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File ID Number	21-2608
Introduction Date	10/27/2021
Enactment Number	
Enactment Date	



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

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

Meeting Date October 27, 2021

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

Action Requested Adoption by the Board of Education of Resolution No. 2122-0066 – Revision of Job Descriptions:

1. Culture Keeper I;
2. Culture Keep II;
3. Director, Special Education School Supports; and
4. Director, Special Education Related Service Supports.

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

Culture Keeper I

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 205/Range 20

Range: \$23,525.33 - \$31,502.73

205 days/7.5 hours or duty days and hours as assigned

FISCAL IMPACT:

No new fiscal impact. Funding source is general and supplemental funds. This job description is a revision of the School Security Officer position. The department is requesting to re-organize functions that require a combination of revision or deletion of existing job descriptions due to the George Floyd Resolution.

Revision:

Job Description/Position/Title/FTE

Culture Keeper II

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 207/Range 27

Range: \$27,890.08 – 37,359.41

205 days/7.5 hours or duty days and hours as assigned

FISCAL IMPACT:

No new fiscal impact. Funding source is general and supplemental funds. This job description is a revision of the School Security Officer position. The department is requesting to re-organize functions that require a combination of revision or deletion of existing job descriptions due to the George Floyd Resolution.

Revision:

Job Description/Position/Title/FTE

Director, Special Education School Supports

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227/Range 19

Range: \$103,971.20 – 132,696.53

227 days/7.5 hours

FISCAL IMPACT:

No new fiscal impact. The funding source is supplemental. This job description is a revision of the existing coordinator, special education positions. The needs of the district require that additional duties/new responsibilities be added to an existing position. These duties and/or new responsibilities are adding value to OUSD's goals and Strategic Plan. The department is requesting that the job description be revised to more accurately represent the key functions of the positions. The complexity, nuance, and legal nature of the work of our Special Education leaders is significant, and their ongoing roles and functions are commensurate to the directors and other departments and divisions in the district.

Revision:

Job Description/Position/Title/FTE

Director, Special Education Related Service Supports

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227/Range 19

Range: \$103,971.20 – 132,696.53

227 days/7.5 hours

FISCAL IMPACT:

No new fiscal impact. The funding source is supplemental. This job description is a revision of the existing coordinator, special education positions. The needs of the district require that additional duties/new responsibilities be added to an existing position. These duties and/or new responsibilities are adding value to OUSD's goals and Strategic Plan. The department is requesting that the job description be revised to more accurately represent the key functions of the positions. The complexity, nuance, and legal nature of the work of our Special Education leaders is significant, and their ongoing roles and functions are commensurate to the directors and other departments and divisions in the district.

Recommendation

Adoption by the Board of Education of Resolution No. 2122-0066 –
Revision of Job Descriptions:

1. Culture Keeper I;
2. Culture Keep II;
3. Director, Special Education School Supports; and
4. Director, Special Education Related Service Supports.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2122-0066**

- Revision of Job Descriptions – Names Positions - Talent/Human Resources Department -

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., October 28, 2021, as follows:

Revision:

Job Description/Position/Title/FTE

Culture Keeper I

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 205/Range 20

Range: \$23,525.33 - \$31,502.73

205 days/7.5 hours or duty days and hours as assigned

FISCAL IMPACT:

No new fiscal impact. Funding source is general and supplemental funds. This job description is a revision of the School Security Officer position. The department is requesting to re-organize functions that require a combination of revision or deletion of existing job descriptions due to the George Floyd Resolution.

Revision:

Job Description/Position/Title/FTE

Culture Keeper II

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: WTCL 207/Range 27

Range: \$27,890.08 – 37,359.41

205 days/7.5 hours or duty days and hours as assigned

FISCAL IMPACT:

No new fiscal impact. Funding source is general and supplemental funds. This job description is a revision of the School Security Officer position. The department is requesting to re-organize functions that require a combination of revision or deletion of existing job descriptions due to the George Floyd Resolution.

Revision:

Job Description/Position/Title/FTE

Director, Special Education School Supports

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227/Range 19

Range: \$103,971.20 – 132,696.53

227 days/7.5 hours

FISCAL IMPACT:

No new fiscal impact. The funding source is supplemental. This job description is a revision of the existing coordinator, special education positions. The needs of the district require that additional duties/new responsibilities be added to an existing position. These duties and/or new responsibilities are adding value to OUSD's goals and Strategic Plan. The department is requesting that the job description be revised to more accurately represent the key functions of the positions. The complexity, nuance, and legal nature of the work of our Special Education leaders is significant, and their ongoing roles and functions are commensurate to the directors and other departments and divisions in the district.

Revision:

Job Description/Position/Title/FTE

Director, Special Education Related Service Supports

(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227/Range 19

Range: \$103,971.20 – 132,696.53

227 days/7.5 hours

FISCAL IMPACT:

No new fiscal impact. The funding source is supplemental. This job description is a revision of the existing coordinator, special education positions. The needs of the district require that additional duties/new responsibilities be added to an existing position. These duties and/or new responsibilities are adding value to OUSD's goals and Strategic Plan. The department is requesting that the job description be revised to more accurately represent the key functions of the positions. The complexity, nuance, and legal nature of the work of our Special Education leaders is significant, and their ongoing roles and functions are commensurate to the directors and other departments and divisions in the district.

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

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

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 October 27, 2021.

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	21-2608
Introduction Date:	10/27/2021
Enactment Number:	
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By:	

Shanthi Gonzales
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	21-2608
Introduction Date:	10/27/2021
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By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Culture Keeper I	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	205 days/7.5 hours or duty days and hour as assigned
ISSUED:	Revised: June 27, 2007 Revised: October 2021	SALARY GRADE:	WTCL 205 / Range 20

BASIC FUNCTION: Perform a variety of complex, basic duties requiring good communication skills, including assisting others in the workplace; monitor an assigned school campus; maintain order and safety; assure student compliance with school and district policies and regulations. Maintain positive relationships with students, parents, staff, and community; communicate with students and staff to provide and receive information regarding school activities.

DISTINGUISHING CHARACTERISTICS:

The School Culture Keeper I is distinguished from the School Culture Keeper II in that the higher level II position requires more education and experience, performs more difficult and complex duties, provides work direction to assigned staff, and is required to demonstrate validated test skills at a higher proficiency (see **Licenses and Other Requirements**). The School Culture Keeper I performs complex, basic duties and works under direction.

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 a variety of complex, basic duties requiring good communication skills, including assisting others in the workplace; monitor an assigned school campus; maintain order and, safety and security; assure student compliance with school and district policies and regulations.

Unlock doors and school facilities; monitor lunch areas, walkways, restrooms and parking lots; observe students during passing periods between classes, lunch and break periods; and assure timely return of students to class.

Respond to calls regarding classroom disturbances, behavior problems or related situations; escort students to office for disciplinary action; and prepare incident reports.

Utilize good communication skills to prevent student conflicts and fights according to established guidelines and intervene as necessary; advise students of consequences if rules are violated.

Enforce school and District rules, regulations and policies for the safety of students, staff and property; report unusual activities or unauthorized persons on campus to appropriate personnel.

Prevent illegal parking and loitering on school grounds according to established procedures; check vehicles for appropriate parking stickers.

Assist in the investigation of illegal activities; search backpacks, cars and lockers for alcohol, weapons, drugs, drug paraphernalia and related items according to established procedures and district policies.

Maintain positive relationships with students, parents, staff, and community; communicate with students and staff to provide and receive information regarding school activities.

Operate a two-way radio to communicate with school office and other site personnel.

Administer first aid as necessary; prepare related reports.

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:

Complex, basic methods of individual and group supervision

Requirements to maintain a school environment in a safe and orderly condition

Attitudes, interests and emotional development of adolescents and teenagers

Good communication and interpersonal skills using tact, patience and courtesy

District policies regarding student discipline, health, safety and other procedures

First aid techniques

ABILITY TO:

Perform a variety of complex, basic duties involving individual and group supervision

Monitor an assigned campus to maintain order and security

Assure student compliance with school and District policies and regulations

Learn, interpret, apply, and explain laws, rules and regulations

Observe situations and accurately determine an effective course of action

Operate a two-way radio

Communicate clearly with students, staff and others

Understand and follow oral and written directions and work cooperatively with others

Meet schedules and time lines and maintain a safe and orderly environment

Maintain complex, basic records

Administer first aid

Complete work accurately and as directed with many interruptions

PREREQUISITES:

Any combination of education, training and/or experience equivalent to: graduation from high school and three 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:

Diverse school site environments; 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

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.

Legislative File	
File ID Number:	21-2608
Introduction Date:	10/27/2021
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Culture Keeper II	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	207 days/7.5 hours or duty days and hour as assigned
ISSUED:	Revised: June 27, 2007 Revised: October 2021	SALARY GRADE:	WTCL 207 / Range 27

BASIC FUNCTION: Perform a variety of proficient, prescribed duties requiring good communication skills, including assisting others in the workplace; provide work direction to assigned staff, monitor an assigned school campus; maintain order, safety and monitor ; assure student compliance with school and District policies and regulations. Maintain positive relationships with students, parents, staff, and community; communicate with students and staff to provide and receive information regarding school activities.

DISTINGUISHING CHARACTERISTICS:

The School Culture Keeper I is distinguished from the School Culture Keeper II in that the higher level II position requires more education and experience, performs more difficult and complex duties, provides work direction to assigned staff, and is required to demonstrate validated test skills at a higher proficiency (see **Licenses and Other Requirements**). The School Culture Keeper II performs complex, basic duties and works under direction.

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 a variety of proficient, prescribed duties requiring good communication skills, including assisting others in the workplace; provide work direction to assigned staff; monitor and monitor an assigned school campus; maintain order, safety; assure student compliance with school and District policies and regulations.

Unlock doors and school facilities; monitor lunch areas, walkways, restrooms and parking lots; observe students during passing periods between classes, lunch and break periods; and assure timely return of students to class.

Respond to calls regarding classroom disturbances, behavior problems or related situations; escort students to office for disciplinary action; and prepare incident reports.

Utilize good communication skills to prevent student conflicts and fights according to established guidelines and intervene as necessary; advise students of consequences if rules are violated.

Enforce school and District rules, regulations and policies for the safety of students, staff and property; report unusual activities or unauthorized persons on campus to appropriate personnel.

Prevent illegal parking and loitering on school grounds according to established procedures; check vehicles for appropriate parking stickers.

Assist in the investigation of illegal activities; search backpacks, cars and lockers for alcohol, weapons, drugs, drug paraphernalia and related items according to established procedures and District policies.

Maintain positive relationships with students, parents, staff, and community; communicate with students and staff to provide and receive information regarding school activities.

Operate a two-way radio to communicate with school office and other personnel.

Administer first aid as necessary; prepare related reports.

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:

Proficient, prescribed methods of individual and group supervision

Requirements to maintain a school environment in a safe and orderly condition

Attitudes, interests and emotional development of adolescents and teenagers

Good communication and interpersonal skills using tact, patience and courtesy

District policies regarding student discipline, health, safety and other procedures

First aid techniques

ABILITY TO:

Perform a variety of proficient, prescribed duties involving individual and group supervision

Monitor an assigned campus to maintain order and monitor.

Assure student compliance with school and District policies and regulations

Learn, interpret, apply, and explain laws, rules and regulations

Observe situations and accurately determine an effective course of action

Operate a two-way radio

Communicate clearly with students, staff and others

Understand and follow oral and written directions and work cooperatively with others

Meet schedules and time lines and maintain a safe and orderly environment

Maintain complex, basic records

Administer first aid

Complete work accurately and as directed with many interruptions

PREREQUISITES:

Any combination of education, training and/or experience equivalent to: graduation from high school plus related courses and 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:

Diverse school site environments; 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

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.

Legislative File	
File ID Number:	21-2608
Introduction Date:	10/27/2021
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Special Education School Supports	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Special Education	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days / 7.5 Hours
ISSUED:	Created: June 2017 Revised: May 2018 Revised: June 2021	SALARY GRADE:	A227 Range 19

BASIC FUNCTION: Under the general direction of the Executive Director of Special Education, direct implementation of the Special Education (SPED) Department’s goals for the implementation of comprehensive, data-driven Individualized Education Programs (IEPs). 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 and implementing Local Control Accountability Plan goals specific to the service of students with disabilities. The Director, Special Education School Supports position possesses deep knowledge in the areas of evidence-based practices and strategies for supporting students with disabilities and leads a team of educational professionals to ensure implementation of evidence-based practice within school sites.

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:

Direct the selection, adoption, distribution, implementation and professional learning associated with District-approved specialized and intervention curricula and ensure staff have access to and training in the implementation of all appropriate general education adopted curricula.

Create a District-wide professional learning calendar for Special Education teachers, Special Education support staff, and general education personnel serving students with disabilities.

Develop, direct the implementation of, and monitor the Department’s mentorship and coaching program for Special Education teachers and support staff.

Facilitate the placement of students into special education programs aligned to ensure a Free, Appropriate Public Education (FAPE), including during periods of transition, as IEP teams agree to new services, or when a student enrolls in Oakland Unified School District.

Participate in a planned program of classroom visitations and observations to provide teachers, site leaders and network leaders with feedback on instructional practices.

Partner with school site and network leaders to recommend discipline, reassignment or termination action as appropriate, including documentation of evidence of substandard performance.

Initiate and develop partnerships with District leaders and community partners to ensure continuous improvement of outcomes for students with disabilities aligned to the District’s Special Education Plan (SEP), Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, and Local Control Accountability Plan (LCAP).

Cultivate opportunities for academic division and site leaders to collaborate in communities of practice to address the diverse needs of learners with disabilities, ensuring close alignment with general education academic leaders, Office of Equity, and English Language Learner Multilingual Achievement (ELLMA).

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.

Meet with District, network and site leaders for assigned schools to analyze data from a variety of sources (e.g. district assessments, IEPs, observations progress monitoring tools) and use the data to inform decision-making.

Maintain knowledge of current Special Education regulations and best practices to provide high-quality leadership and support at assigned sites.

Support general education teachers and administrators in implementation of appropriate strategies aligned to the principles of Universal Design, including recommending accommodations, and modifications to meet the needs of students with IEPs.

Coordinate progress report completion in accordance with District guidelines.

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

Collaborate to ensure the compliance of IEPs for assigned networks, including directing the process for IEP audits, corrective actions, and professional learning; coordinate next steps for case managers with non-compliant IEPs in conjunction with site leaders.

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

When required, 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 model best practice when managing disagreement and dispute.

Support with responses to Grievances and Level 1 complaints.

Monitor and manage staffing allocation across assigned networks of schools, including adjusting staffing levels to meet students' needs as indicated in IEPs and sourcing specialized staff from nonpublic agency (NPA) partners where required; ensure effective position control for all programs within assigned networks.

Evaluate all direct reports in adherence to the processes set forth in collective bargaining agreements.

Support Site Administration with evaluating teachers as needed.

Assist in the preparation of Informal Dispute Resolution, mediation and due process material, including representing the District in resolution sessions, mediations and hearings when required.

Collaborate with Talent Division personnel to ensure high-quality candidates are sourced for Special Education vacancies.

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.

Communicate and model the Department's mission, vision and core goals in various spaces, actively cultivating positive rapport with stakeholders and partners external to the district.

Monitor the provided budget for instructional and assessment materials and manage the process of purchasing and distributing materials required to implement programs.

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

Attend school and District meetings as required.

Perform 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, Multi-Tiered System of Supports, 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

Diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of District students, including knowledge of anti-racist, anti-ableist and culturally-responsive instructional practices

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and coaching, training

Computer software, hardware, and related technology

ABILITY TO:

Apply specialized academic instructional 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, coach 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:

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:	Director, Special Education Related Service Supports	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Special Education	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days / 7.5 Hours
ISSUED:	Created: June 2017 Revised: May 2018 Revised: June 2021	SALARY GRADE:	A227 Range 19

BASIC FUNCTION: Under the general direction of the Executive Director of Special Education, direct implementation of the Special Education (SPED) Department’s goals for the implementation of comprehensive, data-driven Individualized Education Programs (IEPs). 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 and implementing Local Control Accountability Plan goals specific to the service of students with disabilities. The Director, Special Education Related Service Supports position possess deep knowledge in the areas of evidence-based practices and strategies for supporting students with disabilities and leads a team of educational professionals to ensure implementation of evidence-based practice across related services teams.

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:

Direct the selection, adoption, distribution, implementation and professional learning associated with District-approved materials and curricula utilized by related services professionals.

Create a district-wide professional learning calendar for related services personnel serving students with disabilities.

Ensure the ongoing professional development of related services staff through a multi-tiered professional learning approach, including cycles of inquiry, mentorship and coaching, collegial observation and group training.

Execute a comprehensive new hire training program for all assigned related services personnel classifications.

Participate in a planned program of classroom visitations and observations to provide related service personnel with feedback on instructional practices.

Initiate and develop partnerships with District leaders and community partners to ensure continuous improvement of outcomes for students with disabilities aligned to the District’s Special Education Plan (SEP), Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, and Local Control Accountability Plan (LCAP).

Cultivate opportunities for collaboration with central office teams that align to the work of related services personnel, including the Behavioral Health Unit, Community Schools Student Services, Health Services, and Linked Learning.

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.

Meet with related services leads and district partners to analyze data from a variety of sources (e.g. district assessments, IEPs, observations progress monitoring tools) and use the data to inform decision-making.

Maintain knowledge of current Special Education regulations and best practices to ensure related service practitioners are adopting evidence-based strategies when working with children.

Coordinate progress report completion in accordance with district guidelines.

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

Ensure that norm-referenced assessment measures are culturally and linguistically appropriate for the student population and that all staff are trained on their administration, scoring and interpretation.

Ensure the compliance of IEPs and assessment reports for all direct reports.

Manage relationships with colleagues to ensure students receive all individually prescribed IEPs, including Specialized Academic Instruction.

When required, 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 model best practice when managing disagreement and dispute.

Support with responses to Grievances and Level 1 complaints.

Monitor and manage staffing allocation across related services personnel, including adherence to ratios set forth by collective bargaining agreements and needs for specialized populations.

Evaluate all direct reports in adherence to the processes set forth in collective bargaining agreements.

Support Site Administration with evaluating teachers as needed.

Assist in the preparation of Informal Dispute Resolution, mediation and due process material, including representing the District in resolution sessions, mediations and hearings when required.

Source, recruit, interview, hire, and retain top talent for all related services positions, including through management of the contracting process for nonpublic agency personnel when required to ensure sufficient staffing in each discipline.

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.

Communicate and model the Department's mission, vision and core goals in various spaces, actively cultivating positive rapport with stakeholders and partners external to the district.

Monitor the provided budget for assigned related services divisions, which may include assessment materials, low incidence equipment and materials, management of the Workability I (WAI) and Transition Partnership Project (TPP) grants, Educationally-Related Mental Health Services (ERMHS), and assistive technology equipment.

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

Attend school and District meetings as required.

Perform 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, Multi-Tiered System of Supports, 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

Diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of District students, including knowledge of anti-racist, anti-ableist and culturally-responsive instructional practices

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and coaching, training

Computer software, hardware, and related technology

ABILITY TO:

Apply specialized academic instructional 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, coach 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 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:

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.