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Introduction Date	4/27/16
Enactment Number	16-0590
Enactment Date	4/27/16 OA



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Vernon Hal, Senior Business Officer
Tara Gard, Interim Deputy Chief Talent

Board Meeting Date April 27, 2016

Subject **Adoption of Resolution 1516-0120 - Create/Revise Job Descriptions for Executive Director, PEC and Executive Director, Facilities Management and Planning**

Action **Adoption of Resolution 1516-0120 - Create/Revise Job Descriptions for Executive Director, PEC and Executive Director, Facilities Management and Planning**

Background and Discussion The District is creating two new positions, Executive Director PEC reporting to a newly created position, Deputy Chief Student Services and the Executive Director Facilities Management and Planning, reporting to the Deputy Chief Facilities

Fiscal Impact N/A

Attachment **Adoption of Resolution 1516-0120 - Create/Revise Job Descriptions for Executive Director, PEC and Executive Director, Facilities Management and Planning**

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 27th day of April 27, 2016 by the following vote:

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

NOES: None

ABSTAINED: None

ABSENT: None

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting - I of the Board of Education of the Oakland Unified School District held April 27, 2016.



Antwan Wilson
Superintendent and Secretary, Board of
Education

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By: 01

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**RESOLUTION OF THE BOARD OF EDUCATION OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
RESOLUTION 1516-0120**

**Create/Revise Job Descriptions for Executive Director, PEC and Executive Director,
Facilities Management and Planning**

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

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

WHEREAS, the job descriptions align with the District's priority of a Full Service Community School District and to enhance service our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the creation/revision of the attached job descriptions:

1. Executive Director, Programs for Exceptional Children
2. Executive Director, Facilities Management and Planning

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Programs for Exceptional Children	REPORTS TO:	Deputy Chief School Services
DEPARTMENT:	Programs for Exceptional Children (PEC)	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: April 2016	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Deputy Chief School Services, the Executive Director of Programs for Exceptional Children performs a variety of leadership, supervisory and administrative tasks in monitoring and assisting the Programs for Exceptional Children in the Oakland Unified School District. The Executive Director of PEC leads, directs and supervises programs and services for students in the system with special needs; coordinates the efforts of federal, state and local agencies, administrators, private specialists, parents, and division supervisors to provide the services needed by students as determined by division staff; monitors the overall effectiveness of programs and ensures all are implemented within federal, state and local regulations.

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

Plan, develop, and implement a comprehensive program for students with special needs which assesses the needs of students, establishes objectives and priorities, delegates responsibilities to staff, develops strategies to achieve objectives and evaluates programs.

Lead state special education self-reviews and other compliance reviews; ensure submission of required reports at the District, state and federal levels.

Direct the District's program evaluation, internal compliance audits, state and federal reporting requirements and management information services.

Provide direction, consultation and supervision to program staff; consult with centrally-based staff and school-based staff on individual cases and on interpretation of federal, state and local policies and procedures; interpret and provide guidance for the implementation of state and federal legal mandates regarding Programs for Exceptional Children and services to children with special needs.

Provide leadership in the monitoring of services provided to District students who are not directly assigned to a school within the District: home-based program, students in non-public school settings and students placed outside the District; ensure out-of-district placement of students is completed in an efficient and effective manner.

Develop and implement standards, policies and procedures related to special education services; develop short- and long-range goals for the division; monitor the progress of various services; make recommendations for changes; update and ensure implementation of the District's policies and procedures as they relate to students in special education programs.

Work in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and various other agencies to meet the needs of students; prepare and monitor contracts with individuals and agencies for special services not available through the school system; ensure compliance of programs with federal, state and local laws and regulations.

Lead and attend a variety of meetings/committees; represent the District in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned.

Provide leadership in the alignment of curriculum, implementation of state testing requirements and program enhancement designed to improve the quality of services and outcomes for students; recommend programmatic and staff changes to Chief Academic Officer.

Work with staff in program evaluation, design, interpretation of data and scientific decision-making strategies.

Make decisions and present recommendations concerning and impacting critical educational and administrative operations.

Ensure communication and dissemination of program information to staff, school sites, parents, Board and Superintendent's Cabinet.

Provide direction and information to the Board and Superintendent's Cabinet on issues specific to Special Education.

Provide leadership in the implementation of the Program for Exception Children Strategic Plan providing written updates to the Superintendent, Leadership Team, staff, parents and the community as needed and requested; update and revise Strategic Plan as needed.

Attend Board meetings and prepare reports as requested by the Deputy Chief, School Services, Chief Academic Officer, and Superintendent.

Represent the District, when requested, in mediation, administrative hearings and court proceedings relating to students in need of or receiving special education services.

Participate in special education programs with public and private organizations and agencies including Alameda County Office of Education and Special Education Local Plan Area (SELPA).

Plan, coordinate, and arrange appropriate training for assigned staff to ensure professional development opportunities.

Follow procedures for safe storing and integrity of all public and confidential school records, ensuring personnel and student record keeping procedures comply with state, federal and District laws and policies.

Provide training and assist staff with the implementation of regulations involving confidential information.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions.

Provide leadership in the development and preparation of annual budgets for special education programs; coordinate with other departments or agencies to ensure maximum services; monitor expenditures of approved budget.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree in Public Administration, Education Administration, Special Education or related field.

Seven (7) years of directly related progressively responsible experiences with four (4) years of administrative experience in Special Education

Three (3) years successful experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

Demonstrated knowledge and understanding of special education programs

Experience in working with a diverse population of students and families within an urban school setting

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

Valid California Administrative Services Credential

California teaching Credential authorizing services in special education is preferred

Specialized subject matter expertise in special education required for SELPA director

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Curriculum for special education programs

Counseling and testing programs for special education students

Federal, state and local agencies that provide services for children with special needs

Local, state and federal policies and procedures regarding children with special needs

County and District policies, procedures and standards regarding special education

The ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations

The principles of supervision, organization and administration

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

Budget and grant preparation and management to ensure fiscal responsibility

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and training

Computer software, hardware, and related technology

ABILITY TO:

Plan, organize and administer a large, complex special education program and SELPA

Apply specialized special education knowledge to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts and solutions

Plan, develop, implement and evaluate large programs

Develop and implement policies, procedures and standards for services offered

Evaluate the effectiveness of existing programs and make recommendations for improvements

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

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

Make oral presentations before large groups of people

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

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

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

Build and maintain strong relationships

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

Analyze situations accurately and adopt an effective course of action

Plan and organize work

Supervise and evaluate the performance of assigned staff

Remain current on trends and development in the Special Education field

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; movement throughout schools and classrooms in a variety of buildings; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Facilities Management and Planning	REPORTS TO:	Deputy Chief, Facilities
DEPARTMENT:	Facilities	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: April 2016	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Under the direction of the Deputy Chief Facilities, the Executive Director of Facilities Management and Planning plans, organizes, directs, and reviews activities related to facilities planning and design, school utilization, and real estate management, to ensure that all facilities meet the highest standards of design, construction, and appropriateness for the educational activities they were intended to foster; and all new educational facilities are constructed in a manner consistent with the highest standards of efficiency, safety, economy, and quality.

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:

Develop and use a team-based approach to leadership and management of Facilities Management and Planning.

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

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

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

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

Coordinate required inspections and related engineering programs with public agencies.

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

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

Maintain necessary records and prepare periodic reports.

Ensure fiscal accountability and efficiency.

Ensure that standards consistent with applicable law are maintained.

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

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

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

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

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

Review construction cost estimates.

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

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

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

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

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

Perform related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

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

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

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

Maintenance rehabilitation, modernization and operations of large facilities

School construction finance and alternative funding mechanisms

School facility funding application submission procedures and requirements

Public law related to land management, acquisition and sale

Principles and practices of effective supervision and personnel management

School district organization patterns and operating procedures

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

Long-range planning methods

Organization and direction of facilities management and planning activities

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

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

Budget preparation and control

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

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

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

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

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

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

Plan, prioritize, organize schedule and assign duties

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

Train, supervise and evaluate personnel

Analyze situations accurately and develop effective action plans

Read, interpret and work from construction drawings and blueprints

Prepare and present clear and concise comprehensive narrative and statistical reports

Lead and coordinated District efforts toward securing funding for projects

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

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree

Master's degree in architecture or related field preferred

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

Five (5) years supervisory/managerial experience

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

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

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

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; walking over rough or uneven surfaces at construction sites; lifting, carrying, pushing, and pulling objects up to 50 pounds, occasionally 50+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write, assess property, prepare reports and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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