachers and adult learning
- Statistics and measurement
- Research related to teacher evaluation and educator effectiveness
- Laws, rules, regulations and policies affecting the administration of teacher evaluation and supports
- Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices
- Current District strategic plan and priority initiatives
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Correct English usage, grammar, spelling, and punctuation
- Computer software, hardware, and related technology

ABILITY TO:

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Exercise diplomacy, sound judgment, leadership, problem solving and accountability
- Manage multiple assignments, priorities, and projects in a demanding environment
- Solve complex problems and think boldly to maximize new opportunities using a data-driven approach
- Analyze a situation or project and plan a strategy for resolution or completion
- Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations
- Serve as resource to District administrators and facilitate communication throughout the District
- Communicate effectively in English orally and in writing
- Set ambitious goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- Operate personal computer, related software, and other office equipment

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.

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>er</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	School-Based Facilitator, Restorative Practices	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services (CSSS)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	10 months/205 days/7.5 hours
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 46

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 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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Coordinate, implement and facilitate OUSD peer restorative justice program at identified school sites.

Provide professional development and support to teachers, school staff, and community partners to implement restorative justice practices with fidelity.

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.

Assist in the training, implementation, and evaluation of site based restorative practices curricula.

Serve as liaison to community based organizations working with the school site to increase community support for and implementation of restorative justice practices.

Provide information and facilitate dialogues with parents and caregivers to facilitate partnership with school in implementing restorative practices with students.

Collaborate with 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 and supports.

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

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.

Assist in crisis response by providing restorative trauma informed practices.

Collaborate with mental health providers to ensure that restorative practices are incorporated into trauma healing for both students and staff.

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

Attend trainings and collaborative sessions to share best practices and disseminate knowledge about restorative practices.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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

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:

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

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

Computer software, hardware, and related technology

ABILITY 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.

Display sensitivity to diverse cultural and ethnic groups

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

Work effectively with families, students, school sites, district staff and 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

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:

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Master Schedule Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 56

BASIC FUNCTION: Under minimal supervision, the Master Schedule Development Specialist is responsible for working with Central Offices and Schools to develop and implement timelines, processes, and supports that allow school administrators and staff to create and maintain accurate and compliant master schedules. The Specialist develops and implements strategies to improve the quality of master schedule-related data to support the design and analysis of District initiatives and to comply with reporting mandates.

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

Collaborate with College and Career Readiness, Linked Learning, Teaching and Learning, Talent Development, Programs for Exceptional Children (PEC), Alternative Education, Summer Programs, Network Superintendents, and other departments to design, develop, and implement District processes and timelines for master schedule development, including related Grade, Transcript, Course, and Teacher data.

Collaborate with Central Leaders to complete detailed planning well in advance of the implementation of any proposed structural changes to master schedules.

Work closely with site Administrators and designated Master Schedule Leads to ensure that the master schedule they envision to support student success can be implemented in the Student Information System in a way that fosters accurate attendance accounting, grade reporting, and other mandated reporting.

Develop and deliver training and documentation in formats that enhance the professional development of Central Leaders and Central Office staff members who participate in the planning, entry, maintenance, and analysis of master schedule-related data; coordinate training schedules and content with other trainers within the District.

Develop and deliver training and documentation in formats that enhance the professional development of Master Schedule Leads and other school site staff members who participate in the entry and maintenance of master schedule-related data; coordinate training schedules and content with other trainers within the District.

Coordinate with the Student Information System vendor to offer training periodically.

Collaborate with Technology Services to ensure that scheduling-related changes and enhancements to the Student Information System are documented, tested, and communicated to affected users.

Collaborate with Central Offices and Schools to monitor and correct scheduling-related data errors, including data submitted to the California Longitudinal Pupil Data System (CALPADS).

Serve on the Enrollment Team, as master schedule development is tied to students' school assignment.

Serve on the Back-to-School Team, providing regular updates of the schools' master schedule development status.

Collaborate with Network Superintendents and Schools to support sites that are not meeting District timelines.

Serve on the Quality Attendance Team, as attendance recording is based on the master schedule; participate in the formulation, development, and implementation of District policies and regulations.

Serve on the Improving Teacher Quality (ITQ) Team, as the master schedule is the basis of ITQ analysis.

Participate in the formulation, development, and implementation of District policies and regulations.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Five (5) years experience helping adults use technology, including having created or helped create a school master schedule for at least three years

Master's degree preferred.

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:

Principles and strategies of creating a school master schedule for middle and high schools

Student information systems and related state and federal regulations and reporting requirements, including the processes and mechanisms for maintaining student demographics, attendance, master schedules, and other key data elements

Computer systems and functions including the Windows Operation System, Microsoft Office, Google Apps such as Gmail, Calendar, Drive, Docs, etc..., internet search, presentation software

Principles and practices of project management, including work planning and scheduling

Planning, organization and coordination needed for the creation and maintenance of secondary master schedules, grade reporting and attendance

Outstanding oral and written communications skills, including the creation of end user documentation, project documentation and communications, and presentation materials

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 and staff

Correct English usage, grammar, spelling, vocabulary and punctuation

ABILITY TO:

Use a student information system to create master schedules for middle and high schools in accordance with District processes and timelines for master schedule development, including related grade, transcript, course and teacher data, and in a way that fosters accurate attendance accounting, grade reporting and other mandated reporting

Interpret, apply and explain rules, regulations, policies and procedures

Communicate complex concepts to end users of varying levels of technology proficiency clearly and effectively through documentation, training sessions, and end user support

Use technology to create multi-media training aides

Work to tight deadlines in a demanding work environment

Quickly learn new things

Maintain consistent detail-orientation

Plan, organize, and coordinate cross-departmental activities efficiently and in accordance with District quality standards and established schedules and time lines

Learn and understand customer business processes and requirements

Make sound decisions within established guidelines

Facilitate and lead implementation of new processes and changes to existing processes

Coordinate cross-departmental project activities

Work independently with little direction

Use patience and tact in working with end-users

Establish and maintain cooperative and effective working relationships with others

Communicate in a professional, courteous and effective manner across all levels of the District

Operate personal computer, related software, and other office equipment

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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, School Governance	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 52

BASIC FUNCTION: Coordinate and oversee the implementation of effective and compliant School Governance Teams that reflect the District adopted guidelines including ensuring representative team compositions and alignment to site plans to increase student achievement.

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

School Governance Team Coaching

- Provide technical assistance to School Governance Team/School Site Council chairs and/or site principals implementing School Governance Team (SGT) shared decision making curriculum from Family Engagement Toolkit.
- Convene regular check-in meetings with site chairs/steering committees.
- Model meeting facilitation/group process with Social Emotional Learning approach.
- Coordinate site participation and alignment with the Local Control and Accountability Plan (LCAP) engagement requirements and district structures.
- Trouble-shoot challenges that come up with implementation of SGT/shared decision making process.

School Governance Team Formation Assistance & Tracking

- Ensure democratic representation in the formation of the School Governance Team and LCAP structures,
- Collect School Governance Team rosters and ensure ongoing communication to teams
- Provide guidance to sites with the formation of their School Governance Teams where needed,
- Connect sites to School Governance Teams/shared decision making capacity building resources.

District School Governance/LCAP Structures Coordination

- Convene, coordinate, and facilitate related district-level school governance structures: LCAP Parent Advisory, LCAP EL Parent Advisory, and related sub-committees, School Governance Team (SGT) Quarterly Capacity Building Summits.
- Work with Student Engagement consultant to align LCAP Student Advisory process and outcomes with LCAP Parent Advisory.

Cross-Department Alignment and Coordination & Planning

- Coordinate communication and alignment between departments and ensure alignment of site School Governance Team/family engagement group process with related continuous improvement activities including Site Plans, School Quality, and LCAP.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Three (3) years experience coordinating school governance structures

Field experience with parent/community organizing, as well as demonstrated experience working with parents in education justice field, working with school-based programs, community organizing, and grassroots, non-traditional communication, including one-to-one outreach

Experience working with parents through non-profit organizations highly desired

Experience working with school administrators highly desired

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:

Education system, root causes of educational inequity, research based practices for effective family engagement linked to learning

History of education of people of color in the United States, history of family engagement and organizing in Oakland

Highly difficult, technical educational, cultural, social, and recreational programs

Community outreach and nontraditional grass roots communication

Strategies used in community organizing

Parent advocacy, parent organizing, parent empowerment, and community engagement.

Advanced training techniques

Telephone techniques, systems and etiquette

District policies, including OUSD Strategic Plan for Full Service Community Schools, applicable sections of the State Education Code and other laws and regulations

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

Collection and organization of information including electronic data

Methods to interpret, apply and explain rules, regulations, policies, and procedures

Facilitating parent leadership training and parent leadership development

Facilitation practices and skills

Planning, organization and coordination needed for assigned program

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Engage with school leadership

Facilitate meetings with multiple stakeholders

Navigate complex relationships and facilitate conflict resolution

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

Organize and facilitate multiracial parent leadership development

Train parents to become effective partners in their child's education, and with their school sites for continuous school improvement

Be an effective leader with diverse groups across race, ethnicity, religion, gender, class and sexuality

Build relationships across race and culture with parents, community, and district staff

Approach parents and school staff in a variety of situations

Use non-traditional communications, including grassroots, word of mouth, etc.

Communicate effectively orally and in writing

Prioritize responsibilities to provide timely support to schools in using a broad range of tools and activities

Communicate clearly; understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Manage time and develop work plans to meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

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 and other issues in a timely manner

Prepare presentations and use expert facilitation skills

Operate personal computer, related software, and other office equipment

Cross-train department personnel

Operate personal computer, related software, and other office equipment

**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.

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Unaccompanied Immigrant Children Program	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Community Schools and Student Services (CSSS)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 53

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. Leverage and provide a continuum of educational, enrichment, advocacy, and enrollment supports for Unaccompanied Immigrant Children (UIC) and their families. This position will be based at the central OUSD offices (in the Transitional Students and Families Unit), but will collaborate closely with school-sites, outside service providers, and unaccompanied minors and their families.

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 reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Design, implement, and manage the District's Unaccompanied Immigrant Children Student Support Program; serve as a central point person for unaccompanied immigrant children and stakeholder agencies in the legal, health, educational and human services sectors and support unaccompanied minors to enroll in appropriate OUSD educational programs and access critical support services inside and outside OUSD.

Determine and set goals for the program in compliance with grant mandates, District goals, and changing student and school site needs; partner with school sites and District departments to ensure access to a wide array of academic and enrichment supports for students and their families, including but not limited to, obtaining transcripts, performing transcript analysis, conducting assessments, developing support plans, etc... that address the individual needs of qualifying students.

Identify and serve UIC students and facilitate outreach to each newly arrived UICs in the community; enroll and provide direct support to students and their families during the process and thereafter.

Establish, strengthen and maintain channels of communication and positive relationships with all stakeholders - administrators, staff, legal service providers, Department of Social Services, families, students, community based organizations to coordinate and expand effective programming, resolve issues and conflicts, and exchange information in support of UIC students and their families.

Establish systems to manage and maintain quality partnerships including regular meetings, planning sessions, collaborative problem solving to ensure open and ongoing communication and collaboration in support of students needs.

Serve as District liaison for UIC Student Support Program within the District, legal service providers, other community partners, and city and county partners.

Provide health and parents education programs.

Develop and implement an initial screening checklist to determine student service needs—related to health, mental health, safety of living situation, food needs, etc....

Develop confidential tracking system for unaccompanied minors to track potential relief, referrals made, "age-out" date, court dates, any progress on legal case, and support services received.

Manage and track referrals to critical services (educational/academic, legal, mental health, health, etc) for unaccompanied minors.

Provide training for staff and high-density schools on the needs and support services for unaccompanied immigrant children.

Work with Coordination of Service teams and the Central Family Resource Center to ensure that students are connected to and prioritized for on- and off-campus services.

Set up informational "charlas" and legal screening days at high-density school sites.

Ensure enrollment in critical District and community services: ELL programs, summer programs, after school programs, etc....

Monitor student truancy and grades.

Provide home visits for highest-need cases.

Support, and train parents and guardians in parent engagement and the school system.

Hold parent meetings for UIC guardians about the U.S. school system, their rights and responsibilities, and available resources.

Support students through teacher/staff trainings and technical assistance, capacity building within community-based organizations (CBOs), and the development and circulation of print resources to ensure cultural and linguistic appropriateness of services, activities and communication efforts.

Create and manage the development/updating of written and on-line resources; ensure information is translated into appropriate languages.

Collaborate with IT to maintain a database of UIC students to document status, identify needs, services brokered and received, and track the impact on school attendance and achievement.

Oversee any relevant program personnel to ensure smooth and proper functioning of the UIC program; report personnel issues to immediate supervisor.

Collaborate with District partners to design District-wide newcomer summer programming for UIC and Newcomer English Language Learners and refer additional students to home school programs, CBOs and city programs, etc....

Serve as the educational advocate UIC students—regularly communicating with students, families, and school sites on SSTs, IEPs, 504 hearings, and other multi-disciplinary/intervention teams (CBOs) targeting school success.

Write all relevant grant reports and applications – including competitive, midyear reports and final reports; ensure funds are spent in a compliant manner; leverage and monitor available resources and funding to support the UIC programs.

Compile and submit contracts, and oversee progress and activities of contractors.

Prepare Audit Documentation for any relevant audits and serve as the main contact during audit/monitoring and review visits and manage all follow-up items after the monitoring visit.

Stay abreast of current policies associated with the UIC program and current UIC arrival trends to ensure District compliance with laws and procedures and make recommendations/advocate for changes that will result in more effective and efficient operations and services in the District.

Participate in professional development opportunities related to UIC students and education as well as Foster, Refugee, Migrant and Homeless youth.

Obtain and distribute school readiness supplies and materials, transportation assistance, and translation services for UIC children and youth and their families.

Broker tutoring and mentoring services, after school and summer enrichment programs, and other supplemental supports including CAHSEE preparation classes for UIC children and youth and their families.

Serve as program liaison to local, regional, and state agencies as assigned to ensure compliance with current policies, laws, and entitlements governing the educational rights of UIC and newcomer children and youth.

Collect and provide documentation on UIC program activities to demonstrate compliance with funding goals and objectives.

Attend CSSS department meetings; represent CSSS at District and community meetings in service of unaccompanied immigrant children and youth; attend and present at state and national conferences.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: 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.

Three (3) years relevant experience providing services unaccompanied/newcomer children, youth and families required

Spanish speaking required

Experience developing and facilitating community partnerships required

Experience working in a large urban school district environment preferred

Master's degree in related field preferred

LICENSES AND OTHER REQUIREMENTS:

Pass District's bilingual test (Spanish)

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Local, regional, and state immigration laws and systems of care for unaccompanied immigrant children, youth, and families

The needs and challenges facing newcomer children and families who are entering and navigating the American school system for the first time

Highly difficult, technical educational, cultural, social, and recreational programs

Advanced training techniques; correct English and Spanish usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy; good communication skills and techniques

District policies, applicable sections of the State Education Code and other laws and regulations

Principles of evaluation and supervision

Collection and organization of information including electronic data

Methods to interpret, apply and explain rules, regulations, policies, and procedures

Computer software, hardware, and related technology

Training programs and techniques

Facilitation practices and skills

ABILITY TO:

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

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

Prioritize responsibilities to provide timely support to schools in using a broad range of tools and activities

Communicate clearly in English and Spanish

Understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions

Work independently

Work with computer software, hardware, and related technology

Meet schedules and time lines

Maintain records; analyze situations accurately and take appropriate action

Work cooperatively with others

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 and other issues in a timely manner

Train employees and others

Prepare presentations and use expert facilitation skills

WORKING CONDITIONS

ENVIRONMENT:

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

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	06/10/2015
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Records Management	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 36

BASIC FUNCTION: Under minimal supervision, the Records Management Specialist is responsible for managing department/OUSD documents while also ensuring their accuracy, quality and integrity. The Specialist helps the department adhere to record retention policies, safeguard information and retrieve data more effectively.

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 physical inventory of document control file room and electronic database of documentation including creation of database queries and reports, as required.

Receive and process Requests for Information (RFI), from staff, parents, attorneys, advocates, public agencies, or other authorized individuals, and maintain the requests via a tracking system.

Adhere to OUSD's document lifecycle procedures and archive inactive records in accordance with the records retention policy and schedule.

File and maintain records for easy retrieval and in accordance with established policies, procedures and regulatory requirements.

Ensure capture and retrieval of quality documents and records by reviewing, evaluating and processing changes accurately and in a timely manner while ensuring that they meet the department goals and objectives.

Audit changes for accuracy and completion and assure proper formatting, numbering, revision control and archiving of documents and tracking of document numbers and change orders.

Assist in supporting external audits, coordinating activities and ensuring timely response to documentation requests for auditors.

Provide guidance and communication to originators in order to share best practices and resolve change issues and/or discrepancies.

Provide continuous improvement of document control processes/procedures in accordance with department and District goals.

Manage and participate in projects and assignments that support continuous improvement efforts, and department to District goals and other quality assurance projects as assigned.

Ensure protection and security of all stored documents and records for the purpose of statutory compliance; exercise security over document processing, reproduction, distribution, storage, or archiving.

Implement electronic document processing, retrieval, and distribution systems in collaboration with information technology specialists; assist in implementing scanning or other automated data entry procedures, using imaging devices and document imaging software.

Conduct needs assessments to identify document management requirements of department or end user.

Assist in the development of document or content classification taxonomies to facilitate information capture, search, and retrieval.

Assist in the assessment, acquisition, or deployment of new electronic document management systems.

Assist in determining document management policies to facilitate efficient, legal, and secure access to electronic content.

Maintain knowledge of all District, state and federal laws, policies and regulations as it pertains to records management.

Administer document and system access rights and revision control to ensure security of documents/system and integrity of master documents.

Identify and classify documents or other electronic content according to characteristics such as security level, function, etc....

Collaborate with IT in developing or configuring document management system features, such as user interfaces, access profiles, and document workflow procedures.

Prepare and record changes to official documents and confirm changes with legal and management staff.

Train employees on records management procedures and policies, which include documentation, retention, retrieval, destruction and disaster recovery.

Prepare support documentation and training materials for end users of document management systems.

Keep abreast of developments in document management by reviewing current literature, talking with colleagues, participating in educational programs, attending meetings or workshops, or participating in professional organizations or conferences.

Perform administrative and other related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: AA 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 AA Degree requirement; however, the work experience years used to qualify for the AA Degree requirement cannot be used to meet the work requirement.

Two (2) years experience in document retention, scanning and imaging

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

Applicable sections of State Education Code, School board policies and other applicable laws regarding records management and retention

Record keeping techniques and archival storage

Parental rights of students receiving special education supports and services

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, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Respond well in a stressful, dynamic environment

Use critical thinking skills and open to learning new ideas/skills

Exercise judgment within broadly defined practices and policies in selecting methods, techniques and evaluation criteria for obtaining results

Use logic and reason to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems

Determine how a system should work and how changes in conditions, operations, and the environment will affect outcomes

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

Identify complex problems and review related information to develop and evaluate options and implement solutions

Identify measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system

Work independently with minimal supervision and to work independently with multiple departments to resolve Document Control issues

Prioritize, manage time well, multitask and troubleshoot

Complete work with many interruptions

Understand and follow verbal and written directions

Select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new information or procedures

Talk to others to convey information effectively

Communicate with internal and external partners

Establish and maintain cooperative and effective working relationships with others

Work with a wide diversity of individuals

Communicate effectively both verbally and in writing

Operate personal computer, related software, and other office equipment

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.

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0580
Enactment Date:	6/10/15
By:	o2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Attendance	REPORTS TO:	Principal or Assigned School-Site Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classification
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 23

BASIC FUNCTION: Under the direction of an assigned supervisor, perform a variety of duties related to attendance accounting and record-keeping at an assigned school site; verify unverified absences and enter/maintain codes in the database and update attendance information; the Attendance Technician must have good communication, computer, typing and alphanumeric data entry skills, and experience with Microsoft Office.

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:

Perform a variety of duties related to attendance accounting and record-keeping at an assigned school-site; provide for accurate reporting for daily attendance of students; monitor the submission of student attendance electronically by teachers; process and verify student absence information from parents and/or guardians.

Accurately input attendance data in the assigned student information system; generate and interpret daily and weekly attendance reports including mandated monthly Average Daily Attendance (ADA) reports.

Verify unverified absences; input valid student absence information from parents and/or guardians; issue admittance forms to students who are late or are returning after an absence; input reason for absence or late arrival into computerized system as well as maintaining paper documentation.

Communicate with students and parents regarding attendance and related issues; place and receive phone calls, and receive notes regarding student absences; record receipt of notes and incoming telephone calls.

Assure students, parents, and/or guardians deliver absence verification notes to attendance offices; contact parents or guardians if unverified absences have not been cleared.

Assist administrators in identifying students with frequent absenteeism; generate reports to determine student attendance trends that need to be addressed and report to your Attendance Team and/or administrator. Refer students to the School Attendance Review Team (SART) according to established procedures; schedule conferences with parents, student, teachers, administrators and counselors as necessary.

Issue off-ground passes and admittance slips to students with a valid note from parents or guardians.

Answer telephones and greet visitors; direct inquires and visitors to the proper person or office; provide student attendance information to staff, parents and outside agencies when approved; respond to complex and difficult questions; deliver messages from parents to students as necessary; make phone calls to request or provide information as directed; provide information concerning policies and procedures.

Operate standard office equipment such as copiers, computers (Windows and/or Apple operating systems), and various telephone systems.

Support the front office when necessary including counter help, typing, filing, scheduling appointments, duplicating and maintaining school records; prepare and type letters, forms, records, reports, bulletins, handbooks, and other documents; duplicate a variety of materials; may receive, open and distribute mail.

Collaborate in coordinating office activities to reduce administrative detail for assigned supervisor and other certificated and classified staff; prepare and maintain files and logs.

Maintain confidentiality of sensitive and privileged information.

Attend a variety of meetings, trainings and conferences related to assigned duties.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Training, Education And Experience: Graduation from high school and one year of general clerical experience involving public contact or any combination of education, training and/or experience equaling one year.

Experience with computers and other office equipment required

Data entry skills required

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:

District attendance accounting policies and procedures

District policies, applicable sections of the State Education Codes and other laws and regulations related to attendance and ADA

Basic office procedures record-keeping and filing techniques

Computers and other office equipment

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Excellent English oral and written communication skills and techniques

Planning, organization, time management, and coordination needed for assigned program

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

Ability To:

Learn methods, procedures, policies and terminology used in accounting for student attendance enrollment

Prepare and maintain accurate daily school attendance records

Learn District organization, operations, policies and objectives

Learn applicable laws, codes, rules and regulations related to assigned activities

Maintain confidentiality at all times

Perform a variety of proficient, basic, clerical duties in an assigned school involving specialized knowledge and independent judgment

Be flexible to perform work within changing priorities

Verify accuracy and completeness of documents and process data

Work harmoniously with staff, students, administrators, parents and others

Communicate clearly in English

Understand and interpret District policies and procedures

Understand and follow oral and written directions

Work independently as required

Meet schedules and timelines

Maintain a variety of records and files

Analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

Answer phones and greet visitors

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS:

Environment: Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact with blood and other body fluids and communicable diseases

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.

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Legislative File	
File ID Number:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	6/10/15
By:	o2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Attendance – Bilingual	REPORTS TO:	Principal or Assigned School-Site Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 23

BASIC FUNCTION: Under the direction of an assigned supervisor, perform a variety of duties related to attendance accounting and record-keeping at an assigned school site; verify unverified absences and enter/maintain codes in the database and update attendance information; the Attendance Technician must have good communication, computer, typing and alphanumeric data entry skills, and experience with Microsoft Office.

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:

Perform a variety of duties related to attendance accounting and record-keeping at an assigned school-site; provide for accurate reporting for daily attendance of students; monitor the submission of student attendance electronically by teachers; process and verify student absence information from parents and/or guardians.

Accurately input attendance data in the assigned student information system; generate and interpret daily and weekly attendance reports including mandated monthly Average Daily Attendance (ADA) reports.

Verify unverified absences; input valid student absence information from parents and/or guardians; issue admittance forms to students who are late or are returning after an absence; input reason for absence or late arrival into computerized system as well as maintaining paper documentation.

Communicate with students and parents regarding attendance and related issues; place and receive phone calls, and receive notes regarding student absences; record receipt of notes and incoming telephone calls.

Assure students, parents, and/or guardians deliver absence verification notes to attendance offices; contact parents or guardians if unverified absences have not been cleared.

Assist administrators in identifying students with frequent absenteeism; generate reports to determine student attendance trends that need to be addressed and report to your Attendance Team and/or administrator. Refer students to the School Attendance Review Team (SART) according to established procedures; schedule conferences with parents, student, teachers, administrators and counselors as necessary.

Issue off-ground passes and admittance slips to students with a valid note from parents or guardians.

Answer telephones and greet visitors; direct inquires and visitors to the proper person or office; provide student attendance information to staff, parents and outside agencies when approved; respond to complex and difficult questions; deliver messages from parents to students as necessary; make phone calls to request or provide information as directed; provide information concerning policies and procedures.

Operate standard office equipment such as copiers, computers (Windows and/or Apple operating systems), and various telephone systems.

Support the front office when necessary including counter help, typing, filing, scheduling appointments, duplicating and maintaining school records; prepare and type letters, forms, records, reports, bulletins, handbooks, and other documents; duplicate a variety of materials; may receive, open and distribute mail.

Collaborate in coordinating office activities to reduce administrative detail for assigned supervisor and other certificated and classified staff; prepare and maintain files and logs.

Maintain confidentiality of sensitive and privileged information.

Attend a variety of meetings, trainings and conferences related to assigned duties.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Training, Education And Experience: Graduation from high school and one year of general clerical experience involving public contact or any combination of education, training and/or experience equaling one year.

Experience with computers and other office equipment required

Data entry skills required

Fluent in oral and written communication in target language

Pass District's bilingual test in designated language

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:

District attendance accounting policies and procedures

District policies, applicable sections of the State Education Codes and other laws and regulations related to attendance and ADA

Basic office procedures record-keeping and filing techniques

Computers and other office equipment

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Correct English and target language usage, grammar, spelling, vocabulary and punctuation

Excellent oral and written communication skills and techniques in both English and target language

Planning, organization, time management, and coordination needed for assigned program

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

Ability To:

Learn methods, procedures, policies and terminology used in accounting for student attendance enrollment

Prepare and maintain accurate daily school attendance records

Learn District organization, operations, policies and objectives

Learn applicable laws, codes, rules and regulations related to assigned activities

Maintain confidentiality at all times

Perform a variety of proficient, basic, clerical duties in an assigned school involving specialized knowledge and independent judgment

Be flexible to perform work within changing priorities

Verify accuracy and completeness of documents and process data

Work harmoniously with staff, students, administrators, parents and others

Communicate clearly in English and target language

Understand and interpret District policies and procedures

Understand and follow oral and written directions

Work independently as required

Meet schedules and timelines

Maintain a variety of records and files

Analyze situations accurately and take appropriate action

Work cooperatively with others

Complete work accurately and as directed with many interruptions

Answer phones and greet visitors

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS:

Environment: Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact with blood and other body fluids and communicable diseases

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.

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:	15-1204
Introduction Date:	06/10/2015
Enactment Number:	15-0880
Enactment Date:	6/10/15
By:	o2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Transitional Kindergarten Reading Tutor	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Teaching and Learning	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	180 days / 3.0 hours per day or duty days and hours as assigned
ISSUED:	Created: June 2015	SALARY GRADE:	WTCL 14

BASIC FUNCTION: Transitional Kindergarten Reading Tutors will assist in developing and improving TK students' early literacy skills in preparation for Kindergarten. Tutors are trained in research-based early literacy strategies and collaborate with classroom teaching staff to enhance daily literacy opportunities and conduct literacy assessments to increase the number of children on target with early reading predictors.

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:

Primary Functions:

- Attend Supporting Early Education Develops Success (SEEDS) of Early Literacy Training, and ongoing sponsored trainings throughout the year.
- Provide intentional, meaningful and fun literacy instruction during all parts of the day to improve the early literacy skills of TK children, specifically focusing on the "Big Five Emergent Literacy Skills" that give children the opportunity to talk, read, write and play everyday.
- Enhance the classroom literacy environment, as described in the Early Literacy and Language Classroom Observation (ELLCO) tool, to achieve a "Basic" or "Better" score on the ELLCO by Spring 2016.
- Collaborate with the Lead Teacher and Internal Coach to set the classroom's Literacy and Math Rich Schedule at the beginning of the year; review monthly.
- Implement all elements of the Literacy and Math Rich Schedule, including greeting children at arrival, helping children write their name at sign-in, having "Strive for \$" conversations, writing a daily message, conducting a Repeated Read Aloud, journaling, enhancing literacy during choice time, leading one-on-one and/or small group targeted interventions daily for at-risk children, and leading the "Big 5" transitions.
- Assess, with high level of accuracy, child outcomes and progress using fall, winter and spring benchmark assessments and ongoing monthly progress monitoring assessments.
- Use scripted early literacy interventions with identified children in a one-on-one and/or small group setting daily; achieve a high degree of fidelity to each scripted intervention.
- Participate in literacy coaching session two times per month with the Internal Coach to review student progress, plan, problem-solve and set goals; incorporate constructive feedback based on observations.

- Record student and program data completely and accurately in an online data base and/or Excel document on a weekly basis.
- Provide opportunities for family literacy involvement for TK children, including Take Home Book Programs.

Secondary Functions:

- Participate in site-sponsored trainings, meetings or other activities, including the Orientation and Data Review Meetings with the classroom teacher and coaches three times per year.
- Be open to being observed regularly by the Master and/or Internal Coach; act on constructive feedback and goal setting based on observations and coaching.
- Support the TK classroom as assigned.
- Ensure timely completion of electronic timesheets.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE:

High School Diploma or GED equivalent

Strong interest in education, specifically helping children develop early language and literacy skills

Speak, read, write and understand English fluently

Computer skills, including the ability to navigate and use online database systems and e-mail daily

Energetic, results-oriented, student-focused style, coupled with strong planning and time management skills

Preferred:

College coursework, college degree, or equivalent work experience or strong community experience

Experience working with young children, preferably in an early childhood setting

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Must be able to attend the 4 day TK SEEDS of Early Learning training

KNOWLEDGE AND ABILITIES

Tutoring approaches and learning styles

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

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, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build and maintain quality-working relationships with students, coaches, school administrators, and parents and program staff; including accepting and incorporating feedback from coaches and staff

Speak, read, write and understand English fluently

Travel between sites and to off-site events

Work separately with a child within a larger context of child/tutor groups

Keep tutoring sessions lively and dynamic

Show learners that you care about them through your commitment and encouragement

Gather learner performance data on a daily basis, and chart the data (using graphs, stars, etc.) to allow a visual display of improvements made in the program

Recognize and adapt to the needs of the student

Maintain confidentiality about student

Maintain professional conduct at all times

Identify a student's strengths and needs

Motivate the student using positive reinforcement and encouragement

Operate personal computer, related software, and other office equipment

Potential tutors should possess the following:

- Patience
- Positive attitude
- Adaptability/flexibility
- Sense of humor
- Able to relate to diverse groups of people and sustain relationship/rapport
- Non-judgmental

WORKING CONDITIONS ENVIRONMENT:

Class, 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.

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