

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	21-1528
Introduction Date	06/09/2021
Enactment Number	21-0958
Enactment Date	6/9/2021 os



## Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 9, 2021

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

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**Action Requested** Adoption by the Board of Education of Resolution No. 2021-0219 – Revision of Job Descriptions – Director, Health Services; Social Worker, Educationally Related Mental Health Services; and Program Manager, Kindergarten Readiness.

**Discussion** The Talent Division recommends approval of this job description 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.

### **Revision:**

Job Description/Position/Title/FTE

**Director, Health Services**

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 18

Range: \$99,020.19 - \$126,403.41

12 Months, 227 days, 7.5 hours (FT) or duty days and hours as assigned

### **FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

### **Revision:**

Job Description/Position/Title/FTE

**Social Worker, Educationally Related Mental Health Services**

(As Assigned) (Per OEA Contract)

Salary Schedule/Range

Salary Schedule: K12T

Range: Per OEA Contract

**FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

**Revision:**

Job Description/Position/Title/FTE

**Program Manager, Kindergarten Readiness**

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 14

Range: \$81,454.72 - \$103,958.63

261 days, 7.5 hours (FT) or duty days and hours as assigned

**FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

**Recommendation**

Adoption by the Board of Education of Resolution No. 2021-0219 – Revision of Job Descriptions – Director, Health Services; Social Worker, Educationally Related Mental Health Services; and Program Manager, Kindergarten Readiness.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 2021-0219**

- Revision of Job Descriptions - Named Positions - Talent/Human Resources Department -

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

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

**WHEREAS,** the job description aligns with the district's priority of a Full-Service Community School District and to enhance service our students, schools and community, and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby determines that the following positions are created or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., June 10, 2021, as follows:

**Revision:**

Job Description/Position/Title/FTE

**Director, Health Services**

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 18

Range: \$99,020.19 - \$126,403.41

12 Months, 227 days, 7.5 hours (FT) or duty days and hours as assigned

**FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

**Revision:**

Job Description/Position/Title/FTE

**Social Worker, Educationally Related Mental Health Services**

(As Assigned) (Per OEA Contract)

Salary Schedule/Range

Salary Schedule: K12T

Range: Per OEA Contract

**FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

**Revision:**

Job Description/Position/Title/FTE

**Program Manager, Kindergarten Readiness**

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL 14

Range: \$81,454.72 - \$103,958.63

261 days, 7.5 hours (FT) or duty days and hours as assigned

**FISCAL IMPACT:**

No fiscal impact. The needs of the district require that additional duties and/or new responsibilities be added to an existing position in the district. These duties and/or new responsibilities are significant and are deemed to add value to the organization's goals and Strategic Plan.

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

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

PREFERENTIAL RECUSE: None

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

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: Jessica Ramos (Student Director), Samantha Pal (Student Director)

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on June 9, 2021.

**OAKLAND UNIFIED SCHOOL DISTRICT**

Legislative File	
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Shanthi Gonzales  
President, Board of Education



Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED  
SCHOOL DISTRICT

### Position Description

<b>TITLE:</b>	<b>Director, Health Services</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>12 months/227 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: April 2012 Revised: June 2021</b>	<b>SALARY GRADE:</b>	<b>A227 18</b>

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

### ESSENTIAL FUNCTIONS:

#### 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.
- Assure such policies and procedures adhere to legal and regulatory requirements.
- 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.
- Document, compile and submit a variety of reports to ensure compliance with federal, state, and District health laws and mandates.
- Provide oversight of scheduling, delivery and reporting of mandated services such as vision and hearing screening.
- Review and analyze Health Services and other District health data and reports to identify and determine key areas for program improvement and expansion.
- Prepare and present key goals, programs, plans, and accomplishments to inform District leaders, agencies, community partners, and service providers.
- Provide oversight of department budget to ensure fiscal compliance.
- 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.
- Facilitate collaborative partnerships with service providers, community partners and other agencies to align program goals and resources for health services.
- Coordinate the delivery of nursing services within Summer Learning programs, After School and School Based Health Centers.

- Collaborate with Early Childhood Education staff regarding health services delivery in Pre-K and K programs at elementary sites.
- 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.
- Collaborate with site principals in the planning and implementation of health services delivery to standards set forth for Full Service Community Schools.
- 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.
- Represent department at District/community meetings.

### **Personnel Management**

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

### **QUALIFICATIONS:**

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

### **KNOWLEDGE OF:**

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

**PREREQUISITES:**

A Master's degree in Education, Nursing or a related field

Three (3) years of experience working in school 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

Valid California School Nurse Services Credential or Valid California Teaching Credential

Valid California Administrative Credential or California Administrative Intern Credential Eligible

Valid California Registered Nurse License preferred, but not required

Valid California School Nurse Services Credential preferred, but not required

A Public Health Nursing Certificate (PHN) preferred, but not required

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 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 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 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:**

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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By:	os



OAKLAND UNIFIED  
SCHOOL DISTRICT

### Position Description

<b>TITLE:</b>	<b>Social Worker, Educationally Related Mental Health Services (ERMHS)</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Certificated, Non- Administrative</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>Per OEA Contract</b>
<b>ISSUED:</b>	<b>Created: June 2021</b>	<b>SALARY GRADE:</b>	<b>K12T</b>

**BASIC FUNCTION:** Under joint administrative and clinical supervision, the ERMHS Social Worker provides a full range of mental health services to designated students with special education services. The ERMHS Social Worker provides services in the District's Special Education programs to students diagnosed with mental health disorders.

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

### ESSENTIAL FUNCTIONS:

Perform ERMHS social work services for a caseload of students at various school sites, and/or in an assigned Counseling Enriched Special Day Classroom on site, and in the field.

Develop a therapeutic milieu that is based on understanding the effects of human feelings, conflicts, and trauma on students' learning ability and behavior if working in a Counseling Enriched Special Day Classroom; collaborate with the team to develop and implement a positive behavior management/intervention system to improve student functioning and academic success.

Conduct initial assessments and evaluations of students' mental health, behavioral, social and emotional problems and needs per Federal Special Education, Medi-Cal, and Board of Behavioral Sciences (BBS) requirements. Develop individualized mental health treatment plans that meet standards of clinical and ethical practice, referencing ERMHS and Individualized Education Program (IEP) goals and objectives. Maintain confidential client records per Health Insurance Portability and Accountability Act (HIPAA) regulations.

Diagnose mental health conditions using the Diagnostic and Statistical Manual of Mental Disorders (DSM V) under the supervision of a Licensed Clinical Social Worker (LCSW).

Complete daily progress notes and submit into the county- and district-adopted tracking and billing system for Medi-Cal billing. Bill for clinical services provided under Medi-Cal contract with Alameda County Behavioral Health Care Services.

Participate on the Individualized Education Program team and prepare IEP documentation as required. Along with the IEP case manager, develop social-emotional goals and objectives and positive behavior intervention plans for each student that are consistent with his/her individualized mental health treatment plan and Alameda County mental health goals, and report progress on those goals at intervals designated within the IEP.

Collaborate with staff to develop an appropriate level of support and plan for each student. Provide consultation to

personnel about mental health diagnoses, social-emotional needs and behavioral interventions.

Facilitate individual, group, and milieu therapy services under the supervision of a LCSW. Provide case management, family intervention, support, and education.

Make referrals to appropriate outside agencies. Collaborate with outside agency providers, such as psychiatrists, psychologists, probation officers, and the Department of Social Services.

Provide clinical crisis intervention services.

Provide education and support to families about mental health diagnoses, social-emotional functioning and behavioral interventions.

Provide education, counseling, and case management services to support compliance with psychotropic medication prescriptions and on-going evaluation by the psychiatrist.

Participate in monthly Peer Review/Quality Assurance meetings per Medi-Cal and BBS requirements.

Prepare mental health charts for required six-month Clinical Quality Review per Medi-Cal and Alameda County Mental Health contract requirements.

Complete and submit appropriate reports and referrals when necessary, to Alameda County Mental Health, medication evaluations, and reports to the juvenile justice system, Department of Rehabilitation, Social Security/Disability and Transition Services.

Participate in weekly clinical supervision with LCSW per BBS and Medi-Cal regulations.

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:**

Laws, rules, and regulations applicable to social services, including National Association of Social Workers (NASW) Code of Ethics

Diagnostic and Statistical Manual of Mental Disorders (DSM V)

The Individuals and Disabilities Education Act (IDEA)

Social work principles and practices, including assessment, evidence-based therapeutic interventions such as Cognitive Behavioral Therapy, group and family work

State and federal regulations regarding ethics, treatment, clients' rights and confidentiality

#### **ABILITY TO:**

Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing workscope

Communicate effectively in English orally and in writing and to speak in public

Process and make decisions quickly

Analyze situations accurately and adopt effective courses of action

Maintain accurate and confidential records

Work confidentially and with discretion

Work independently

Meet schedules and timelines

Establish and maintain effective working relationship among students, parents, District staff, and the community

Plan and organize work

Follow oral and written instructions

Compile and analyze information and prepare reports

Supervise assigned personnel

Operate personal computer, related software, and other office equipment

**PREREQUISITES:**

Graduation from an accredited four-year college or university, and an earned Master's degree in Social Welfare or Social Work (MSW) from an accredited college or university.

Valid California Clinical Social Worker (LCSW) License or registered with the Board of Behavioral Sciences as an Associate Social Worker (ASW) currently in the process of accruing hours towards the examination process and licensure.

Experience working with children or in an educational setting

Valid California Pupil Personnel Services Credential with School Social Work authorization

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS**

**ENVIRONMENT:**

Mental health classrooms, diverse school sites and office environment; home visits; field and outside agencies; driving a vehicle to conduct work; very fast-paced work; constant interruptions; work with verbally and physically aggressive individuals; exposure to a variety of childhood and adult diseases and illnesses

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 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 and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

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

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OAKLAND UNIFIED  
SCHOOL DISTRICT

### Position Description

<b>TITLE:</b>	<b>Program Manager, Kindergarten Readiness</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Early Childhood Education</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days/7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2015 Revised: June 2021</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Manage school readiness operations between child development centers and elementary schools, oversee grant-funded Summer Pre-K (SPK) program and school readiness events designed to complement learning and enhance achievement of students; assist schools in implementing operational procedures that will fulfill the goal of becoming full-service schools by integrating school readiness practices and programming with the regular daily academic curriculum. Support the development of P12 systems of transition, enrollment for school readiness.

**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.

### ESSENTIAL FUNCTIONS:

Manage the operational aspects and development of the grant-funded SPK program to ensure that program goals are achieved, necessary parties are mobilized, and efforts of all personnel involved in the programs are coordinated.

Guide planning and coordination of SPK program and school readiness events across district units, with participating agencies, teachers and other appropriate staff.

Oversee operations including staff supervision, fiscal reporting and attendance tracking of all kindergarten readiness programs.

Provide professional development, training and support program staff (SPK, playgroups etc.)

Research, define and scale best practices for school readiness programming

Develop and maintain school readiness programming which might include, parent engagement and education activities, kindergarten transition events and community wide enrollment events.

Coordinate with P-12 enrollment teams and appropriate partners to plan community wide enrollment events.

Collaborate with ECE enrollment and Special Education as well as external partners to create family friendly transition systems into PreK and TK-K.

Work with ECE enrollment and health services to create an ECE records/health platform to support elementary school transition.

## Page 2 of 4 Program Manager, Kindergarten Readiness

Collaborate with elementary/CDC principals and staff outcomes to create alignment opportunities between P-5.

Facilitate K-ECE collaborations in order to identify and address gaps in support for families with children 0-5 years in targeted communities.

Manage Kinder/TK transition Forms implementation, staff training, communications and evaluation.

Participate in the Starting Smart and Strong Task Force, Family Resource Center workgroup, and other relevant work groups.

Collaborate with the grantors to collect data and statistics for progress monitoring and evaluation of programs and attend grantee meetings.

Outreach to Kindergarten teachers at targeted elementary schools to ensure participation in the First 5 School Readiness Study.

Design outreach internal/external strategy for school readiness programming and recruit culturally responsive program staff.

Develop partnerships with other educational institutions, non-profits, community organizations and city departments to augment programming efficacy and family engagement.

Facilitate a neighborhood collaborative(s) in targeted communities composed of other early childhood partners such as CBOs and Parks and Recreation staff implementing playgroups, neighborhood libraries, child care centers, family child care providers, etc.

Coordinate with school age programs at designated sites for P12 alignment.

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

Perform related duties as assigned.

### **QUALIFICATIONS:**

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

### **KNOWLEDGE OF:**

Funding sources and requirements for After School Education and Safety programs, 21st Century Community Learning Centers, and Oakland Fund for Children & Youth

Effective strategies, theories, techniques, and methods of professional and organizational development

Effective afterschool programs and program delivery

Effective pedagogy for African American/Latinx and ELL students

District curriculum and school instructional programs

Principles and techniques of data collection, analysis and report writing

Grant writing and management

Understanding of historical inequities in the Oakland community and amongst cultural/ethnic groups

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

Planning, organization and coordination needed for assigned programs

**ABILITIES TO:**

Work with diverse staff, or departments with multiple diverse units

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

Plan and organize work

Work independently and as a team

Prepare comprehensive narrative and statistical reports

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, and procedures

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

Manage competing priorities and timelines

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 and spoken communication skills in English, including content communication, conciseness, grammar and usage

Meet schedules and timelines for state reporting of requirement documentation.

Effectively assess, manage, and develop resources.

Adapt service offerings to site needs.

Work with District leaders to assure services are consistent and aligned

Prepare documents, reports, and presentations using WORD, EXCEL and PowerPoint (Technology Proficiency)

Adapt services based on data

**PREREQUISITES:**

Bachelor Degree or its equivalent required (2 years of similar and relevant work level experience = 1 year of college) in Education, Business Administrative, Social Work or related field. A combination of experience and education maybe 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.

Five (5) years experience working in an educational setting in a diverse urban school district

Administrative experience and/or business management experience preferred

Experience working with parents, non-profit organizations and educational companies is highly desired

Awareness of California after school grant requirements and compliance issues

Experience managing expanded learning programs in large urban districts

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

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

**WORKING CONDITIONS:**

Indoor office and diverse school settings; driving a vehicle to conduct work; fast-paced work, constant interruptions; exposure to a variety of childhood and adult diseases and illnesses; occasional exposure to a variety of weather conditions

**ENVIRONMENT:**

Office and diverse school site environments.

**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.