


OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 28, 2017

Legislative File	
File ID Number:	17-1370
Introduction Date:	06/28/2017
Enactment Number:	17-0964
Enactment Date:	6/29/17
By:	

TO: Board of Education

FROM: Devin Dillon, Ph.D., Interim Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division 

SUBJECT: Revision/Creation of Job Descriptions – Risk Management and Departments, As Assigned

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1617-0216 for the revision/creation of job descriptions for Risk Management and Departments, As Assigned:

1. Analyst, Worker's Compensation and Reasonable Accommodation;
2. Assistant Principal, Special Education;
3. Liaison, Family Parent – Bilingual;
4. Liaison, Family Parent;
5. Specialist, Wellness.

BACKGROUND:

The Talent Division recommends approval of these job descriptions as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1617-0216 for the revision/creation of job descriptions for Risk Management and Departments, As Assigned:

1. Analyst, Worker's Compensation and Reasonable Accommodation;
2. Assistant Principal, Special Education;
3. Liaison, Family Parent – Bilingual;
4. Liaison, Family Parent;
5. Specialist, Wellness.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1617-0216**

- Risk Management and Departments, As Assigned -

Revision/Creation of Job Descriptions

- Analyst, Worker's Compensation and Reasonable Accommodation; Assistant Principal, Special Education; Liaison, Family Parent – Bilingual; Liaison, Family Parent; Specialist, Wellness -

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 revision/creation of the attached job descriptions:

1. Analyst, Worker's Compensation and Reasonable Accommodation;
2. Assistant Principal, Special Education;
3. Liaison, Family Parent – Bilingual;
4. Liaison, Family Parent;
5. Specialist, Wellness.

Passed by the following vote:


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

NOES: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held June 29, 2017.

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OAKLAND UNIFIED SCHOOL DISTRICT


James Harris
President, Board of Education

 
Devin Dillon, Ph.D.
Interim Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	17-1370
Introduction Date:	06/28/2017
Enactment Number:	17-0964
Enactment Date:	6/29/17
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Analyst, Worker's Compensation and Reasonable Accommodation	REPORTS TO:	Assigned Administrator
DEPARTMENT:	Risk Management	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours (FT) or as assigned
ISSUED:	Created: August 2011 Revised: June 2015 Revised: July 2017	SALARY GRADE:	WTCL 53

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

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

ESSENTIAL FUNCTIONS:

Interview injured employees, supervisors and witnesses regarding employee injuries.

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

Supervise investigations of employee injuries and early return-to-work.

Coordinate worker's compensation cases with treating physicians, claims examiners, early-return-to-work specialists, investigators and defense attorneys, to develop strategies for successful claim resolution. Develop, implement, evaluate and report regularly on District's early return-to-work program.

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

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

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

Manages claims system hierarchal coding structure.

Compiles, verifies, interprets and summarizes claim and payroll data

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

Review and approve all return-to-work and vocational rehabilitation plans for first 90 days.

Attend hearings as a District representative and testify as required.

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

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

Compute worker's compensation disability benefits.

Process and prepare disability payments for lost-time cases.

Execute forms required by state regulatory agencies.

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

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

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

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

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

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

Conduct workshops for administrators, department managers, supervisors, and union leadership regarding reporting procedures for work-related injuries, supervisor investigations of department injuries, and early return-to-work.

Participate in meet and confer with labor union representatives and their members to provide assistance to resolve any dispute regarding the worker's compensation program.

Perform data entry into various computer software programs.

Perform clerical assignments related to work scope.

Operate a computer and related technology efficiently.

Attend and participate in required District meetings.

Perform related duties as assigned.

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 workscope

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

Correct English usage, grammar, spelling, and punctuation

Record-keeping techniques and systems

Telephone techniques, systems, and etiquette

Computer software, hardware, and related technology

ABILITY TO:

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

Ensure compliance of district policies and regulations

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

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

Analyze situations accurately and adopt effective course of action

Communicate effectively in English orally and in writing

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

Understand and follow oral and written direction

Establish and maintain effective working relationships with others

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

Maintain accurate and confidential records and reports

Operate personal computer, related software, and other office equipment

Complete work accurately and as directed despite frequent interruptions

Work confidentially and with discretion

PREREQUISITES

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

Four (4) years of relevant experience

Valid California Driver's License

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

**WORKING CONDITIONS
ENVIRONMENT:**

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	17-1370
Introduction Date:	06/30/2017
Enactment Number:	17-0914
Enactment Date:	6/28/17
By:	el



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Assistant Principal, Special Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days / 7.5 Hours
ISSUED:	Created: June 2017	SALARY GRADE:	A227 Range 74

BASIC FUNCTION: Under the general direction of the Executive Director of Special Education, organize, coordinate, and administer assigned programs and services related to student discipline, attendance, and instruction; assist with administrative duties involving Special Education (SPED), including, but not limited to: student conduct, curriculum development, and school site operations; supervising and evaluating the performance of assigned certificated and classified teachers, coaches, classified support staff, volunteers, and interns as directed by the Executive Director of SPED. Assist the Executive Director in providing educational leadership within the SPED Department, aligning the goals and objectives with the overall strategic vision of the District. The Assistant Principal has thorough understanding of challenges and opportunities related to students with disabilities to ensure they have specialized academic instruction and equitable access to District programs and services needed to graduate from high school and pursue post-secondary education and careers.

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 Assistant Principal job elements accurately.)

ESSENTIAL FUNCTIONS:

Participate in a planned program of classroom visitations and observations to provide teachers with feedback on instructional practices; recommends discipline, reassignment or termination action as appropriate; documents evidence of substandard performance.

In collaboration with SPED leadership, participate in the development and implementation of District-approved curriculum; integrating it with the needs of the individual school and Special Education statutory requirements.

Plan, organize, control, direct and evaluate instructional activities, extracurricular events, special programs and school site operations.

Case-manage all Individualized Education Programs (IEP) at assigned sites and be responsible for all IEP development, including IEP meeting coordination and facilitation.

Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with disabilities.

Serve as a resource for information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements.

Analyze data, plan activities and monitor programs and services.

Respond to others and consult with teachers, administrators and Network staff.

Address other duties and processes required to maintain the Network's program of services and compliance for assigned sites.

Maintain knowledge of current Special Education regulations and best practices.

Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs.

Support implementation of accommodations and modifications for students with IEPs in general education and Special Education classrooms.

Analyze assessment results to drive instruction and IEP development.

Coordinate progress report completion in accordance with district guidelines.

Provide professional learning for Special Education Support Staff, as assigned.

Mentor Resource Specialists at assigned sites.

Develop IEPs in accordance with federal, state and district standards.

Create and maintain Special Education documentation as required by federal, state and district regulations.

Ensure IEP timeline compliance of assigned caseload.

Complete weekly internal reporting documents for assigned sites.

Manage relationships with colleagues to ensure students receive all individually prescribed IEPs services, i.e., Occupational Therapy, Language and Speech, etc.

Schedule and facilitate IEP meetings in a collaborative and professional manner.

Provide direct services to students with disabilities, as needed and assigned by Executive Director.

Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress.

Implement the District Multi-Tiered Systems of Support and Student Success Team process.

Provide special education program leadership at assigned sites.

Develop and provide ongoing professional development for general and special education staff and administrators.

Support with responses to Grievances and Level 1 complaints.

Assist in evaluating staffing allocation and Non Public Agency aides.

Support Site Administration with evaluating teachers.

Assist in the preparation of Informal Dispute Resolution, mediation and due process material.

Supervise assigned staff, i.e., Program Specialists, and evaluate performance of assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment.

Participate in the District sponsored professional development training program which focuses on the District's LEA plan, curriculum, instructional skills, leadership skills, communication techniques, and supervision and evaluation skills based on the California Standards for the Teaching Profession and the California Professional Standards for Educational Leaders.

Attend school and District meetings as required.

Other related duties and projects as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities.

Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

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

Curriculum for special education programs

Counseling and testing programs for special education students

Federal, state and local agencies that provide services for students with disabilities

Local, state and federal policies and procedures regarding students with disabilities

County and District policies, procedures and standards regarding special education

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

Effective budgetary processes and school finance

Current literature, trends, methods and developments in the area of special education

Principles of supervision, organization and administration

Utilization of various forms of assessment to guide and design instruction

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

Diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and training

Computer software, hardware, and related technology

ABILITY TO:

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

Assess the needs of students

Train, supervise and evaluate certificated and classified personnel

Interpret District collective bargaining contract language

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

Establish, coordinate and maintain communication with school staff, community and parent groups

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

Read, interpret, apply and explain rules, regulations, policies and procedures to students, parents, and community groups

Analyze situations accurately and adopt an effective course of action

Work independently with little direction

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

PREREQUISITES

Bachelor's Degree in Human Development or related field required

Master's degree in Public Administration, Education Administration, Special Education or related field preferred

Five (5) 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

Demonstrated understanding of the regulations regarding the operation of special education programs

Experience working with a variety of agencies and community resources involved with students and families

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

Successful experience in working well in diverse economic, multicultural and multilingual communities and environment

Valid California Administrative Services Credential

Valid California teaching Credential with English Learner authorization required; authorizing services in special education is preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; occasional evenings and weekend events to engage with students, parents, or external community at District events

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:	17-1370
Introduction Date:	06/28/2017
Enactment Number:	17-0964
Enactment Date:	6/29/17
By:	<i>e</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Liaison, Family Parent - Bilingual	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: June 2017	SALARY GRADE:	WTCL 38 plus Bilingual Stipend

BASIC FUNCTION: Perform a variety of proficient, specialized duties with implementation of Board-adopted meaningful family engagement standards, requiring good communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; assist in ensuring that the individual site remains proficient with engagement of families as partners for student learning and continuous school improvement.

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:

Assist in ensuring that templates and protocols used to sustain the Single Plan for Student Achievement (SPSA) include the appropriate guidelines for compliance with the mandates of the various categorical and Local Control Accountability Plan (LCAP) programs (LCAP Supplemental and Concentration Funds, Title I, etc.).

Assist in ensuring that activities and meetings of the School Site Council (SSC), Site English Language Learner Committee (SELL), African American Parent Advisory Council (AAPAC), Special Needs Parent Council, and other SSC Subcommittees are aligned with site/district process and expectations for continuous school improvement.

Develop and staff a Family Resource Center.

Attend site-based and district professional learning communities.

Work closely with the school principal, community school manager, teacher leaders, community partners to align and implement family engagement strategies linked to student learning and the goals of the SPSA.

Communicate and collaborate with the Office of Meaningful Student and Family Engagement and the Central Family Resource Center, to align site-based family engagement activities and measures of quality.

Collaborate with Family Parent Liaison/Family Engagement Staff in surrounding neighborhoods.

Educate all parents in the school community about participation on site and District advisory committees including but not limited to the SSC, SELL, LCAP Parent Student Advisory Committee (PSAC), and the District English Learner Subcommittee (DELL).

Facilitate workshops for parents on how to support student learning at home.

Provide personalized assistance to teachers and staff on how to partner with families for student learning.

Facilitate parent action team or family engagement coordinating team, to assist school site with creating educational equity through family engagement; assist school in developing and enhancing parent communication, parent partnerships for student learning, and school reporting for family engagement.

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:

Community outreach and nontraditional grass roots communication

Strategies used in community organizing

Parent advocacy, parent organization, empowerment, and community engagement

Experience in parent advocacy, community organization, or related areas

Proficient, specialized duties, computers and other office equipment

Effective oral and written English communication techniques

Specialized record-keeping techniques

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

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

ABILITY TO:

Perform a variety of proficient, specialized duties in parent engagement involving specialized knowledge and independent judgment

Demonstrate commitment to multiculturalism

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

Organize communities and use nontraditional grassroots communications techniques

Work with all identifiable community groups

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

Understand and follow oral and written directions

Operate a computer and other office equipment; meet schedules and time lines

Maintain records; analyze situations and data accurately and take appropriate action

Work cooperatively with others and meet District standards of professional attitude

Organize and coordinate office activities

Understand and work within scope of authority

Work independently with little direction

Work confidentially with discretion

Compose correspondence and other written documents independently

Complete work accurately and as directed with many interruptions

PREREQUISITES

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

Five years of relevant experience

Pass District's test with 70% passing rate

Pass District's bilingual test in designated language

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site and neighborhood 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	
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Enactment Number:	17-0964
Enactment Date:	6/29/17
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Liaison, Family Parent	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: May 30, 2007 Revised: June 2017	SALARY GRADE:	WTCL 38

BASIC FUNCTION: Perform a variety of proficient, specialized duties with implementation of Board-adopted meaningful family engagement standards, requiring good communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; assist in ensuring that the individual site remains proficient with engagement of families as partners for student learning and continuous school improvement.

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:

Assist in ensuring that templates and protocols used to sustain the Single Plan for Student Achievement (SPSA) include the appropriate guidelines for compliance with the mandates of the various categorical and Local Control Accountability Plan (LCAP) programs (LCAP Supplemental and Concentration Funds, Title I, etc.).

Assist in ensuring that activities and meetings of the School Site Council (SSC), Site English Language Learner Committee (SELL), African American Parent Advisory Council (AAPAC), Special Needs Parent Council, and other SSC Subcommittees are aligned with site/district process and expectations for continuous school improvement.

Develop and staff a Family Resource Center.

Attend site-based and district professional learning communities.

Work closely with the school principal, community school manager, teacher leaders, community partners to align and implement family engagement strategies linked to student learning and the goals of the SPSA.

Communicate and collaborate with the Office of Meaningful Student and Family Engagement and the Central Family Resource Center, to align site-based family engagement activities and measures of quality.

Collaborate with Family Parent Liaison/Family Engagement Staff in surrounding neighborhoods.

Educate all parents in the school community about participation on site and District advisory committees including but not limited to the SSC, SELL, LCAP Parent Student Advisory Committee (PSAC), and the District English Learner Subcommittee (DELL).

Facilitate workshops for parents on how to support student learning at home.

Provide personalized assistance to teachers and staff on how to partner with families for student learning.

Facilitate parent action team or family engagement coordinating team, to assist school site with creating educational equity through family engagement; assist school in developing and enhancing parent communication, parent partnerships for student learning, and school reporting for family engagement.

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:

Community outreach and nontraditional grass roots communication

Strategies used in community organizing

Parent advocacy, parent organization, empowerment, and community engagement

Experience in parent advocacy, community organization, or related areas

Proficient, specialized duties, computers and other office equipment

Effective oral and written English communication techniques

Specialized record-keeping techniques

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

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

ABILITY TO:

Perform a variety of proficient, specialized duties in parent engagement involving specialized knowledge and independent judgment

Demonstrate commitment to multiculturalism

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

Organize communities and use nontraditional grassroots communications techniques

Work with all identifiable community groups

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

Understand and follow oral and written directions

Operate a computer and other office equipment; meet schedules and time lines

Maintain records; analyze situations and data accurately and take appropriate action

Work cooperatively with others and meet District standards of professional attitude

Organize and coordinate office activities

Understand and work within scope of authority

Work independently with little direction

Work confidentially with discretion

Compose correspondence and other written documents independently

Complete work accurately and as directed with many interruptions

PREREQUISITES

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

Five years of relevant experience

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS**ENVIRONMENT:**

Office and diverse school site and neighborhood 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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Introduction Date:	06/28/2017
Enactment Number:	17-0964
Enactment Date:	6/29/17
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Wellness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2017	SALARY GRADE:	WTCL 46

BASIC FUNCTION: Perform a variety of highly complex, specialized duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible contact with program participants, District personnel, and students. The Specialist supports the daily operations of the District Wellness Champion Program and supports the development of, facilitates, and promotes other wellness programs and services in the District.

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

ESSENTIAL FUNCTIONS:

Serve as a point person for District units for all initial inquiries on the OUSD Wellness Champions Program; escalate issues to program management, as deemed necessary.

Implement activities that promote OUSD Wellness Champions Program and other wellness activities in District school sites.

Produce detailed Wellness Champions Program reports and partnership communications as requested by OUSD Wellness Coordinator, or OUSD leadership or communications personnel.

Develop and implement annual orientations for Wellness Champions to ensure their preparedness and understanding of the roles and responsibilities for their participation.

Develop and implement annual end-of-year symposiums for Wellness Champions.

Assist with the preparations for all Wellness Champion trainings and meetings.

Ensure that expected Wellness Champion Program outputs and deliverables, i.e., safety brochures, taste test programs, training programs, etc. are successfully provided in a timely and comprehensive manner.

Provide necessary trainings and support to ensure that Wellness Champions are able to facilitate program-related Site Council Meetings throughout the year.

Perform administrative duties such as updating, disseminating, collecting, and tracking all paperwork related to the Wellness Champions Program including intake applications, letters of agreement, and other required District forms to ensure completeness of participant files and adherence to District compliance-related needs.

Work with students, families, teachers, school leaders, and external partners to promote awareness of OUSD Wellness Champions and other District wellness programs to strengthen awareness of District wellness programs and services.

Provide guidance, coaching, and mentoring to Wellness Champions to ensure their success; maintain regular communication in writing and in person with the program participants.

Manage all contracts and invoicing related to the program in accordance with OUSD and other applicable guidelines.

Collaborate with various District personnel to ensure that school site Wellness Plans are reflective of current wellness issues, trends, and opportunities that have arisen from the Wellness Champion Program.

Oversee the work of the Wellness Champions to ensure that any performance management issues are addressed immediately and thoroughly by working closely with Talent staff, as appropriate.

Oversee program evaluation in conjunction with Program Manager and Coordinator.

Attend related workshops, conferences and meetings as required to maintain current knowledge of staff wellness, food, nutrition, and student wellness or other related topics.

Provide cross-training to department personnel.

Participate in District committees or work groups to represent Wellness Champions, as applicable.

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:

Design, development, and implementation of customized educational programs for wellness programs and services

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

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

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

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

Record keeping and data collection techniques

Interpersonal skills including tact, patience and courtesy

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Implement plans and evaluate their outcomes

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

Establish and maintain cooperative and effective working relationships and effectively communicate with others in a manner reflecting positively on the Department

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

Perform duties with awareness of all District requirements and policies

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

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

Communicate effectively both orally and in writing with students, parents, and District offices; adjust messaging as appropriate for the audience

Work independently with little direction

Cross-training to department personnel

Use all Microsoft applications efficiently

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education, Human Development, Public Health, Social Work, or related field. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Three (3) years experience in program implementation, partnership development, and/or education preferred.

Experience with health and wellness programs preferred.

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office environment with moderate noise level; fast-paced work; constant interruptions; traveling to conduct District business; periodic evening and weekend work.

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.