

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

December 11, 2013

Legislative File	
File ID Number:	13-2670
Introduction Date:	12/11/13
Enactment Number:	13-2550
Enactment Date:	12/11/13
By:	EA

TO: Board of Education

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

SUBJECT: Creation of a Classified Specialist, Restorative Justice – Family, Schools, and Community Partnerships (FSCP) Department

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-0056 – Creation of a Classified Specialist, Restorative Justice – Family, Schools, and Community Partnerships (FSCP) Department

DISCUSSION

The Restorative Justice Specialist position is being created to support the implementation of alternatives to suspension—and labeling as *disabled*—African American students who present with behavioral challenges. The Restorative Justice Specialist will target professional development and coaching for school site Restorative Justice staff, teachers and administrators to support the implementation of restorative practices with efficacy. The desired outcome is a reduction in office discipline referrals, suspensions, and the unequal labeling—as emotionally disturbed—of African American students.

Family, Schools, and Community Partnerships

Create

Position Title/FTE

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

Salary Schedule/Range

Salary Schedule: WTCL

Range 50: \$51,778.76 - \$69,324.76

12 months, 261 days, 7.5 hours

Funding

CEIS, Resource, 3312-975

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

BUDGET IMPACT

This position will be funded by CEIS Resource funds.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-0056 – Creation of a Classified Specialist, Restorative Justice – Family, Schools, and Community Partnerships (FSCP) Department

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By:	JD

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-0056**

- Family, Schools, and Community Partnerships (FSCP) Department -
Create
- Specialist, Restorative Justice -

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby creates the position a Classified Specialist, Restorative Justice – Family, Schools, and Community Partnerships (FSCP) Department attached hereto, and confirms said position's placement on the salary schedule/range, as stated herein, effective 12:01 a.m., December 12, 2013, as follows:

Family, Schools, and Community Partnerships

Create

Position Title/FTE

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

Salary Schedule/Range

Salary Schedule: WTCL

Range 50: \$51,778.76 - \$69,324.76

12 months, 261 days, 7.5 hours

Funding

CEIS, Resource, 3312-975

and,

BE, IT FURTHER RESOLVED, that the Board authorizes 1.0 FTE for the position as so stated above.

Passed by the following vote:

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

NOES: None

ABSTAINED: None

ABSENT: Christopher Dobbins

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held December 12, 2013.

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OAKLAND UNIFIED SCHOOL DISTRICT

David Kakishiba

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

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By:	OA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Restorative Justice	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 days/7.5 hours (FT) or as assigned
ISSUED:	Created: November 2013	SALARY GRADE:	WTCL 50

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

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

ESSENTIAL FUNCTIONS

Provide coordination and facilitation of training and technical assistance in restorative practices to schools implementing restorative practices.

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

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

Serve as a spokesperson for restorative justice practices; clearly articulate and explain the benefits of restorative processes.

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

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

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

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

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

Collaborate with community based programs providing restorative justice practices and services in District schools to increase utilization of Restorative Justice practices and for quality assurance.

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

Assist in coordinating and implementation of the OUSD peer restorative justice program within identified schools.

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

Collaborate with Leadership, Curriculum and Instruction (LCI) to align restorative practices with Common Core and other academic instructional approaches designed to achieve equity for all students.

Assist in coordinating the re-entry of students returning from discipline and incarceration to increase access to wraparound supports and connection to school site staff and resources.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree from an accredited college or university and 3 years of direct experience implementing restorative justice practices in schools or community settings.

Experience working in an urban school district environment

Bilingual Spanish preferred

Experience providing training and coaching to educators preferred

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

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Available for some evening and weekends

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Utilization of various forms of assessment to guide and design program

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

Planning, organization and coordination needed for assigned program

Principles and practices of effective leadership

Funding opportunities for assigned program

Community contacts for assigned program

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

Correct English usage, grammar, spelling, vocabulary and punctuation

The District's Strategic Plan

Research methods, report writing and record-keeping techniques

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

The Community School philosophy of aligning resources in service of students

Computer software, hardware, and related technology

ABILITY TO:

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

Maintain current knowledge of new developments related to work scope

Plan, organize, and coordinate needs for assigned program

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

Analyze situations accurately and adopt effective courses of action

Manage competing priorities and time.

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

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

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

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

Develop and facilitate community partnerships

Communicate effectively in English orally and in writing

Communicate effectively using tact, patience, and courtesy

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

Understand and follow oral and written directions

Work independently and as a team

Maintain accurate and confidential records

Complete work as directed despite frequent interruptions

Assist in the research and development of grant proposals

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

Meet District standards of professional conduct as outlined in Board Policy

Operate personal computer, related software, and other office equipment

QUALITIES:

Deep understanding (based on research and theory) of:

- Building partnerships and collaboration with departments, agencies, and institutions
- Facilitation techniques
- Data analysis and decision making
- Building capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships
- Effective strategies, theories, techniques, and methods of professional and organizational development

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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