

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1220
Introduction Date	06/22/2022
Enactment Number	22-1208
Enactment Date	6-22-2022 CJH



### Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Tara Gard, Chief of Talent

**Meeting Date** June 22, 2022

**Subject** **Creation/Revision of Job Descriptions – Named Positions - Talent/Human Resources**

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**Action Requested** Adoption by the Board of Education of Resolution No. 2122-0216 – Creation/Revision of Job Descriptions.

**Job Description Creations:**

1. Program Manager, Mental Health Internships;
2. Program Manager, McKinney Vento;
3. Director of Multi-Tiered Systems of Support (MTSS); and
4. Partner, Multi-Tiered Systems of Support (MTSS).

**Job Description Revisions:**

1. Director Program Improvement;
2. Assistant Program Manager, Systems and Services;
3. Director, Language Programs; and
4. Program, School Gardens and Living School Yards.

**Discussion** A job description must be written for, or revised for, every new position classification. The job description outlines the tasks, duties, and responsibilities to be assigned to the job, highlights those duties and responsibilities that are essential, and identifies the placement of the position in the organization and union representation.

Details provided below related to salary range and fiscal impact are for informational purposes only. This resolution does not authorize the addition of a funded full-time equivalent (FTE) position to the Districts budget. Departments requesting to add the approved position classification to their budget will do so through a separate approval process brought forward to the Board.

The Talent Division recommends approval of the following new and revised job descriptions.

**Job Description Creations:**

1. **Position:** Program Manager, Mental Health Internships  
**Department:** Community Schools Student Services  
**Union / Salary Schedule:** UAOS / ADCL 15  
**Salary Range:** \$90,667.71 - \$115,728.68  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being created to clarify the specific duties and responsibilities required of a fully licensed clinical supervisor who recruits, trains, manages, evaluates, and supervises several dozen interns annually.

**Fiscal Impact:** This position will be funded with 3010 Title I-Basic Grant Low Income and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 5: Central Budget Development Reductions noted as "Swaps" of Positions as Cited in the January 2022 Approved Budget Reductions List.

2. **Position:** Program Manager, McKinney Vento  
**Department:** Community Schools Student Services  
**Union / Salary Schedule:** UAOS / ADCL 15  
**Salary Range:** \$90,667.71 - \$115,728.68  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being upgraded because the duties of the position have changed significantly. With the infusion of additional state funding for unhoused youth the job duties have expanded to include supervision of five employees and management of CDE grants and budgets.

**Fiscal Impact:** This position will be funded with 3010 Title I-Basic Grant Low Income and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 5: Central Budget Development Reductions noted as "Swaps" of Positions as Cited in the January 2022 Approved Budget Reductions List.

3. **Position:** Director of Multi-Tiered Systems of Support (MTSS)  
**Department:** Community Schools Student Services  
**Union / Salary Schedule:** UAOS / A227 19  
**Salary Range:** \$110,209.47 - \$140,658.32  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being upgraded because the duties of the position have changed significantly. With the infusion of additional state funding for unhoused youth the job duties have expanded to include supervision of five employees and management of CDE grants and budgets.

**Fiscal Impact:** This position will be funded with 4127 Title 4-Student Support and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 6: New or Revised strategies to enhance Quality and Equity in Services to Students.

4. **Position:** Partner, Multi-Tiered Systems of Support (MTSS)  
**Department:** Community Schools Student Services  
**Union / Salary Schedule:** UAOS / A227 17  
**Salary Range:** \$99,973.51 - \$127,594.37  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being upgraded because the duties of the position have changed significantly. With the infusion of additional state funding for unhoused youth the job duties have expanded to include supervision of five employees and management of CDE grants and budgets.

**Fiscal Impact:** This position will be funded with 4127 Title 4-Student Support and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 6: New or Revised strategies to enhance Quality and Equity in Services to Students.

**Revision of existing position:**

1. **Position:** Director, Program Improvement  
**Department:** Systems & Services  
**Union / Salary Schedule:** UAOS / ADCL 18  
**Salary Range:** \$104,961.40 - \$133,987.61  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** Need to project manage pandemic-related work to return schools to full functionality, including collaboration with Alameda County and state public health departments, communication with schools, coordination of projects like vaccine clinics and outreach to families. Need effective project management of program upgrades being implemented at sites affected by enrollment changes and funded by one-time dollars.

**Fiscal Impact:** This position will be funded with 3213 ESSER III and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 1: Compliance and Board/District Initiatives and Strategy.

2. **Position:** Assistant Program Manager, Systems & Services  
**Department:** Systems & Services  
**FTE:** 1.0 FTE  
**Union / Salary Schedule:** UAOS / ADCL 11  
**Salary Range:** \$74,603.00 - \$95,212.86  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** Need to continue managing the partnerships with agencies supporting contact tracing, testing, vaccine outreach, truancy engagement, and other work related to returning schools back to fully functionality after the pandemic. This position would manage the training and supervision of any individuals responsible for direct outreach to families about vaccines, testing, absences, quarantines, or positive cases, among other tasks, as needed.

**Fiscal Impact:** This position will be funded with 3213 ESSER III and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 1: Compliance and Board/District Initiatives and Strategy.

3. **Position:** Director, Language Programs  
**Department:** ELLMA  
**Union / Salary Schedule:** UAOS / A227 18  
**Salary Range:** \$104,961.40 - \$133,987.61  
**Work Days:** 227  
**Work hours per day:** 7.5 hours  
**Purpose:** This job description was edited to update terminology to reflect current terms used to describe language programming. No changes to nature of duties, compensation, work days, prerequisites.

**Fiscal Impact:** No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

4. **Position:** Program, School Gardens and Living School Yards  
**Department:** Nutrition Services / The Center  
**Union / Salary Schedule:** UAOS / ADCL 15  
**Salary Range:** \$90,667.71 - \$115,728.68  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** With the development of the new Central Kitchen, Education Center and Instructional Farm and its aligned increase in expectations and supports of school sites around school gardens and living schoolyards, we need a dedicated staff member to oversee all central and school site garden and living schoolyard infrastructure, programming and supports.

**Fiscal Impact:** This position will be funded with 9225 Kaiser Health & wellness W/ebcf and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 3: Expiring Grants and Notice of Renewal or New Grants Awards.

**Recommendation** Adoption by the Board of Education of Resolution No. 2122-0216 – Creation/Revision of Job Descriptions:

**Job Description Creations:**

1. Program Manager, Mental Health Internships;
2. Program Manager, McKinney Vento;
3. Director of Multi-Tiered Systems of Support (MTSS); and
4. Partner, Multi-Tiered Systems of Support (MTSS).

**Job Description Revisions:**

1. Director Program Improvement;
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**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 2122-0216**

- Revision of Job Descriptions – Names Positions - Talent/Human Resources Department -

**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 description aligns 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 determines that the following positions are created or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., May 12, 2022, as follows:

**Creation:**

**Position:** Program Manager, Mental Health Internships

**Department:** Community Schools Student Services

**FTE:** 1.0 FTE

**Union / Salary Schedule:** UAOS / ADCL 15

**Salary Range:** \$90,667.71 - \$115,728.68

**Work Days:** 261

**Work hours per day:** 7.5 hours

**Purpose:** The Mental Health Internship Program has grown in response to school site demand. This position is being created to clarify the specific duties and responsibilities required of a fully licensed clinical supervisor who recruits, trains, manages, evaluates, and supervises several dozen interns annually.

**Fiscal Impact:** This position will be funded with 3010 Title I-Basic Grant Low Income and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 5: Central Budget Development Reductions noted as "Swaps" of Positions as Cited in the January 2022 Approved Budget Reductions List. The projected estimated total compensation is \$188,010.

**Creation:**

**Position:** Program Manager, McKinney Vento  
**Department:** Community Schools Student Services  
**FTE:** 1.0 FTE  
**Union / Salary Schedule:** UAOS / ADCL 15  
**Salary Range:** \$90,667.71 - \$115,728.68  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being upgraded because the duties of the position have changed significantly. With the infusion of additional state funding for unhoused youth the job duties have expanded to include supervision of five employees and management of CDE grants and budgets.

**Fiscal Impact:** This position will be funded with 3010 Title I-Basic Grant Low Income and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 5: Central Budget Development Reductions noted as "Swaps" of Positions as Cited in the January 2022 Approved Budget Reductions List. The projected estimated total compensation is \$169,820.

**Creation:**

**Position:** Director of Multi-Tiered Systems of Support (MTSS)  
**Department:** Community Schools Student Services  
**Union / Salary Schedule:** UAOS / A227 19  
**Salary Range:** \$110,209.47 - \$140,658.32  
**Work Days:** 261  
**Work hours per day:** 7.5 hours

**Purpose:** This position is being upgraded because the duties of the position have changed significantly. With the infusion of additional state funding for unhoused youth the job duties have expanded to include supervision of five employees and management of CDE grants and budgets.

**Fiscal Impact:** This position will be funded with 4127 Title 4- Student Support and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 6: New or Revised strategies to enhance Quality and Equity in Services to Students.

**Creation:**

**Position:** Partner, Multi-Tiered Systems of Support (MTSS)  
**Department:** Community Schools Student Services  
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**Salary Range:** \$99,973.51 - \$127,594.37  
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**Revision of existing position:**

**Position:** Director, Program Improvement

**Department:** Systems & Services

**FTE:** 1.0 FTE

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**Salary Range:** \$104,961.40 - \$133,987.61

**Work Days:** 261

**Work hours per day:** 7.5 hours

**Purpose:** Need to project manage pandemic-related work to return schools to full functionality, including collaboration with Alameda County and state public health departments, communication with schools, coordination of projects like vaccine clinics and outreach to families. Need effective project management of program upgrades being implemented at sites affected by enrollment changes and funded by one-time dollars.

**Fiscal Impact:** This position will be funded with 3213 ESSER III and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 1: Compliance and Board/District Initiatives and Strategy. The projected estimated total compensation is \$164,621.

**Revision of existing position:**

**Position:** Assistant Program Manager, Systems & Services

**Department:** Systems & Services

**FTE:** 1.0 FTE

**Union / Salary Schedule:** UAOS / ADCL 11

**Salary Range:** \$74,603.00 - \$95,212.86

**Work Days:** 261

**Work hours per day:** 7.5 hours

**Purpose:** Need to continue managing the partnerships with agencies supporting contact tracing, testing, vaccine outreach, truancy engagement, and other work related to returning schools back to fully functionality after the pandemic. This position would manage the training and supervision of any

individuals responsible for direct outreach to families about vaccines, testing, absences, quarantines, or positive cases, among other tasks, as needed.

**Fiscal Impact:** This position will be funded with 3213 ESSER III and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 1: Compliance and Board/District Initiatives and Strategy. The projected estimated total compensation is \$123,507.

**Revision of existing position:**

**Position:** Director, Language Programs

**Department:** ELLMA

**FTE:** 1.0 FTE

**Union / Salary Schedule:** UAOS / A227 18

**Salary Range:** \$104,961.40 - \$133,987.61

**Work Days:** 227

**Work hours per day:** 7.5 hours

**Purpose:** This job description was edited to update terminology to reflect current terms used to describe language programming. No changes to nature of duties, compensation, work days, prerequisites.

**Fiscal Impact:** No fiscal impact. This position is currently funded and appropriately budgeted for the 22-23 school year.

**Revision of existing position:**

**Position:** Program, School Gardens and Living School Yards

**Department:** Nutrition Services / The Center

**FTE:** 1.0 FTE

**Union / Salary Schedule:** UAOS / ADCL 15

**Salary Range:** \$90,667.71 - \$115,728.68

**Work Days:** 261

**Work hours per day:** 7.5 hours

**Purpose:** With the development of the new Central Kitchen, Education Center and Instructional Farm and its aligned increase in expectations and supports of school sites around school gardens and living schoolyards, we need a dedicated staff member to oversee all central and school site garden and living schoolyard infrastructure, programming and supports.

**Fiscal Impact:** This position will be funded with 9225 Kaiser Health & wellness W/ebcf and does not impact the general fund for the 2022-23 school year. The position is included in Board item 22-1517 *Creation of New Positions - 2022-23 Adopted Budget - Superintendent of Schools*, listed under the 'Summary of Positions Requested to be Added to the 2022-23 Budget - Summarized by Category' attachment Section 3: Expiring Grants and Notice of Renewal or New Grants Awards. The projected estimated total compensation is \$80,426.

**BE IT FURTHER RESOLVED,** that the Board authorizes the creation of job descriptions as so stated above.

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, VanCedric Williams, Clifford Thompson, Vice President Benjamin "Sam" Davis, President Gary Yee

NOES: Mike Hutchinson

ABSTAINED: None

RECUSE: None

ABSENT: Student Director Samantha Pal, Student Director Natalie Gallegos Chavez

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on June 22, 2022.

**OAKLAND UNIFIED SCHOOL DISTRICT**

<b>Legislative File</b>	
File ID Number:	22-1220
Introduction Date:	06/22/2022
Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



6-23-2022

Gary Yee  
President, Board of Education



6-23-2022

Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Mental Health Internships</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Community Schools, Student Services</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2022</b>	<b>SALARY GRADE:</b>	<b>ADCL 15</b>

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

**REPRESENTATIVE DUTIES:** Incumbent 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:

Recruit and hire mental health interns/trainees, including creating and distributing promotional materials, attending recruitment fairs, conducting interviews and working closely with the talent division to ensure a smooth onboarding

Work in close partnership with college and university graduate programs to secure interns and ensure compliance in intern placement, training, supervision, performance and evaluation.

Recruit school site placements for counseling interns.

Negotiate service agreements and ensure adequate funding is allocated to cover intern costs.

Plan and coordinate annual intern orientation, ongoing clinical training, and weekly group supervision for interns.

Collaborate with site based Coordination of Services Teams (COST) at participating schools to ensure interns/trainees are integrated into the school community and are getting appropriate referrals

Provide individual clinical supervision for interns/trainees as assigned, including weekly individual supervision, evaluations, site visits and observations, ensuring adherence to programmatic policies and procedures and providing crisis support when needed.

Evaluate interns and approve university paperwork in accordance with University/BBS requirements and coordinate site visits with graduate programs to meet placement requirements.

Work in close partnership with network behavioral health program managers coordinate supervision, training and crisis support of interns in alignment with a trauma-informed, multi-tiered system of support framework (MTSS).

Recruit, hire and supervise contracted clinical supervisors and coordinate placement of interns, connection to school sites and adherence to programmatic policies and procedures

Maintain working partnerships with school site administrators, COST leads, and site based mental health partners to ensure that interns feel welcome, valued and supported in their site placements.

Provide support and assist with crisis response at sites that host interns.

Assist in conflict mediation as needed to maintain positive, professional working relationships between interns, clients, and school site staff and administrators.

Provide quality assurance to the MH Internship Program ensuring that services are trauma informed, culturally and linguistically appropriate and aligned with the community school framework.

Ensure that interns receive training in child abuse reporting, suicide prevention, and other mental health protocols as mandated by OUSD and the California Department of Education.

Assist in data collection for reporting and evaluation of the mental health internship program.

Possess and maintain a clinical license as well as required certifications for supervision of interns.

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

Attend school site and department meetings as required.

Perform related duties as assigned.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

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

Strategic direction of Oakland Unified School District

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

Local community-based organizations that provide mental health services

Research methods, report writing and record-keeping techniques

Principles and practices of effective leadership

Funding opportunities for assigned program

Community contacts for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Telephone techniques and etiquette

Interpersonal skills using tact, patience and courtesy

The Community School philosophy of aligning resources in service of students

Computer software, hardware, and related technology

**ABILITY TO:**

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

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

Maintain confidentiality as appropriate

Communicate clearly both orally and in writing

Plan, prepare and deliver oral presentations

Work independently

Meet schedules and time lines

Complete work accurately and as directed with many interruptions

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

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

Develop and implement training and evaluation programs

**PREREQUISITES:**

A Master's Degree in psychology, social work, or counseling from an accredited University

Minimum of five (5) years direct counseling experience within school and community settings serving diverse children, youth, and families

Minimum two (2) years program management experience

Valid State of California licensed to practice social work or psychotherapy

Certificated by CA Board of Behavioral Sciences to practice clinical supervision

Available to work an occasional evening and weekend

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

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

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, McKinney Vento</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: April 2022</b>	<b>SALARY GRADE:</b>	<b>ADCL 15</b>

**BASIC FUNCTION:** Under minimal supervision, the Unhoused Youth Program Manager facilitates the collaboration between District unhoused youth, families, case managers, school site staff, shelters, social services, special education, student services, mentors, tutors, community organizations, and government agencies to ensure the physical, social/emotional, and educational needs of the unhoused youth attending Oakland Unified schools are being met. The Program Manager promotes and supports the OUSD Strategic Plan to create equitable opportunities for learning and success to ensure all students are college and career ready and plays an integral role in achieving the mission and goals of a Full Service Community District by providing support to students and 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 is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS:

Supervise McKinney-Vento program staff to ensure that services and entitlements for unhoused youth are accessible and efficacious to meet the academic, social and emotional learning needs of students in OUSD.

Facilitate and expedite the enrollment of unhoused youth and families into OUSD schools.

Advocate for students' educational needs by creating a continuum of care between schools, shelters, public assistance agencies, employment, health, and other social service agencies.

Lead professional development for unhoused youth case managers and contractual providers to instill the knowledge and skills necessary to effectively support unhoused youth and families to achieve success academically, socially and emotionally.

Facilitate the delivery of timely, accurate, accessible, and language-specific information to unhoused parents, caregivers, and service providers about unhoused youth services and entitlements and serve as an educational advocate to qualifying students.

Manage outreach to schools, transitional housing, shelters, encampments, child welfare and juvenile justice placements, and other residences in support unhoused youth and families.



Develop and manage systems and protocols that assist unhoused youth with transitions into a public school setting; collaborate in the development of assessments, strategies, defining goals, preparing action plans, and accessing information and resources.

Ensure the successful enrollment and re-entry of unhoused youth by serving as a liaison between students, families and the OUSD student enrollment office.

Support unaccompanied and unhoused youth to access a continuum of educational and community-based services and supports to facilitate employment, post-secondary school and career readiness.

Oversee and monitor attendance and discipline reports of unhoused youth and families in OUSD and provide case management to meet academic, social and emotional needs.

Coordinate with administrators, staff, and student service providers to ensure access to a continuum of supports for unhoused youth and families.

Facilitate access to health education and parent education programs for unhoused youth and families, and their caregivers.

Maintain database of unhoused youth and families to document case plan including identified needs, services brokered, services rendered, and their associated impact and outcomes.

Ensure that all OUSD unhoused youth providers develop and maintain caring and equitable relationships with students, parents, staff, and service providers to ensure open and ongoing communication and collaboration in support of student's needs.

Work in partnership with the Behavioral Health Unit, Student Assignment Center, Attendance and Discipline Support Services, Programs for Exceptional Children, and the Family Engagement unit to ensure access to an array of services for delinquent and unhoused youth and families and their families.

Coordinate partnerships to ensure that unhoused youth access available transition services such as vocational training, emancipation services and training for independent living.

Collaborate with schools, District departments, and child welfare agencies to minimize changes in school placement for unhoused youth.

Obtain and distribute school readiness supplies and materials to unhoused youth and families.

Attend Coordination of Service Team meetings and collaborate with school site staff to provide home visits, attend Student Study Teams (SSTs) and Individualized Education Plans (IEPs), and provide coordination, consultation, and crisis intervention to support qualifying students to remain in the least restrictive educational placement.

Obtain transcripts, perform transcript analysis, conduct assessments, and develop support plans that address the individual needs of qualifying students; facilitate the transfer of the education and health records for unhoused youth.

Provide, recruit, and broker tutoring, counseling and mentoring services, after school and summer enrichment programs, and other supplemental supports including credit recovery classes for unhoused youth and families; provide or refer student to direct intervention and prevention services.

Advocate for unhoused youth by serving as District liaison to local, regional, and state agencies as assigned to ensure compliance with current policies, laws, and entitlements governing the educational rights of delinquent and unhoused youth and families.

Coordinate and participate in the evaluation of program success; provide feedback on methods to enhance program effectiveness; develop survey tools, analyze results and make recommendations for improvements.

Maintain current knowledge of state and federal regulations and legal requirements related to unhoused youth services and delinquent youth services; provide leadership in the application and interpretation of laws and regulations regarding funding, policy development and program compliance.

Develop and monitor budgets for unhoused youth services, manage grants and projects; research and develop grant proposals.

Prepare written and oral reports; maintain student program records and documentation; provide periodic reports to the District, schools, and partners.

Participate in professional development opportunities related to unhoused youth education as well as refugee, migrant and foster youth.

Collaborate with Foster, Migrant and Refugee/Asylee program team members to perform community outreach and for information sharing to advance the needs of the department.

Supervise, train, coach and evaluate the performance of assigned staff.

Provide cross-training to team members and other staff.

Perform other related duties as assigned.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

Current issues pertaining to unhoused youth in relation to transportation, shelter, medical, employment, food, and academic assistance programs.

Local health and education services

Related community agency organization, resources and services

Budgetary principles and practices

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

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

Telephone techniques, systems and etiquette

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

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

Principles and practices 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

Ensure the development and implementation of communication with appropriate agencies to develop effective unhoused youth services and homeless education services

Identify, contact, develop and coordinate community and educational resources

Prepare clear, concise and comprehensive reports, recommendations and assessments

Make effective oral presentations to individuals and groups

Establish and maintain effective working relationships with, school district staff and agency personnel, and others contacted in the course of work

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; 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 timelines

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

### **PREREQUISITES**

Bachelor Degree from an accredited college or university in Psychology, Child Development, Human Services, Education or related social services discipline

Three (3) years of relevant experience working with related student populations

One (1) year of leadership or supervisory experience

Experience working with unhoused students and families.

Master's degree in related field preferred

Experience working with unhoused youth in an urban school district environment preferred

Experience developing and facilitating community partnerships on behalf of unhoused youth and families preferred

Proficient in California education codes, Welfare and Institutions codes, and other laws and protections governing the education rights of unhoused youth and families and their families

Combination of skills, education, experience and ability to fulfill all representative duties associated with this position

Valid California Driver's License, if applicable

### **PRE-EMPLOYMENT PROCESS:**

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

### **WORKING CONDITIONS**

#### **ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact 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, 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:	22-1220
Introduction Date:	6-22-2022
Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Multi-Tiered Systems of Support</b>	<b>REPORTS TO:</b>	<b>Chief Academic Officer</b>
<b>DEPARTMENT:</b>	<b>Chief Academic Office</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2022</b>	<b>SALARY GRADE:</b>	<b>A227 19</b>

**BASIC FUNCTION:** Lead and collaborate the development and implementation of a districtwide Multi-Tiered Systems of Support. The Director of Multi-Tiered Systems of Support (MTSS) will identify and facilitate the implementation of the California Department of Education’s adopted [MTSS](#) framework, a framework that aligns Response to Instruction and Intervention (RtI<sup>2</sup>) with the California State Standards and Positive Behavioral Interventions and Supports (PBIS), the systems necessary to ensure academic, behavior, and social success. While the CDE has an adopted framework, the Director of MTSS will incorporate Oakland Unified specific programs (academic, behavior and social) to identify and facilitate the implementation of an Oakland Unified specific MTSS Framework. The framework would be an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of students. The MTSS Director is responsible for the development of culturally responsive multi-tiered systems of support that create and enhance positive school-wide and classroom culture, high quality academic, social and emotional learning, promote equity and remove environmental and behavioral barriers to achievement. The measure of success in this position is the creation of an OUSD MTSS Framework that blends CDE and Oakland Unified strategies, collaboration with leaders within the central office to design an OUSD MTSS Framework, and the provision of clear direction of a team of Network aligned MTSS Staff to implement the OUSD MTSS Framework in 100% of our OUSD schools. The OUSD MTSS Framework will be accompanied by an implementation plan that is complete with specific milestones and metrics of success.

**REPRESENTATIVE DUTIES:** Incumbent 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:

Identify and direct in all matters pertaining to the development and implementation of a consistent OUSD Multi-Tiered System of Support (MTSS) model of tiered intervention processes and procedures across the District as it pertains to academic, behavioral and social-emotional learning. A framework for MTSS has the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The role of the Director of MTSS is to design and implement a MTSS framework that aligns resources and initiatives.

### Leadership and Coordination

- Lead and monitor a district-wide Multi-Tiered Systems of Support (MTSS) implementation plan based on the creation of a OUSD MTSS Framework;
- Ability to collaborate with Research, Assessment and Data (RAD) to use data to identify District-wide needs (universal screening) as well as school based areas of improvement as it pertains to MTSS.

- Ability to collaborate and implement a District-wide MTSS framework by working with Network Teams, school sites, and community-based organizations;
- Ability to develop MTSS rubrics to assess District-wide implementation and school implementation of MTSS and implement a corresponding documentation system;
- Design and deliver professional learning and technical assistance to central office staff and school based staff;
- Leverage and provide direct support to site administrators and their teams as they implement MTSS;
- Develop and leverage partnerships inter-departmentally within the District, with funders, and with community-based organizations;
- Work collaboratively with Network Superintendents, Academics, Community Schools Students Services, Special Education and Office of Equity, etc. to ensure district-wide alignment and implementation;
- Coordinate with the Attendance Office to facilitate the identification and implementation of successful strategies within the OUSD MTSS Framework to improve attendance across the District;
- Have an open-mind to new approaches and learning, especially as it pertains to supporting a diverse continuum of District schools, PreK-Young Adult.

### **Program Management and Staff Support**

- Lead the District's development and implementation of the MTSS Framework, including development and implementation of academic, behavioral, and social emotional practices and protocols in collaboration with school sites, community partners, and other District departments.
- Supervise the delivery of services of MTSS staff as they work with school sites to implement MTSS structures and protocols to improve services for students and families.
- Supervise, train, coach and evaluate the performance of assigned staff.
- Host training and collaborative sessions to share best practices and disseminate knowledge.
- Identify and leverage available funding to sustain and expand initiatives.
- Oversee and monitor programs, services, and grants to ensure fiscal compliance.
- Serve on central office leadership teams to plan and monitor District/community meetings.
- Perform related duties as assigned.

### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

### **KNOWLEDGE OF:**

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

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

Planning, organization and coordination needed for assigned program

Strategies, funding opportunities, and community contacts for assigned program

Utilization of various forms of assessment to guide and design program

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Organizational development, communications and change management, specifically

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts

- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Telephone techniques, systems and etiquette

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

**ABILITY TO:**

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

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

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

Research and write grant proposals

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

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

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

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

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

Analyze situations accurately and adopt effective courses of action

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

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

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

Prepare and deliver clear and concise PowerPoint (Google Documents and Applications), verbal or other formal presentations to a variety of audiences

Understand and follow oral and written directions

Manage competing priorities and time

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

Work confidentially and with discretion

Maintain accurate and confidential records

Work independently

Complete work accurately and as directed despite frequent interruptions

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

Develop and implement training and evaluation programs

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

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

Supervise, coach, and evaluate assigned staff

Cross-train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

Master's degree in education or a related field from an accredited college or university

Five (5) years experience in program management

Three (3) years experience in a school serving a diverse population of students and families within an urban school setting

Valid California Teacher Credential and Administrative Credential

Experience and training in Response to Instruction and Intervention<sup>2</sup> (RtI<sup>2</sup>), Positive Behavioral Interventions and Supports (PBIS), Universal Design for Learning (UDL), and Multi-Tiered Systems of Support

- Demonstrate a depth of knowledge of teaching practices in a PreK-Young Adult setting
- Experience with Response to Instruction and Intervention<sup>2</sup> (RtI<sup>2</sup>) and school based implementation of RtI<sup>2</sup> for PreK-Young Adult
- Experience and a knowledge base of Universal Design for Learning (UDL), both best practices and implementation in a school site setting
- Experience with Positive Behavioral Interventions and Supports (PBIS) and school based implementation of systems and structures that have led to an improvement in school culture
- Deep knowledge of various types of assessments in academics and behavioral and social emotional learning

Knowledge and experience in developing and supervising staff to implement an initiative

Demonstrated success in the implementation of activities to further school systems and structures for improving school culture and student achievement

Experience in providing training and professional development to adult learners

Experience developing and facilitating community partnerships

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; 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:	22-1220
Introduction Date:	6-22-2022
Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Partner, Multi-Tiered Systems of Support (MTSS)</b>	<b>REPORTS TO:</b>	<b>Multi-Tiered Systems of Support (MTSS) Director</b>
<b>DEPARTMENT:</b>	<b>Chief Academic Office</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2022</b>	<b>SALARY GRADE:</b>	<b>A227 17</b>

**BASIC FUNCTION:** Provide guidance, training and technical assistance to a network of schools in the implementation of an OUSD Multi-tiered Systems of Support (MTSS) Framework and associated implementation plan. Assist in implementation of culturally responsive multi-tiered systems of support that create and enhance positive school-wide and classroom culture, high quality academic, social and emotional learning, promote equity and remove environmental and behavioral barriers to achievement. Provide professional development and coaching of leadership, staff, and providers at school sites to support implementation of MTSS to meet the academic and behavioral needs of all students.

**REPRESENTATIVE DUTIES:** Incumbent 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:

Work collaboratively with district administrators, school-based leadership teams, and teachers to facilitate implementation of a multi-tiered system of supports (MTSS) at the district and school levels.

Build school site capacity for implementation of Multi-tiered Systems of Support (MTSS) framework, systems, data collection, evaluation, screening, and practices with participating school sites.

Work collaboratively with Network Superintendents, Academics, Community Schools Students Services, Special Education and Office of Equity, etc. to ensure district-wide alignment and implementation.

Provide training, consultation, and support to administrators, teachers, and school-based leadership teams (Culture, Attendance, Coordination of Service, Instructional Leadership) to facilitate implementation of academic and behavioral systems of support across tiers, including professional development related to pre-referral interventions, effective Student Success Teams, and Coordination of Service Teams.

Collaborate with school site administrators, teams, staff and service providers to ensure multi-tiered system and supports are culturally and linguistically responsive, and aligned with the district's equity and community school frameworks.

Monitor the implementation of MTSS at school sites, including the screening of students, delivery of Tier 2 and 3 interventions, and progress monitoring.

Assist school site teams to implement universal screening and referral protocols to ensure students' timely access to individualized services and supports.

Support the implementation of attendance and other early intervention strategies in alignment with the MTSS framework.

Provide coaching and leadership to school site teams regarding development and implementation of universal, targeted, and intensive academic and behavioral supports and data collection and monitoring to make data-based decisions for continuous improvement.

Engage collaboratively with community based organizations including academic acceleration, mental health and after school programs to expand and align interventions for behavior and attendance.

Connect teams to necessary resources for successful implementation of MTSS.

Collect data and assist in ongoing evaluation of MTSS implementation fidelity at network school sites.

Help establish data collection and analysis procedures through a data system (eg. Data Dashboards, Site Culture and Climate Surveys, MTSS measurement tools) to inform decision-making around student needs and district/school resource allocation.

Work collaboratively to meet all district/grant deliverables related to MTSS funding, scaling and sustainability.

Participate in ongoing professional development to enhance skills and capacity as a coach, trainer, and technology expert related to MTSS systems and framework.

Complete all reporting, documentation, and data analysis in a timely manner in accordance with specified deadlines; present reports to District Administration and other staff on the ongoing successes and barriers to MTSS implementation.

Provide cross-training to district staff and leadership to increase knowledge of and expertise in delivering Response to Intervention and MTSS frameworks.

Collaborate with other district departments to ensure alignment of MTSS with other initiatives, services, and supports.

Promote MTSS within the District through various modes (PD, school board meetings, newsletter, website, etc...).

Attend all department and other meetings as required.

Perform related duties as assigned.

### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

### **KNOWLEDGE OF:**

Experience and training in Response to Instruction and Intervention<sup>2</sup> (RtI<sup>2</sup>), Positive Behavioral Interventions and Supports (PBIS), Universal Design for Learning (UDL), and Multi-Tiered Systems of Support

- Demonstrate a depth of knowledge of teaching practices in a PreK-Young Adult setting
- Experience with Response to Instruction and Intervention<sup>2</sup> (RtI<sup>2</sup>) and school based implementation of RtI<sup>2</sup> for PreK-Young Adult
- Experience and a knowledge base of Universal Design for Learning (UDL), both best practices and implementation in a school site setting
- Experience with Positive Behavior and Incentive Systems (PBIS) and school based implementation of systems and structures that have led to an improvement in school culture
- Deep knowledge of various types of assessments in academics and behavioral and social emotional learning

A Multi-Tiered System of Support model and implementation in school settings

Academic, behavior and attendance interventions to support high quality instruction for all students and to meet

student's individual needs

Facilitation, team building, and collaborative leadership

Diversity, equity and inclusion practices aligned with public education systems

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

Local community-based organizations that provide mental health services

Research methods, report writing and record-keeping techniques

Principles and practices of effective coaching and leadership

Funding opportunities for assigned program

Community contacts for assigned program

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

Computer software, hardware, and related technology

**ABILITY TO:**

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

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

Establish and maintain effective working relationships with school site and central office staff, students, parents and the community;

Maintain confidentiality as appropriate;

Design and deliver professional development;

Evaluate trainings and professional development to ensure topics and information are being implemented;

Communicate clearly both orally and in writing;

Work independently;

Meet schedules and timelines;

Complete work accurately and as directed with many interruptions;

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

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

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

Bachelor's degree in education, social work, psychology, counseling, or related field

Master's Degree preferred

Valid California Teacher Credential and Administrative Credential

Three (3) years direct experience teaching or counseling students who have behavior challenges and are at risk for academic failure within a school setting

Strong interpersonal skills with individuals, teams and groups (administrators, educators, specialists, support staff, parents and students)

Advanced training in MTSS and Positive Behavioral Interventions and Supports (PBIS) or equivalent experience;

Prior training and coaching experience implementing MTSS within a school or district setting

Experience designing and delivering professional development for school based staff

Knowledge of screening and assessment tools

Proficiency in Google Suite (Docs, Sheets, Forms)

Skilled in data collection, management and organization

Skilled in coaching/professional development

Available to work an occasional evening and weekend

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; 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:	22-1220
Introduction Date:	6/22/2022
Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Program Improvement</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: October 2015 Revised: June 2022</b>	<b>SALARY GRADE:</b>	<b>ADCL 18</b>

**BASIC FUNCTION:** Collaborate with the Executive Director of Systems and Services in planning, organizing, and directing designated strategic activities as well as providing project management oversight in support of the mission and vision of the Division and the District. The Director provides operational assistance by managing special projects and leading key initiatives, resolving complex issues that require executive leadership and direction, supporting the deliverables of the Systems and Services Leadership Team, and ensuring expectations and deadlines are clearly communicated to staff. The Director serves as an advisor, decision-maker and problem solver for the Systems and Services team to ensure issues needing attention are addressed in a timely manner, with the ultimate goal of establishing, maintaining, and improving systems, procedures, and processes, and establishing a culture of organizational excellence, focused on quality services to school sites that have clear metrics for success across all operational divisions. The Director must maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

**REPRESENTATIVE DUTIES:** Incumbent 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:

#### Project Management

- Develop and monitor projects within the Operations Division; advise the Systems and Services team on project progress, potential issues, obstacles, conflicts and/or challenges.
- Collaborate with project teams to review project success and areas of improvement for future projects and services.
- Lead and take overall responsibility for planning, organizing, and directing long- and short-term special projects which potentially span across Operations Division’s functional areas and the District.
- Collaborate with Division leadership to determine which policies, practices and procedures impacting departmental success should be prioritized for engagement, review and updated/changed.
- Assist in the development of procedures, policies, record-keeping and duties related to overall management and administration of projects as required:
  - Develop critical path or project flow diagrams to evaluate progress on tasks.
  - Establish and communicate project schedules and milestones.
- Ensure designated projects produce required deliverables as proposed within specified constraints.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files.
- Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of Operations for conformance to District financial policies and procedures.

- Coordinate special projects on behalf of the Systems and Services team, which will frequently involve members of the Superintendent's Leadership Team.

### **Process Improvement**

- Collaborate with employees at all levels of the Organization, as well as across all school sites and divisions, on objectives and assessing the current processes performed within and among functional areas.
- Provide process improvement technical expertise and training to process improvement team members.
- Analyze data and workflow to identify areas of opportunities and possible solutions for achieving increased productivity or efficiency.
- Participate in principal and departmental feedback structures to inform progress improvement strategies that align to district mission, vision and strategic plan.
- Ensure that all operational departments and strategic departments have clear dashboards used to progress monitor departmental goals and service standards.
- Analyze planned improvement programs and potential results to assist management in making informed decisions.
- Identify, assess and recommend technology related to business process improvement.
- Champion the need and benefit by utilizing a structured approach to business process improvement.

### **Communication**

- Ensure ongoing monitoring of projects and provide updates on progress of projects to stakeholders – reports will include progress updates, problems, proposed solutions and whether the project is on schedule.
- Synthesize, translate and communicate complex topics and issues (including District policies and programs) to a wide range of audiences.
- Develop and continuously enhance an integrated communications network within and between units, other divisions in the District and the community to support an effective work environment; communicate Board policies, objectives and service innovations to District staff and the community; facilitate the dissemination of information about, and the utilization of services provided by the District.

### **Strategic Planning and Division Leadership**

- Coordinate the development and implementation of strategic initiatives throughout the District for the Operations Division.
- Manage strategic planning processes, and the delivery of projects and outcomes as assigned.
- Collaborate with the Systems and Services team in strategic planning, policy development and problem resolution of complex issues and needs.
- Assist the Systems and Services team and Division leadership in identifying significant change opportunities via data collection, analysis and evaluation; and opportunities to support core business objectives by challenging conventional thinking and applying a customer-focused approach across processes.
- Convene, facilitate, and/or serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.
- Develop collaborative service delivery methods, teams and organizational structure in the context of increased effectiveness; encourage effective new practices and methods; assure coordination of divisional activities with other units and designated priorities; provide status reports on progress of priorities; contribute to Operations Division improvement efforts.
- Manage the agenda for the management team and all Operations Division staff, including off-site retreats, and ensure communication and coordination between teams as efficient as possible.
- Actively engage Division staff in support of the Department and District's mission to improve student achievement.
- Ensure staff assigned to projects are competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.
- Develop project and communications plans, including priority deliverables, milestones, decision points owners and resource/budget requirements.
- Manage data through coordination of new technology to help facilitate the reporting and decision-making process.
- Develop presentations and other methods to explain new process recommendations.
- Document and update changes to processes, policies, and procedures to ensure proper documentation and/or compliance requirements have been met.

**General Duties**

- Operate strategically across the District to identify barriers that impede attainment of goals and objectives.
- Serve as a member and work closely with the Systems and Services team to facilitate communication and ensure implementation of stated objectives in a timely and efficient manner.
- Plan and manage meetings for the Systems and Services team to include tracking, monitoring and follow-up on progress of projects, actions items, and strategies that emanate from the Systems and Services team and other executive teams; prepare agendas, develop memos, communication and correspondence; identify meeting participants; collect, prepare and distribute appropriate briefing materials; initiate subsequent follow-up meetings and communication for key stakeholders as directed; identify issues for discussion.
- Serve as strategic liaison between the Systems and Services team and department heads, school administrators, employee organizations, other school Districts, public agencies and the community as directed.
- Assume responsibility for the efficient and proper operation of the Operations Division.
- Understand Board policies and procedures necessary to ensure appropriate protocols are understood and followed; direct and oversee the preparation of drafts of needed policies and administrative procedures.
- Develop and maintain positive working relationships with all stakeholders, including schools.
- Perform other related duties as assigned.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

Project management principles and methodologies

Organizational development & organizational change management principles and practices

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

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Coordinate and supervise special projects, and consultant studies

Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations

Explain complex problems and solutions in clear, concise and compelling ways

Maintain confidentiality at all times

Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others

Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes

Facilitate discussion and learning activities towards a clear end

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Motivate and support adults to transform their practices

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

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Finish work on timely basis

Communicate effectively with other departments and school sites

Learn new software applications and assist sites in using Operations Division tools

Work as an integral member of a team

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

Bachelor's Degree from an accredited college or university in Business Administration, Operations or related discipline

A Master's Degree in Business Administration, Operations or related field

Experience implementing successful process improvement projects preferred.

Five (5) years experience in project management or closely related field - Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis

Knowledge of both theoretical and practical aspects of project management preferred

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

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

Advanced written, verbal and listening skills; excellent organization skills

Advanced skills in presentation development and delivery

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

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

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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



**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

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

Legislative File	
File ID Number:	22-1220
Introduction Date:	6/22/2022
Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Assistant Program Manager, Systems and Services</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: December 2006 Revised: June 2007 Revised: April 2009 Revised: June 2022</b>	<b>SALARY GRADE:</b>	<b>ADCL 11</b>

**BASIC FUNCTION:** Oversee multiple projects associated with the Systems and Services Team.

**REPRESENTATIVE DUTIES:** Incumbent 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:**

Support team leadership to uphold and maintain work processes and plans for design and implementation of projects.

Maintain a centralized project management system that stores all relevant project documentation such as, policy and labor strategy documents.

Monitor, synthesize, and communicate progress of key project milestones through reports and assessments.

Collaborate with project managers to resolve project issues.

Schedule and handle logistics for project status meetings.

Assist in hiring, induction, and training of new project team members.

Collaborate with the communications team to ensure effective communication of the vision and progress of projects within the systems and services team.

Perform related duties as assigned.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

Project management and process improvement techniques

Change management

Planning, organization and coordination needed for assigned program

Correct English usage, grammar, spelling, and punctuation

Good communication skills and techniques

Interpersonal skills using tact, patience, and courtesy

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

Computer software, hardware, and related technology

**ABILITY TO:**

Learn quickly processes and procedures for systems

Correct English usage, grammar, spelling, and punctuation

Prepare comprehensive narrative reports

Prioritize responsibilities and meet established timelines and deadlines

Analyze situations accurately and adopt effective courses of action

Work independently

Manage multiple projects simultaneously

Work confidentially with discretion

Attention to detail

Self-motivated and quick learner

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

Operate personal computer and related software

**PREREQUISITES:**

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college). A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Two (2) years experience in a project-based environment

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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File ID Number:	22-1220
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By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Language Programs</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>ELLMA: English Language Learner and Multi-lingual Achievement</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>12 month/227 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: September 2016 Revised: June 2022</b>	<b>SALARY GRADE:</b>	<b>A227 18</b>

**BASIC FUNCTION:** Under the supervision of the Executive Director of ELLMA, provide strategic planning of English Language Learner (ELL) program support and services, direct the daily operations of the ELLMA office and supervise ELLMA specialists.

**REPRESENTATIVE DUTIES:** Incumbent 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:

Provide direct support and strategic planning for multilingual and newcomer program design, professional development, and central office policies.

Manage the development, implementation, and monitoring of the ELL Strategic Plan and the OUSD Pathway to Excellence as it relates to multilingual and newcomer students.

Provide guidance and recommendations of expenditures for activities, equipment, and instructional materials at the site level to ensure schools are providing sufficient support and services to multilingual learners and their families.

Collaborate with and present to the network superintendent office, Department leads, cabinet and the Board of Education on issues pertaining to multilingual learners.

Administer the development, implementation, and monitoring of the District English Language Learner Master Plan.

Lead staff development efforts appropriate to the needs of principals, teachers and central office partners on language programs and services.

Direct district language program strategy and support site language program design consistent with district strategy.

Stay current on state and federal legislation, mandates, guidelines, and curriculum frameworks around new ELD standards and disseminate the information.

Partner with Student Enrollment and Registration office, determine enrollment projections for multilingual learners and newcomers, and make program placement and staffing allocation recommendations.

Participate in appropriate district-wide committees and community forums for ensuring collaboration in implementation of the ELL and OUSD strategic plans.

Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities within ELLMA and the District.

Develop and maintain an effective communication system among ELLMA staff, senior leadership, teachers, principals, teacher leaders, specialists and members of the community.

Direct support services for refugee, asylee, and unaccompanied minor students.

Collaborate with the Executive Director to oversee the budget of the ELLMA in accordance to Title III legal parameters and LCAP goals. Maintain engagement with Office of Accountability Partners to ensure compliant use of resources.

Collaborate with the Research, Assessment, and Data and Continuous School Improvement departments to ensure data and accountability reporting and structures are aligned to district goals for ELLs.

Collaborate with all Teaching and Learning Directors to ensure all content area professional development and teacher support are responsive to the needs of ELLs.

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.

Direct Central Office Specialists in their support of teachers, instructional leaders, and site principals in service of multilingual learners.

Prepare documentation for the purpose of providing written support and/or conveying information. Attend meetings, workshops and conferences related to accounting matters.

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

Perform related duties as assigned.

### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

### **KNOWLEDGE OF:**

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

Laws, District politics, and regulations pertaining to elementary and secondary education and related programs Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Title III Compliance

Methods to interpret, apply, and explain rules, regulations, policies and procedures related to work scope  
Strategic direction of District-Transition to Common Core and Next Generation Science Standards  
California ELD standards and ELA/ELD Framework

Current District curriculum and school instructional programs, PreK-12 Principles of organization and management

Curriculum and the operation of elementary and secondary schools, and alternative programs Budget development, maintenance and evaluation

Presentation, communication, and public speaking techniques

Various District bargaining unit contracts related to employee evaluation Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

**ABILITY TO:**

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

Interpret District collective bargaining contract language Address the needs of identified English Learner communities Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Work effectively with all segments of the educational community and general public

Analyze problems, make decisions or recommendation, and be responsible for these decisions

Communicate effectively in English orally and in writing

Work with diverse groups and individuals in a manner that achieves District goals

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Translate District policy to various employees, individuals and groups

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

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously Implement plans and evaluate their outcomes

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Serve as trusted resource to District administrators and facilitate communication throughout the District Meet District standards of professional conduct as outlined in Board Policy

Coach, and evaluate appropriate personnel Supervise and direct a large staff or department Cross-train department personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

Bachelor's degree from an accredited college or university

Five (5) years teaching experience including content instruction, and relevant program leadership or administrative experience

Three (3) or more years of supervisory experience

Master's degree preferred

Bilingual skills preferred

Valid California (or Out-of-State) Teaching Credential with English Learner authorization Valid California (or Out-of-State)

Administrative Credential

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

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Legislative File	
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Enactment Number:	22-1208
Enactment Date:	6-22-2022 CJH
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, School Gardens and Living Schoolyards</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Community Schools and Student Services</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2020 Revised: April 2022</b>	<b>SALARY GRADE:</b>	<b>ADCL 15</b>

**BASIC FUNCTION:** Under minimal direction of assigned supervisor, develop and manage the overall school garden and living schoolyard systems for The OUSD Center and OUSD school sites.

**REPRESENTATIVE DUTIES:** Incumbent 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:

Oversee the design, development and maintenance of The Center Instructional Garden as a hands on learning, model learning garden for students, teachers, staff, partners and families.

Work with Sustainability Manager Central Kitchen and Education program staff to create, implement and maintain on site composting system.

Collaborate with OUSD Buildings and Grounds and Facilities Departments, as well as school site staff and community partners, to develop and oversee systems, policies (OUSD Vegetation Policy, Living Schoolyard Policy, Environmental Literacy, etc...) and tools for school sites to start, maintain and improve school gardens, outdoor classrooms and living schoolyards.

Support school site Food Corps Service Members, Garden Stewards, Food Champions, Science Teacher Leaders and other school site staff, partners and families who manage, utilize and care for school gardens as part of a team.

Oversee partnerships and contract procedures for OUSD work related to The Center garden and school site gardens.

Partner with staff, partners and contractors to work on Phase 2 Planning and Implementation process to create District Farm and other at the Center.

Recruit, hire, develop, support, supervise, and evaluate OUSD Garden Specialist and other staff as assigned.

Represent OUSD on committees, at conferences and in meetings when needed.

Support supervisor with grant funding activities, such as completion of program evaluations, grant reports and data analysis.

Travel to school site to support and provide technical assistance on regular basis.

Attend department meetings.

Provide cross-training of department staff.

Perform related duties as assigned.

**QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

School garden and living schoolyard development and maintenance best practices.

Strong understanding of the connections among gardens, food systems, culinary arts nutrition, science and environmental literacy.

Current Oakland District programs, departments and partners

Adult learning theory

Strategic direction of the District

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

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

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

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

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

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

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

**ABILITY TO:**

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

Interpret District collective bargaining contract language

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

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 others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

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

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Supervise, coach, and evaluate assigned personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

A Bachelor's degree from an accredited college or university

Five (5) years of experience with school gardens, ideally at a District or Partner level

Coursework in horticulture, landscape design, food systems a plus

Bilingual skills preferred

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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