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Board Cover Memorandum

To Board of Education

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

Meeting Date June 26, 2024

Subject Creation of Job Descriptions - Executive Director, Safety - Chief of Staff, and Resident, School Counselor - High School Network/Talent Division

Action Requested Adoption by the Board of Education of Resolution No. 2324-0190 - Creation of Job Descriptions – Executive Director, Safety - Chief of Staff and Resident, School Counselor - High School Network/Talent Division.

Creation:

1. Executive Director, Safety
2. Resident, School Counselor

Discussion

A job description must be created or revised for every new position classification. This description outlines the tasks, duties, and responsibilities assigned to the job, highlights the essential duties and responsibilities, and identifies the position's placement within the organization and its union representation.

The details provided below regarding salary range and fiscal impact are for informational purposes only. This resolution does not authorize the addition of a funded full-time equivalent (FTE) position to the District's budget. Departments seeking to add the approved position classification to their budget must go through a separate approval process that will be presented to the Board.

The Talent Division recommends approval of the following new job description.

Creation:

Job Description/Position/Title/FTE

Executive Director, Safety

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA
Range: 25, \$125,639.84 – \$160,361.31

Details of Creation:

In response to the growing need for comprehensive safety measures within our schools, the district is creating a new classification titled Executive Director, Safety. This role is designed to address the coordination of safety protocols for both students and employees, ensuring a secure and conducive learning environment. Reporting directly to the Chief of Staff, the Executive Director, Safety will be responsible for developing, implementing, and overseeing safety strategies and procedures across the district.

A safe school environment is fundamental to student success, as it fosters an atmosphere where students can focus on learning without the distraction or fear of potential threats. Additionally, ensuring the safety of our staff is crucial for maintaining a productive and supportive educational setting. By prioritizing safety, we are demonstrating our commitment to the well-being of our entire school community, reinforcing trust, and creating a positive, secure space for education. This new role will help us better coordinate our efforts, respond to safety concerns effectively, and proactively address potential risks, further solidifying our dedication to providing a safe and nurturing environment for all.

Fiscal Impact:

This position will be funded by the general fund.

Creation:

Job Description/Position/Title/FTE

Resident, School Counselor

Salary Schedule/Range

Salary Schedule: Stipend

Range: *determined by state and federal grant allocations

Details of Creation:

The District is committed to supporting a collaborative partnership with one or more Commission-approved pupil personnel services (PPS) preparation programs specializing in school counseling (PPS-SC). These programs will be offered by a regionally accredited institution of higher education (IHE) to implement a residency program. Establishing a school counselor residency program allows OUSD to host school counselor residents to provide increased access to student support in the areas of academic development, social-emotional support, and college and career. This provides additional support and resources to high-need school sites. School

counselor residents can also help close the achievement gaps at sites through tiered interventions, data exploration, and utilizing evidence-based interventions.

Fiscal Impact:

The position will be funded by the School Counselor Residency Implementation Grant funded by the Commission on California Teaching Credentialing.

Recommendation

Adoption by the Board of Education of Resolution No. 2324-0190 - Creation of Job Descriptions – Executive Director, Safety - Chief of Staff and Resident, School Counselor - High School Network/Talent Division.

Creation:

1. Executive Director, Safety
2. Resident, School Counselor



**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2324-0190**

- Creation of Job Descriptions - Executive Director, Safety - Chief of Staff and Resident,
School Counselor - High School Network/Talent Division -

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 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 as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., June 27, 2024, as follows:

Creation:

Job Description/Position/Title/FTE

Executive Director, Safety

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA

Range: 25, \$125,639.84 – \$160,361.31

Fiscal Impact:

This position will be funded by the general fund.

Creation:

Job Description/Position/Title/FTE

Resident, School Counselor

Salary Schedule/Range

Salary Schedule: Stipend

Range: *determined by state and federal grant allocations

Fiscal Impact:

The position will be funded by the School Counselor Residency Implementation Grant funded by the Commission on California Teaching Credentialing.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of the job description 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 June 26, 2024.

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	24-1719
Introduction Date:	06/26/2024
Enactment Number:	
Enactment Date:	
By:	

Benjamin Davis
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	24-1719
Introduction Date:	06/26/2024
Enactment Number:	
Enactment Date:	
By:	



JOB DESCRIPTION

POSITION DETAILS	
Position Title	Executive Director, Safety
Classification Category	Classified Management
Bargaining Unit	Unrepresented
Work Year	261
Work Month	12
Work Hours	7.5
Salary Schedule	CFCA 25
FLSA Status	Exempt
Department	Office of the Chief of Staff or as assigned
Reports to	Chief of Staff
Supervisory	Executive Management
Classification Established	June 2024
Date(s) Revised	

POSITION SUMMARY [BASIC FUNCTION]

The Executive Director of Safety ensures a safe, secure, and conducive environment for both students and staff by providing strategic direction and leadership for safety, critical incidents, and security programs across the school district. This critical role sets the strategic direction for the district's security infrastructure and develops long-range goals and objectives aligned with the district's vision, mission, values, and strategic plans, including Board Policies like the George Floyd Resolution. It aligns existing safety efforts across various OUSD departments and schools while collaborating with local, state, and federal law enforcement agencies and emergency responders as needed. The Executive Director proactively engages district and department leaders, principals and school communities in developing safety priorities, defining roles and responsibilities, building capability and creating systems of accountability to ensure safe and secure school climates and workplace environments.

ESSENTIAL DUTIES

These duties are intended only as examples of the various types of essential job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

Program Management:

- Oversee the administration and coordination of safety, emergency management, and secure school programs, including but not limited to:
 - **Emergency Response and Crisis Management:** Directly manages immediate crisis response with site leadership, central leaders, and city. Oversees, directly manages and improves upon effective emergency response strategies, including communication and training of school-based personnel. Ensures that regular drills are taking place to prepare all staff and students for various emergency scenarios.
 - **Safety Personnel:** Directly responsible for ensuring proper oversight of the management of school site and department personnel that support safety culture and climate ensuring the safety personnel adhere to district policies and procedures, including those related to student rights, privacy, and the use of force.
 - **Law Enforcement Coordination:** Accountable as the primary liaison between the school and law enforcement and other local safety support agencies regarding student and school safety.
 - **Facilities Safety:** Oversees comprehensive facilities risk assessments to identify potential security threats and develop mitigation strategies to ensure a safe school environment.
 - **Behavioral Threat Assessment:** Coordinates with Behavioral Health Team and Community Schools Students Services Department responding to potential behavioral threats, ensuring a proactive approach to student and school safety.

- **Technology Infrastructure Management:** Collaborates closely with Technology Information department on a multi-layered security infrastructure, ensuring effective operation and integration with overall safety strategies and alignment with wider facilities and operational goals and district values.
- Ensure the implementation of best practices in school safety and security including participating in professional development and discussions on evolving demands and expectations as it relates to safety programs. Use forecasting tools and strategies to predict future needs.

Strategic Leadership:

- Develop and implement a comprehensive district-wide safety and security strategy.
- Set long-range goals and objectives for the safety department in alignment with the district's vision, mission, and values.
- Ensure compliance with relevant laws, regulations, and district policies, including Board Policies like the George Floyd Resolution.
- Implements, oversees, and improves upon day-to-day safety and security operations of the district and maintains responsibility for the ongoing security of the school district.

Collaboration and Coordination:

- Align safety efforts across various OUSD departments, including but not limited to Facilities, Emergency Preparedness, Legal, Talent, Risk Management, and/or Community Schools & Student Services.
- Collaborate with local, state, and federal law enforcement agencies and emergency responders to enhance school safety and security.
- Lead and coordinate the district's response to critical incidents, ensuring effective communication and action.
- Develops and implements a safety-focused communication strategy, including: responding to media inquiries (in collaboration with OUSD Communications & Public Affairs), internal communications to school community members (staff, students, families), and speaking publicly before the Board, school, and in community groups.
- Collaborates closely with a team of safety-focused department leaders, including risk management, student support and safety, facilities, and technology to provide ongoing training and align resources, strategies, implementation, and continuous improvement.

Stakeholder Engagement:

- Engage with district and department leaders, principals, and school communities to develop safety priorities and define roles and responsibilities.
- Coordinates safety activities such as workshops with school administration and other public safety agencies.
- Develops and maintains cohesive parent/school/community partnerships, especially with student groups. These partnerships include community partners that provide services directly to our school sites and partnerships with community groups to engage with guidance and feedback around safety measures
- Fostering positive relationships between security staff, students, staff, and the broader school community to promote a safe and welcoming environment.

Resource Management:

- Manage the budget and resources for the safety department efficiently.
- Ensure the maintenance and upgrade of security infrastructure, including surveillance systems, access controls, and communication systems.
- Advise the Chief of Staff on the financial needs and implications of the safety program. Administers programs within approved budget parameters including allocation of staff (FTE) resources.

Incident Response and Investigation:

- Serve as the primary point of contact for all safety and security incidents within the district.
- Conduct thorough investigations of safety incidents and implement corrective actions as needed.
- Maintain detailed records of incidents and safety measures for reporting and analysis.

Policy Development and Implementation:

- Develop and update district-wide safety policies and procedures.
- Ensure consistent application of safety policies across all schools and departments.
- Monitor and assess the effectiveness of safety policies and make recommendations for improvement.
- Review and recommend language to the Board, Superintendent, and other senior leadership concerning legislation to address the needs of all students and staff; recommend additions and/or revisions in policy, regulations, and procedures for review and/or Board of Education adoption.

Staff Supervision and Program Evaluation:

- Oversee organizational management in all assigned areas.
- Assess, evaluate, and provide for training and professional development of department staff.

- Create communication, collaboration and coordination processes that assure all staff are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support.
 - Establish an environment in which staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
 - Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.
 - Establish a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs.
 - At least annually, conducts a comprehensive assessment review of all safety programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in need of change.
 - Prepares structured presentations to district leadership and/or the board of education to share program evaluation results.
 - Prepare annual reports, in conjunction with collaborating Departments.
- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

Required qualifications

- Bachelor's degree from an accredited college or university
- Five (5) years of experience in strategic and operational planning, budgeting, and supervision of staff
- Five (5) years of experience in a supervisory role within the fields of security, community based safety, violence prevention, law enforcement, or education

Preferred qualifications

- Experience managing a complex operation in a union setting is highly desired
- Experience serving on task forces or other groups focused on safety
- Experience in a large, diverse school district especially with regard to the differing needs at elementary, middle and high school levels
- Progressive experience with emergency critical incidents and community safety infrastructure in large complex organizations
- Proven ability to navigate and lead change in large systems; and
- Experience developing internal and public-facing communications.

KNOWLEDGE & SKILLS

- **Skills:**
 - Excellent oral and written communication;
 - Computer aptitude;
 - Listening and critical thinking;
 - Leading adult learning;
 - Demonstrated effective leadership, time-management, decision making and problem-solving skills; and
 - Public speaking and presentation skills
- **Knowledge of:**
 - In-depth knowledge of effective risk management and prevention strategies, emergency response protocols, and applicable laws;
 - Technical expertise or familiarity with relevant school safety tools and systems;
 - Security technology systems;
 - Local safety-related agencies in Oakland, Alameda County and state-wide;
 - OUSD's culture and climate frameworks and principles;
 - OUSD's explicit commitment to eliminate its internal police force and end racism against black students and all students of color, consistent with the Oakland Board of Education's George Floyd Resolution;
 - How to effectively engage stakeholders to contribute insights into the knowledge domains crucial for fulfilling the role; and
 - 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

- **Ability to:**

- Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work;
- Apply a systems approach to problem solving;
- Develop effective working partnerships across all sectors of stakeholders in the community and local government;
- Demonstrate appreciation for OUSD's explicit commitment to eliminate its internal police force and end racism against black students and all students of color, consistent with the Oakland Board of Education's George Floyd Resolution, culture and climate frameworks and principles;
- Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community;
- Plan, implement and monitor high-leverage professional development;
- Facilitate dissent and conduct difficult and constructive conversations;
- Provide timely and actionable feedback;
- Manage and prioritize time effectively;
- Demonstrate an understanding of the activist nature of Oakland, and the ability to both respect and challenge local politics in order to center safety and simultaneously promote equity;
- Provoke, inspire and motivate people to make progress toward safety goals;
- Read, interpret, apply and explain rules, regulations, policies and procedures;
- Work effectively across diverse communities;
- The capacity to maintain composure and perform efficiently under pressure, particularly in emergency scenarios; and
- Balance varied input and make rapid, sound, and courageous decisions.

WORKING CONDITIONS

Environment: Office and school site environments; fast-paced work; frequently changing environment. Respond to emergency situations outside of regular business hours and travel to various school sites and district offices as needed.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to: Hear and speak to exchange information in person and make presentations; sitting or standing for extended periods of time; crouch and/or crawl; use hands and reach with hands and arms; dexterity of hands and fingers to operate a computer keyboard; may involve physical exertion pertaining to security work; have specific vision abilities to monitor various activities with children and read documents, and view computer monitors;,, such as: close vision, distance vision, peripheral vision, depth perception, climb or balance; and to stoop and/or kneel.

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:	24-1719
Introduction Date:	06/26/2024
Enactment Number:	
Enactment Date:	
By:	



JOB DESCRIPTION

POSITION DETAILS	
Position Title	Resident, School Counselor
Classification Category	Classified
Bargaining Unit	Unrepresented
Work Year	186
Work Month	10
Work Hours	As assigned (minimum 16 hours per week)
Salary Schedule	Stipend
FLSA Status	Exempt
Department	Talent
Reports to	As assigned
Supervisory	None
Classification Established	June 2024
Date(s) Revised	

POSITION SUMMARY [BASIC FUNCTION]

Residents spend the full academic year in a district school, developing under the guidance of an experienced mentor school counselor. Using a variety of counseling skills, interventions, and evidence-based practices, mentors provide valuable insight into effective school counseling, helping residents develop the knowledge, skills and experiences that come from years of experience in high-need schools. Over the course of the year, school counselor residents experience an extensive side-by-side mentorship model that includes observation, shadowing, co-facilitation, and deep collaboration in addition to supporting students with individual and group counseling. Residents will support students with academic, college/career, and academic development. Mentors continuously provide feedback and guidance to support resident’s development of counseling skills, intervention strategies, and understanding of public school systems.

School Counselor residency programs offer a unique synthesis of theory and practice, combining a yearlong classroom apprenticeship with a carefully aligned sequence of master’s-level coursework. Residents receive a stipend for living expenses throughout their training year.

ESSENTIAL DUTIES

These duties are intended only as examples of the various types of essential job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

- Provide group and individual counseling to students overall well-being and academic success
- Collaboratively and then independently support the academic, college/career and social-emotional development of students across a multi-tier multi-domain system of support (MTMDSS)
- Collaboratively and then independently develop high-quality classroom counseling curriculum, lessons, and presentations
- Collaboratively and then independently serve in collaborative meetings, including COST, IEP meetings, and grade-level meetings
- Collaboratively and then independently respond to tier 3 student needs, including crisis response and dropout prevention
- Support and participate actively in school-wide activities and events
- Learn cultural competency skills through training and the use of cultural competency assessment tools.
- Take direction from the Coordinator of School Counselor Residency, site leader, and site-based mentor.

- Communicate proactively and professionally with the Coordinator of School Counselor Residency, cohort members, and site colleagues.
- Successfully complete counseling credential coursework through Partner University and remain in good standing.
- Perform other related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

- A Bachelor's degree from an accredited university or college
- Experience working with students and families from historically underserved communities
- Enrollment in a partner institution of higher education's school counselor preparation program/master's degree program
- Desire to become a credentialed school counselor serving students in educationally underserved communities
- Receptiveness to feedback and desire to continuously improve
- Dedication, commitment and resilience to succeed in an urban public school Commitment to become an active participant in a school community – attending school performances, school assemblies, extracurricular activities, field trips and conduct home visits
- Valid California Driver's License, if applicable

KNOWLEDGE & SKILLS

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

Knowledge of

- Child growth/development and behavior characteristics
- Diverse academic, socio-economic, cultural, disability and ethnic backgrounds of District students
- Correct English usage, grammar, spelling, and punctuation
- Interpersonal skills using tact, patience, and courtesy
- Computer software, hardware, information and related technology

Ability to

- Communicate with, support and build relationships with students and their families Collaborate and be a positive team player with colleagues, parents and community members to affect the best outcomes for students
- Motivate and support diverse students in reaching high levels of academic success Take risks, innovate and problem-solve to best meet the needs of students and learn from data to improve student learning
- Work with people from diverse ethnic groups
- Effective communication skills both in oral and written form
- Work with children with disabilities if required

WORKING CONDITIONS

Environment: Office and school site environments; fast-paced work; frequently changing environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to: Hear and speak to exchange information in person and make presentations; sitting or standing for extended periods of time; crouch and/or crawl; use hands and reach with hands and arms; dexterity of hands and fingers to operate a computer keyboard; frequently lift up to 35 pounds; have specific vision abilities to monitor various activities with children and read documents, and view computer monitors; such as: close vision, distance vision, peripheral vision, depth perception, climb or balance; and to stoop and/or kneel.

NON-DISCRIMINATION POLICY

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