

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

April 25, 2012

Legislative File	
File ID Number:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1063
Enactment Date:	4-25-12
By:	X.D.

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support

SUBJECT: Elimination and Creation of Positions for the Restructuring of the Family, Schools, and Community Partnerships Department

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1112-0212 – Elimination and Creation of positions to allow the restructuring of the Family, Schools, and Community Partnerships Department.

DISCUSSION

The merger of the Family Community Office and the Complementary Learning Department provided an opportunity to examine the structure and roles within the newly formed Family, Schools, and Community Partnerships Department (FSCP). This action reflects revision of some existing positions, eliminates those that do not accurately reflect work in the new department, and creates new positions that better align with the District's Strategic Plan and with the work of FSCP, which will expand its focus to include Community Schools rollout and the development of the Collaborative for Academic Social Emotional Learning (CASEL). The result of these changes is an overall FTE net of zero.

Family, Schools, and Community Partnerships Department

Eliminate:

Position Title/FTE

Coordinator, Atlantic Philanthropies

Initiative (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Position Title/FTE

Manager, School Improvement (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 18: \$82,172 - \$104,896

12 months, 227 days, 7.5 hours

Family, Schools, and Community Partnerships Department

Eliminate (continued):

Position Title/FTE

Program Manager, Classified (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$67,595 - \$86,270

12 months, 261 days, 7.5 hours

Position Title/FTE

Coordinator, Behavioral Health (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$74,540 - \$95,141

12 months, 261 days, 7.5 hours

Position Title/FTE

Coordinator, Certificated (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Position Title/FTE

Teacher on Special Assignment (1.0 FTE)

Salary Schedule/Range

Salary Schedule: TSA2

\$47,347 - \$85,120

(based on degree, units and experience)

12 months, 222 days, 6.5 hours

Position Title/FTE

Administrative Assistant I, Bilingual (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 40: \$38,119 - \$51,013

12 months, 261 days, 7.5 hours

Position Title/FTE

Program Specialist, Violence Prevention (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 46: \$46,228 - \$61,945

12 months, 261 days, 7.5 hours

Family, Schools, and Community Partnerships Department

Create:

Position Title/FTE

Director, Community School Partnerships (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A 227

Range 18: \$82,172 - \$104,896

12 months, 227 days, 7.5 hours

Position Title/FTE

Director, Social Emotional Learning and

Leadership Development (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A 227

Range 18: \$82,172 - \$104,896

12 months, 227 days, 7.5 hours

Position Title/FTE

Coordinator, Attendance and Discipline (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Position Title/FTE

Coordinator, Behavioral Health Initiatives (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 17: \$78,270 - \$99,877

12 months, 261 days, 7.5 hours

Position Title/FTE

Coordinator, Health Services (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 17: \$78,267 - \$99,891

12 months, 227 days, 7.5 hours

Position Title/FTE

Coordinator, Social Emotional Learning (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227

Range 16: \$74,541 - \$95,136

12 months, 227 days, 7.5 hours

Family, Schools, and Community Partnerships Department

Create (continued):

Position Title/FTE

Program Manager, Student Assignment (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$67,595 - \$86,270

12 months, 261 days, 7.5 hours

Position Title/FTE

Program Manager, Violence Prevention (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$67,595 - \$86,270

12 months, 261 days, 7.5 hours

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

BUDGET IMPACT

Funding for these positions is as follows: 1.91 General Purpose; 2.0, Flex Tier 3; .59 FTE, TIIG; 1.50 FTE, Adult Education Flex; .40 FTE, Caring School Communities; .50 FTE, MAA; .60 FTE, CASEL; .50 FTE, Health Care Services Agency funds for a total of 8.0 FTE.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1112-0212 – Elimination and Creation of positions to allow the restructuring of the Family, Schools, and Community Partnerships Department.

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By:	XZ

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1112- 0212**

Elimination

- Coordinator, Atlantic Philanthropies Initiative -
 - Manager, School Improvement -
 - Program Manager, Classified -
 - Coordinator, Behavioral Health -
 - Coordinator, Certificated -
 - Teacher on Special Assignment -
 - Administrative Assistant I, Bilingual -
- Program Specialist, Violence Prevention -

Create

- Director, Community School Partnerships -
- Director, Social Emotional Learning and Leadership Development -
 - Coordinator, Attendance and Discipline -
 - Coordinator, Behavioral Health Initiatives -
 - Coordinator, Health Services -
 - Coordinator, Social Emotional Learning -
 - Program Manager, Student Assignment -
 - Program Manager, Violence Prevention -

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 restructuring of positions within the Department of Family, Schools, and Community Partnerships (FSCP) aligns with the District's Strategic Plan for full service community schools and a full service community District; and

WHEREAS, the District is committed to a structure which focuses on promoting student achievement and to support sites fully; and

WHEREAS, the old job classifications are eliminated and the new job classifications are now created to current standards and are placed on the appropriate salary schedule and range as specified, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines that the positions below herein enumerated as "eliminate" are hereby eliminated, and the positions enumerated below as "create" shall be established on the salary schedule/range as stated herein, effective 12:01 a.m., July 1, 2012, as follows:

Family, Schools, and Community Partnerships Department

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Position Title/FTE

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Initiative (1.0 FTE)

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Salary Schedule: A227

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Family, Schools, and Community Partnerships Department

Eliminate (continued):

Position Title/FTE

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Salary Schedule/Range

Salary Schedule: WTCL

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Family, Schools, and Community Partnerships Department

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Position Title/FTE

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Salary Schedule/Range

Salary Schedule: A 227

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Family, Schools, and Community Partnerships Department

Create (continued):

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Coordinator, Social Emotional Learning (1.0 FTE)

Salary Schedule/Range

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Salary Schedule/Range

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12 months, 261 days, 7.5 hours

and,

BE, IT FURTHER RESOLVED, that the Board authorizes 8.0 FTE for the newly created positions.

Passed by the following vote:

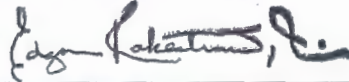
**AYES: David Kakishiba, Gary Yee, Christopher Dobbins, Alice Spearman
Vice President Jumoke Hinton Hodge and President Jody London**

NOES: None

ABSTAINED: None

ABSENT: Noel Gallo

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 April 25, 2012.

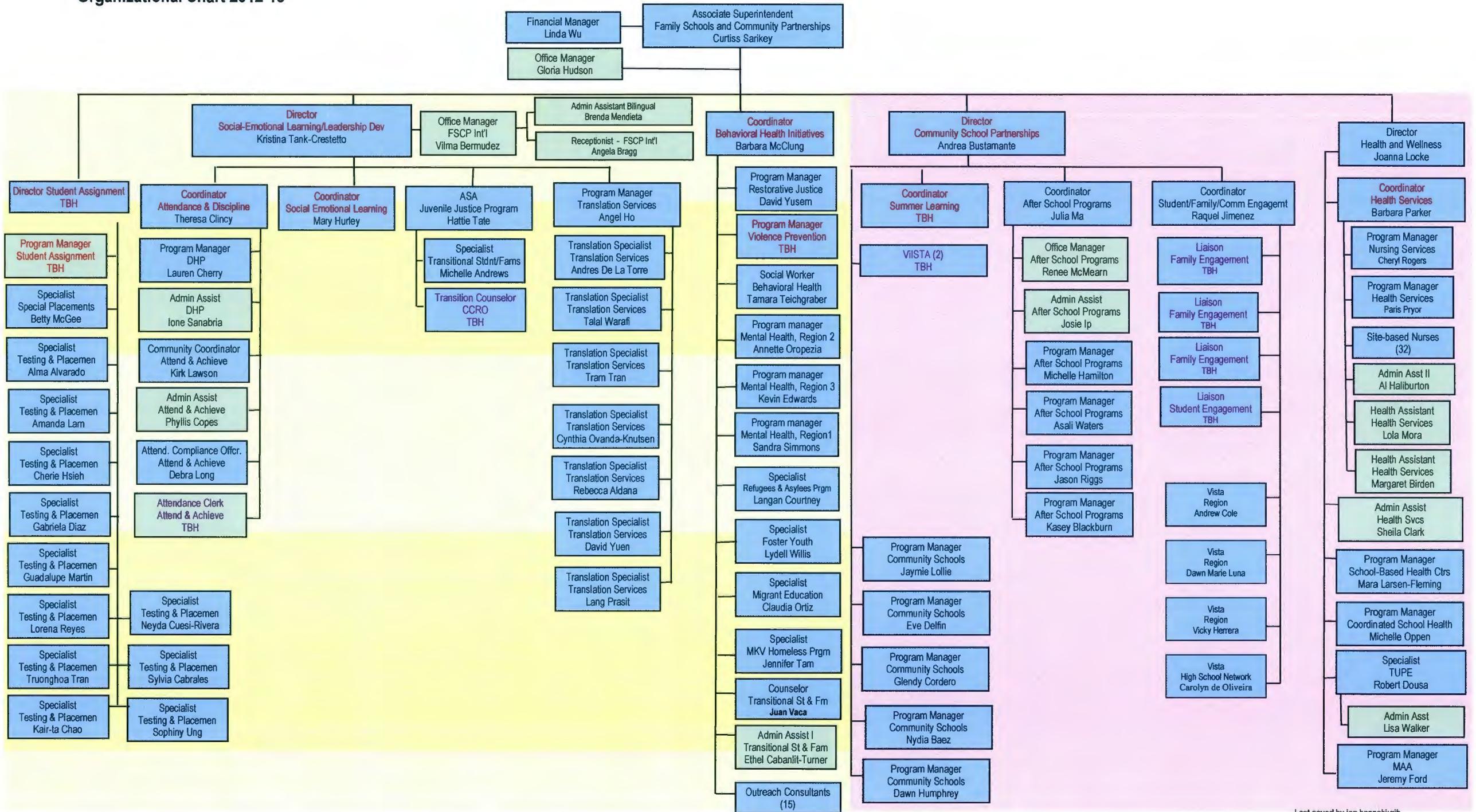


Edgar Rakestraw, Jr.
Secretary, Board of Education
Oakland Unified School District

Legislative File	
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By:	ER

Family Schools Community Partnerships Organizational Chart 2012-13

DRAFT: 4.16.12



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By:	82



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Community School Partnerships	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours (FT)
ISSUED:	Created: April 2012	SALARY GRADE:	A227 18

BASIC FUNCTION: Promote and support OUSD to create equitable opportunities for learning and success that ensure all students are college and career ready. The Director of Community School Partnerships will facilitate the development of a Full Service Community School District through the provision of leadership in planning, developing, implementing, monitoring and evaluating school/business/community partnerships. This position ensures that services fully or partially originating with community partners are effectively coordinated, integrated and delivered for maximum benefit to students and families in all schools. Partner with District leaders to develop a Full Service Community District. Supervise team members who provide direction, services, and professional development focused on the Full Service Community School framework.

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.)

E = Essential Functions

Leadership, Development/Management of Partnerships

- Identify and develop prospects for partnerships between the District and external organizations in service of creating Full Service Community Schools. **E**
- Develop marketing/outreach campaign with follow-up/periodic reporting on recruitment and onboarding of partners in the community, non-profit, business or other areas potentially involved with Community Schools. **E**
- Manage a portfolio of key community leaders and constituent relationships with the end goal of building a stronger awareness and increased partnership between the community and OUSD. **E**
- Coordinate with OUSD Legal Department in developing and executing formal agreements with community partners. **E**
- Develop and manage the implementation of community partnerships, including coordination between partners and the District and school sites. **E**
- Coordinate site visits with community leaders including local business leaders and politicians. **E**
- Plan, develop, and coordinate parent and community outreach activities and programs that support improved student learning and academic achievement. **E**
- Attend neighborhood and community group meetings to understand the values, priorities, and needs of our families and residents in the neighborhoods surrounding our schools. **E**
- Represent OUSD at public forums, including local school board meetings and citywide meetings on public education, public policy, youth development, and after-school education. **E**

- Monitor the effective implementation of Board policies regarding family and community involvement and recommend goals, policies, and programmatic changes. **E**

Community Schools Support

- Plan and develop the operations of OUSD Community Schools, in consultation with District, government and community partners. **E**
- Ensure the operation of high-quality community schools, in partnership with principals, designated lead agencies, and community school directors and managers. **E**
- Coordinate joint planning among schools, agencies, funders, service providers, and other partners jointly responsible for programs in related service delivery systems (i.e., medical and mental health services). **E**
- Collaborate with service providers, the District and FSCP departments to ensure coordinated, seamless support system for students and families including extended learning and family engagement. **E**
- Collaborate with site principals in identifying and effectively including partners as they develop their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**
- Collaborate with OUSD staff and partners including city, county, and community agencies in developing and delivering orientation, technical assistance and professional learning for community schools staff and partner personnel. **E**
- Participate in development of evaluation standards for OUSD Full Service Community Schools; identify and facilitate periodic school audits and reports by expert, independent evaluators. **E**
- Develop funding proposals and other resource development strategies for community schools to enhance support and resources for OUSD schools. **E**
- Support the Full Service Community Schools Task Force and implementation team to ensure joint planning, joint resource development, and optimal levels of efficiency and coherence in service delivery through maximum coordination and integration of services. **E**

Staff Management and Professional Development

- Collaborate with other FSCP department leaders and with OUSD professional development staff in the development, planning, and implementation of high quality professional development focused on FSCP priority areas. **E**
- Supervise and evaluate assigned classified and certificated staff; provide cross-training to other staff members within the department. **E**
- Perform related duties as assigned. **E**

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree in social work, education or related field, and five years of experience.

Master's degree highly preferred

Bilingual English/Spanish preferred

Experience with contracts, budgets, Memoranda of Understanding

Successful experience working with public school systems, including the development of community schools, achieving excellent results for all constituents

Proven experience fostering social change involving large, complex organizational systems, educational reform processes, and school-based partnerships

Experience working in an urban school district environment

Experience developing and facilitating community partnerships

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Valid California Administrative Services Credential

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Knowledge of current trends in community schools, public education, youth development, and family systems

Utilization of various forms of assessment to guide and design program

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

Planning, organization and coordination needed for assigned program

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

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- 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

Presentation, communication, and public speaking techniques

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

The District's Strategic Plan

The Community School philosophy of aligning resources in service of students

ABILITY TO:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

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

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

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

Meet District standards of professional conduct as outlined in Board Policy

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

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

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

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File ID Number:	12-1035
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Enactment Number:	12-1043
Enactment Date:	4-25-12
By:	JZ



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Social Emotional Learning and Leadership Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours (FT)
ISSUED:	Created: April 2012	SALARY GRADE:	A227 18

BASIC FUNCTION: Lead and collaborate in development of programmatic and professional development infrastructure that will create and support the conditions, culture and competencies needed to guide Social-Emotional Learning (SEL) in a Full Service Community School District. Supervise team members who provide direction, services, and professional development focused on the Full Service Community School framework. Effectively communicate unit strategy/goals/timeline and progress to staff, department heads, Superintendent, and Board.

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.)

E = Essential Functions

Executive Leadership and Collaboration

- Collaborate with Regional and Network Executive Officers to coordinate and align cross-departmental leadership supports for Social Emotional Learning, Leadership Development, and Full Service Community Schools. **E**
- Collaborate with Associate Superintendent, Family Schools and Community Partnerships and Cabinet to align budget and prioritize spending to meet goals outlined in the District's Social Emotional Learning and Leadership Development plan. **E**
- Develop and monitor budgets in accordance with federal, state, and District policies. **E**
- Support the collaborative development of transparent and effective systems of communication within FSCP and OUSD departments, schools and communities. **E**

Program Design and Implementation

- Seek to create or contribute to improvement of any current District methodologies to identify, interrupt and address historic and institutional imbedded racist policies, practices and beliefs in service of Full Service Community Schools and a Full Service Community District. **E**
- Develop proposed tools and resources to achieve systemic OUSD SEL implementation in the context of Full Service Community Schools/District. **E**
- Assess the current state of SEL in the District in order to develop an assets based multi-year systemic SEL plan that includes goals, benchmarks, support, assessments, and monitoring for accountability. **E**
- Work in collaboration with Leadership, Curriculum and Instruction (LCI) and other Departments to develop, refine and integrate contextualized and culturally relevant SEL standards both for students and adults. **E**
- Collaborate with site principals as they plan for Social Emotional Learning in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**

- Develop and maintain partnerships within the District and with external organizations with the overall goal of providing aligned support to schools and families. **E**

Professional Development

- Develop and implement plan to build the internal capacity of units and teams in the FSCP Department. **E**
- Coordinate/facilitate collaboration to align and integrate SEL standards into the Common Core Leadership and Teaching Standards. **E**
- Integrate SEL standards and leadership practices into leadership assessment, practices and professional development across District. **E**
- Establish inquiry and learning networks with robust leadership and professional development opportunities for leaders and teachers. **E**
- Explore, develop and maintain leadership development collaborations with District partners. **E**
- Collaborate with leaders to construct and implement leadership Professional Development plan and implementation; support leaders to coordinate and facilitate leadership Professional Development that integrates SEL practices and adult learning theory. **E**
- Co-construct standards and develop aligned systems and structures for on-going leadership and professional development opportunities for teachers and leaders. **E**
- Advocate for change process and communication that supports organizational learning. **E**
- Provide cross-training to other staff members within the department. **E**

Program Management

- Work with Coordinator of SEL to facilitate a change management structure to reach the goals of the Collaborative for Academic, Social and Emotional Learning (CASEL) grant. **E**
- Collaborate with Research, Assessment, and Data to document the short- and long-term effects of District-wide SEL efforts. **E**
- Develop assessment tool to assess increased knowledge across the District. **E**
- Act as point-person with CASEL partners in a learning community of leaders; attend and participate in job-related meetings; attend annual cross-District CASEL meetings. **E**
- Develop, monitor, and review the operational systems and processes within FSCP teams/department. **E**
- Identify resources that contribute to the sustainability of a culturally competent organization. **E**
- Attend department meetings; represent FSCP at District/community meetings. **E**

Personnel Management

- Plan, organize, manage, direct, supervise, and support Family, Schools, and Community Partnerships Department (FSCP) teams with the overall goal of providing aligned support to schools and families. **E**
- Manage and evaluate the duties of assigned staff. **E**

General

- Related projects, responsibilities, duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training, and/or experience equivalent to: BA/BS degree plus related courses, and five years of relevant professional experience.

Master's or advanced degree in related field preferred

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

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

Experience developing and facilitating community partnerships preferred

Administrative experience; experience supervising and securing professional development resources and/or business management experience preferred; experience recruiting and retaining talent and support

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

California Administrative Services Credential

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

California Pupil Personnel Services Credential preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

The Community School philosophy and implementation strategy

Response to Intervention Framework

Common Core Standards

Social Emotional skills and standards

Definition, framework, and support of positive school culture

Behavior and attendance prevention strategies

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

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

Building partnerships and collaboration with individuals, departments, agencies, and institutions

Interpersonal skills emphasizing tact, patience, courtesy and respect

Facilitation techniques

Building capacity of adults to function in new systems

Facilitation to foster new behaviors and practices in challenging contexts

Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

ABILITY TO:

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

Prepare and monitor program budget to ensure fiscal responsibility

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

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

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time.

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Position Description

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FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours
ISSUED:	Created: April 2012	SALARY GRADE:	A227 16

BASIC FUNCTION: Under minimal supervision, design, implement, and coordinate all aspects of attendance and discipline processes with the overall goal of meeting the targeted District objectives. Comply with and maintain knowledge of District, local, state and federal policies and regulations concerning primary job function. Maintain confidentiality of all personnel matters and student discipline matters.

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.)

E = Essential Functions

Leadership and Communications

- Coordinate professional development for District staff related to attendance and discipline policies and procedures for the purpose of ensuring that staff are up-to-date on current local, state and federal legislation and policy interpretation. **E**
- Serve as District liaison to various organizations and agencies (e.g. School Attendance Review Boards, community support agencies, parents, etc.) for the purpose of representing the District to county/state child welfare and attendance agencies. **E**
- Coordinate with staff in matters regarding student re-entry from expulsion and student behavior hearings. **E**
- Represent the District as the administrator for Truancy Mediation hearings. **E**
- Ensure compliance with legal timelines. **E**
- Promote and organize training as needed related to attendance accounting procedures. **E**
- Develop and maintain partnerships within the District and with external organizations to support implementation of Full Service Community District Programs and objectives related to discipline and attendance. **E**
- Provide updates to District Leadership, School Board and Legal Department as needed. **E**
- Work in close cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriffs Departments and community-based organizations. **E**
- Monitor District Progress related to strategies designed to decrease discipline related disproportionate minority contacts. **E**

Program Design and Management

- Conduct meetings (e.g. referrals, due process, School Attendance Review Board, discipline, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives. **E**

- Research and develop strategic programs and procedures for the purpose of achieving student attendance improvements and compliance with all relevant policies. **E**
- Files complaints, on behalf of the District, when necessary against parents who have violated the laws regulating school attendance, and appears in court regarding such complaints as required. **E**
- Respond to all requests from various internal and external sources (e.g. teachers, school administrators, parents, outside agencies, etc.) for the purpose of investigating and assisting in resolving student attendance problems, discipline and expulsion processes. **E**
- Design, implement, and coordinate the School Attendance Review Board (SARB) and Expulsion processes so that compliance mandates are met. **E**
- Oversee the facilitation of disciplinary hearings for school disciplinary referrals, expulsion hearings and appeals regarding suspension and SARB hearings. **E**
- Provide necessary data analysis related to attendance and discipline to inform decision-making and support engagement of stakeholders. **E**
- Facilitate cycle of inquiries regarding appropriate support and interventions related to decreasing suspension rates, decreasing expulsion referrals, and decreasing chronic absences. **E**
- Collaborate with site principals as they plan for attendance and discipline in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**
- Coordinate with outside agencies, school sites, etc., for the purpose of providing referrals to families and/or students. **E**
- Recruit, hire, develop, support, supervise, and evaluate assigned staff. **E**
- Attend department meetings; represent FSCP at District/community meetings. **E**
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and three years of experience at a school site.

Master's degree in related field preferred

Site Administrator experience preferred

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

LICENSES AND OTHER REQUIREMENTS:

Valid Teaching Credential with English Learner authorization

Valid California Administrative Credential

Valid California Driver's License

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

KNOWLEDGE OF:

Statistical tools and software

Attendance and data applications commonly used in OUSD such as AERIES, IFAS, etc.

State Education Codes and Board policies regarding course requirements, graduation requirements, language assessments, age, and program requirements

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

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

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

The Community School philosophy of aligning resources in service of students

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 technical, academic and regulatory developments related to work scope

Rapidly assimilate the facts, conditions, and implications of sudden problems and organize an effective administrative response to them

Plan, organize, and coordinate needed program, strategies, etc.

Manage competing priorities and time

Display sensitivity to diverse cultural and ethnic groups

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

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

Develop and facilitate community partnerships

Communicate effectively using tact, patience and courtesy

Meet District standards of professional conduct as outlined in Board Policy

Facilitate; communicate orally and in writing; and listen

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; 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:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1063
Enactment Date:	4-25-12
By:	22



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Behavioral Health Initiatives	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: March 2011 Revised: April 2012	SALARY GRADE:	ADCL 17

BASIC FUNCTION: Coordinate and oversee the implementation of effective District-wide behavioral health initiatives including school-based behavioral health services and support, violence prevention programs, restorative justice, positive behavioral intervention and support, transitional students and families unit, and crisis response services to promote equitable access to supportive services and to remove barriers to academic success for all students.

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

E = Essential Functions

Identify and direct District behavioral health program priorities in alignment with the District's Strategic Plan. **E**

Leadership and Coordination

- Coordinate District-wide crisis response services in collaboration with the city, county, school and community based providers to mitigate the harmful effects of trauma on OUSD students and staff. **E**
- Collaborate with the City of Oakland and Alameda County Healthcare Services to monitor, enhance, and expand publicly funded school-based behavioral health initiatives targeting improved student attendance, achievement, and behavior. **E**
- Collaborate with City of Oakland and Alameda County to facilitate the alignment of publicly-funded behavioral health initiatives within a public health framework including prevention, early intervention, and intensive services. **E**
- Collaborate with school sites, District leadership and community partners to coordinate and integrate behavioral health initiatives into Full Service Community School framework. **E**
- Collaborate with site principals as they plan for safe, healthy and supportive learning environments in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**
- Coordinate the provision of training and technical assistance on effective site-based Coordination of Service Teams (COST), Student Success Teams, and Positive School Climate Teams to ensure safety and equitable access to services for all students. **E**

- Collaborate with funders, community partners, and other District departments to evaluate the impact of contemporary discipline practices, and to develop and monitor the implementation of evidence-based practices which offer alternatives to suspension and expulsion. **E**
- Oversee the development and implementation of a menu of positive school climate initiatives including Restorative Justice, Positive Behavioral Intervention and Support, and violence prevention programs within the Response to Intervention framework to repair harm and improve the conditions for learning for all students. **E**
- Provide leadership in the development and delivery of a continuum of behavioral health initiatives which are universally accessible and in alignment with the Full Service Community Schools Strategic Plan. **E**
- Develop and maintain partnerships within the District and with external organizations with the overall goal of providing aligned support to schools and families. **E**
- Coordinate the selection and evaluation of school-based behavioral health services, supports, and providers in collaboration with Alameda County and provide recommendations for quality improvement. **E**

Program Management and Staff Support

- Coordinate the Early Behavioral Support Program which recruits, trains, supervises and assigns mental health interns to schools lacking available counseling services for all students. **E**
- Oversee District's Restorative Justice Initiatives including development and implementation of a continuum of restorative justice practices and protocols in collaboration with school sites, community partners, and other District departments as an alternative to punitive discipline. **E**
- Oversee District-wide violence prevention programs including bully prevention, conflict mediation, and other trauma-informed practices to prevent violence, reduce victimization, and promote healing on school campuses. **E**
- Direct the development and delivery of transitional student and family services including entitlements and assistance for homeless, foster, migrant and asylee students and families. **E**
- Supervise, train, coach and evaluate the performance of assigned staff. **E**
- Attend trainings and collaborative sessions to share best practices and disseminate knowledge.
- Identify and leverage available funding to sustain and expand behavioral health initiatives. **E**
- Oversee and monitor programs, services, and grants to ensure fiscal compliance. **E**
- Attend department meetings; represent the Family Schools and Community Partnerships Department at District/community meetings. **E**
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree in counseling, social work, psychology or a related field from an accredited college or university, five years experience in program management, including three years experience in direct counseling with a diverse population of children, youth, and families.

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Marriage and Family Therapist License or Licensed Clinical Social Worker or Clinical Psychologist License

Current California Board of Behavioral Sciences six-hour supervision training certification (or obtain within 60 days of hire date)

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

Planning, organization and coordination needed for assigned program

Strategies, funding opportunities, and community contacts for assigned program

Utilization of various forms of assessment to guide and design program

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

The Community School philosophy of aligning resources in service of students

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

Organizational development, communications and change management, specifically:

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Telephone techniques, systems and etiquette

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

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, 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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1043
Enactment Date:	4-25-12
By:	YS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Health Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 month/227 days/7.5 hours (FT)
ISSUED:	Created: April 2012	SALARY GRADE:	A227 17

BASIC FUNCTION: Provide oversight of Health Services systems and staff. Coordinate and facilitate the planning, development, implementation, and evaluation of Health Services that: 1) maximize the quantity of in-class time by reducing the incidence of health related absenteeism, 2) eliminate or minimize health problems which impair learning, and 3) provide the optimal level of wellness for students. Coordinate with leaders in other service areas to ensure OUSD academic and student and family services are coordinated and delivered effectively in accordance with standards for Full-Service Community Schools.

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

E = Essential Functions

Program Planning, Management, and Reporting

- Coordinate and provide leadership in the establishment, review and implementation of department policies, procedures, protocols and systems for the delivery of health services. **E**
- Assure such policies and procedures adhere to legal and regulatory requirements. **E**
- Collaborate with local and state health departments to monitor and manage communicable diseases in schools, and develop and participate in disease prevention and outbreak management programs within schools. **E**
- Document, compile and submit a variety of reports to ensure compliance with federal, state, and District health laws and mandates. **E**
- Provide oversight of scheduling, delivery and reporting of mandated services such as vision and hearing screening. **E**
- Review and analyze Health Services and other District health data and reports to identify and determine key areas for program improvement and expansion. **E**
- Prepare and present key goals, programs, plans, and accomplishments to inform District leaders, agencies, community partners, and service providers. **E**
- Provide oversight of department budget to ensure fiscal compliance. **E**
- Designated coordinator for and a member of the District's Section 504 Coordination Team to ensure compliance with federal law and provision of appropriate accommodations for students with disabilities; management of 504 information/records. **E**
- Facilitate collaborative partnerships with service providers, community partners and other agencies to align program goals and resources for health services. **E**

- Coordinate the delivery of nursing services within Summer Learning programs, After School and School Based Health Centers. **E**
- Collaborate with Early Childhood Education staff regarding health services delivery in Pre-K and K programs at elementary sites. **E**
- Collaborate with other Health and Wellness unit staff and other District departments to align health-related services and supports in service of creating Full Service Community Schools. **E**
- Collaborate with site principals in the planning and implementation of health services delivery to standards set forth for Full Service Community Schools. **E**
- Attend departmental and District-wide trainings and collaborative sessions to coordinate activities and programs, resolve issues and conflicts, share best practices and disseminate knowledge, contributing to personal and staff professional growth and program improvement. **E**
- Represent Family Schools and Community Partnerships department at District/community meetings. **E**

Personnel Management

- Supervise, evaluate, and train assigned staff (including school nurses) **E**
- Assess professional development (PD) needs of assigned staff (including school nurses) and create annual PD calendar to ensure optimal staff skill levels. **E**
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Nursing or a related field, and a Public Health Nursing Certificate (PHN) with a minimum of 3 years experience working in school nursing administration, preferably in an urban school district.

Experience developing and facilitating community partnerships preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Registered Nurse License

Valid California School Nurse Services Credential

Valid California Administrative Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Program management, including leadership, networking and collaboration, personnel supervision, and fiscal management

Development, management and evaluation of school health programs

School as a non-traditional healthcare setting

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

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

Organizational development, communications and change management, specifically:

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

ABILITY TO:

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

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

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

Interpret and explain healthcare-specific records, reports, and activities, as well as healthcare programs/plans, accommodations and medical interventions

Prepare and monitor program budget to ensure fiscal responsibility

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

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

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

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

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

Plan, coordinate and supervise the work of others

Cross-train department personnel

Understand and follow oral and written directions

Manage competing priorities and time

Maintain accurate and confidential records

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

OTHER PHYSICAL DEMANDS:

Respond to emergency/life-saving situations which could require rapid response that would necessitate running.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1063
Enactment Date:	4-25-12
By:	82



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Social Emotional Learning	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS	12 months/227 days/7.5 hours (FT)
ISSUED:	Created: April 2012	SALARY GRADE:	A227 16

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

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

E = Essential Functions

Leadership and Collaboration

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

Program Design, Implementation and Management

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

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

Professional Development

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

Personnel Management

- Train, assign and evaluate work of assigned staff. **E**
- Perform related duties as assigned. **E**

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training, and/or experience equivalent to: BA/BS degree plus related courses, and five years of relevant professional experience.

Master's or advanced degree in related field preferred

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

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

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

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

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

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

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

Valid California Pupil Personnel Services Credential preferred

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

The Community School philosophy and implementation strategy

Response to Intervention Framework

Common Core Standards

Social Emotional skills and standards

Definition, framework, and support of positive school culture

Behavior and attendance prevention strategies

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

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

Organizational development, communications and change management, specifically:

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

ABILITY TO:

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

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

Prepare and monitor program budget to ensure fiscal responsibility

Meet District standards of professional conduct as outlined in Board Policy

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

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

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1063
Enactment Date:	4-25-12
By:	JS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Student Assignment	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools, and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	12 Months 261 Days/7.5 hours
ISSUED:	Created: April 2012	SALARY GRADE:	ADCL 14

BASIC FUNCTION:

Through administration of assessment and placement services for students and families, promote and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Under the guidance of the Director of Student Placement, the Program Manager will implement several programmatic functions of the Student Assignment and Bilingual Testing Office (SABTO), in order to:

- Academically place students appropriately for their circumstances and needs,
- provide a one-stop experience for all students and families, and
- provide timely language assessment and assistance per guidelines of Title I, II, III.

These services delivered effectively will ensure the student receives quality educational and ancillary support services and will boost chances for student success within the Full-Service Community Schools model.

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.)

E = Essential Functions

Leadership and Communication

- Establish continuous lines of communication with the Director of the Department and all staff assigned to the SABTO and Site Administrators to ensure placement of students, availability of programs, enrollment capacities, and future expansions. **E**
- Communicate District policy to families and community members. **E**
- Create and administer effective training tools for staff at SABTO and school sites to facilitate clear, complete and compliant communication of policies, services and options. **E**
- Maintain and update the SABTO website for seasonal and programmatic changes; collaborate with Communications Department; track website performance in order that all information to the public is current and accurate. **E**
- Formulate and implement outreach drives and advertising with Communications Department, under Director's guidance; clearly communicate District's enrollment policies and programs to public and members of the community. **E**
- Coordinate events to inform parents and community about enrollment, options process, and District policies and programs. **E**
- Collaborate cross-departmentally with departments such as RAD, Technology Services, Procurement, Accounts Payable and Finance, Office of Superintendent and Communications. **E**

- Develop and maintain partnerships within the District and with external organizations in service of creating Full Service Community Schools. **E**
- Attend department meetings; represent FSCP at District/community meetings. **E**

Program Design and Management

- Manage budgeted funds in IFAS and plan for expenses in equipment, temporary personnel, and contracts in order that all functions in the department will be supported financially. **E**
- Plan and execute systems for enrollment of students throughout the year and for the Options process. **E**
- Manage the distribution of, execution of and management of transportation agreements to qualified families. **E**
- Implement tracking systems to ensure the transportation program follows state guidelines and District goals. **E**
- Assign students to sites based on space, program availability and other contingencies while maintaining projection numbers and maximum class size specifications. **E**
- Interpret local, state and federal regulations that are applicable to enrollment and administration of the California English Language Development Test (CELDT) and clearly communicate laws and policies to families and community members so they understand the procedures for enrollment and placement. **E**
- Create weekly scheduled assignments for staff as directed in order to ensure coverage for the various functions of the department. **E**
- Research and implement technology solutions to meet department needs for data-storage management and analysis, specifically technology-based systems to track student assignments, customer service and testing metrics. **E**
- Create, order and maintain all unit's forms and brochures, issuing updates and working with translation services, mailroom and vendors to ensure timely delivery to sites, parents and community agencies in order to ensure timely availability of forms for parents, guardians and school sites. **E**
- Assist the Director in creating and administering effective training tools for staff at SABTO, REXOs/NEXOs and school sites to ensure the procedures for Options are followed. **E**
- Prepare reports that track student assignments, customer service and testing metrics so the District Administration can recommend changes in program design at sites. **E**
- Maintain inventory of all supplies and equipment and implement changes dependent on programmatic needs; support staff by training and enhancing productivity. **E**
- Provide support for SABTO and site staff in processing of various requests and actions, e.g.: admission, withdrawal and transfer of students; maintain data integrity through student movements.
- Collaborate on waitlist maintenance. **E**
- Under the Director's supervision, support the staff and systems with processing inter-District transfers, safety transfers, and transcript retrieval for past students. **E**
- Perform related duties as assigned. **E**

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and three years of experience managing staff and/or administrative role.

Bilingual English/Spanish required

Experience with databases; complete fluency of hardware and software related to field preferred

Master's degree in related field preferred

Experience working in an urban school district environment preferred

Experience working with families and students of diverse backgrounds preferred

Experience developing and facilitating community partnerships preferred

Demonstrated success conducting marketing/outreach campaigns for community engagement

Management/supervision experience, preferably in non-profit, public school or social services environment

Demonstrated success in program planning/management activities furthering 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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Complexities of student enrollment and assignment in a large urban environment

Statistical tools and software

Attendance and data applications commonly used in OUSD such as AERIES, IFAS, etc.

State Education Codes and Board policies regarding course requirements, graduation requirements, language assessments, age, and program requirements

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

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

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building authentic and trusting relationships

Correct English and Spanish usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

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

The Community School philosophy of aligning resources in service of students

ABILITY TO:

Analyze a school's master program with regard to all items listed under "required knowledge"

Rapidly assimilate the facts, conditions, and implications of sudden problems and organize an effective administrative response to them

Work in a fast paced environment, under pressure to meet multiple critical deadlines and make decisions and/or communicate needs in a timely manner

Design and implement complex workflows and procedures to maximize efficiency with limited resources

Supervise and direct a diverse staff, or department with multiple diverse units

Manage budget and other resources in support of the goals of SABTO, with minimal supervision

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

Plan and organize work

Prepare comprehensive narrative and statistical reports

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

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

Manage competing priorities and time

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

Meet District standards of professional conduct as outlined in Board Policy

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

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	12-1035
Introduction Date:	4/25/12
Enactment Number:	12-1063
Enactment Date:	4-25-12
By:	Y2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Violence Prevention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Family, Schools and Community Partnerships (FSCP)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days/7.5 hours
ISSUED:	Created: April 2012	SALARY GRADE:	ADCL 14

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, through the implementation and management of a district-wide violence prevention programs in order to establish safer and more positive environments on school campuses. Play an integral role in achieving the mission and goals of a Full Service Community District by providing violence prevention support to schools 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 are intended to accurately reflect the principal job elements).

E = Essential Functions

Leadership and Program Design

- Implement and manage District-wide violence prevention programs in order to create safe and positive climates on school campuses. **E**
- Develop and implement a menu of bully prevention programs to reduce incidences of bullying in K-12 schools. **E**
- Develop and manage resources to reduce harassment based on gender and sexual orientation in K-12 schools. **E**
- Collaborate in the implementation and management of the Oakland Fund for Children and Youth Conflict Resolution initiative to increase access to peer-mediation at designated middle schools. **E**
- Represent the unit with external partners and funders as well as intra-district departments to ensure high quality, sustainable, integrated violence prevention programs. **E**
- Oversee the budget and monitor fiscal compliance of violence prevention programs. **E**
- Develop grant proposals to support and sustain violence prevention programs and services. **E**
- Develop and maintain partnerships within the District and with external organizations to provide aligned support to schools and families. **E**

Program Management and Staff Support

- Provide training and coaching to school site teams in Restorative Justice to increase school safety, reduce punitive discipline, and improve retention of students who have been previously expelled or incarcerated. **E**
- Provide training and coaching to school site teams in Positive Behavioral Intervention and Support to reduce disciplinary referrals and facilitate positive school climates. **E**

- Implement and manage District-wide professional development on Student Success Teams to enable sites to provide positive, targeted interventions for at-risk students. **E**
- Supervise in collaboration with site administrators, site-based Outreach Consultants including participation in hiring, training, coaching and evaluation to insure quality prevention and intervention services for at-risk students. **E**
- Collaborate with site principals as they plan for violence prevention strategies in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**
- Attend department meetings; represent the Family Schools and Community Partnerships department at District/community meetings. **E**
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree and three years experience.

Experience working in an urban school district environment preferred

Experience developing and facilitating community partnerships preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The Community School philosophy of aligning resources in service of students

Federal and state regulations in areas of responsibility

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

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

Research methods, report writing and record-keeping techniques

Principles and practices of effective leadership

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

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

ABILITY TO:

Write grant proposals and seek further funding

Work with multi-faceted departments, city offices, and business leaders of organizations and agencies and District departments to get additional resources for programs/students and to align with existing programs

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

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

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

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

Demonstrate leadership and effectiveness in networking with members and organizations of all communities

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

Maintain confidentiality as appropriate

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

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

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

Understand and follow oral and written directions

Manage competing priorities and time; organize, coordinate and prioritize a large volume of activities, programs and services

Complete work accurately and as directed with many interruptions

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

Develop and implement training and evaluation programs

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS:

ENVIRONMENT:

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

PHYSICAL DEMANDS:

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

NON-DISCRIMINATION POLICY:

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