



# Special Board Meeting and Hearing

May 23, 2019



# Why is this reorganization being recommended?

- Our **district office exists only to serve our schools**, school leaders, teachers, students, and families, and over the last three years, **we have worked urgently to improve** our service to them.
- We have made progress, but **we must implement a more radical shift to our district team structures** to ensure that we are organized in the way that best provides strong supports to our schools.
- Our proposed reorganization would **allow us to better leverage our limited resources** to accelerate the pace of progress and enhance district office supports and services to school teams.

# How did we develop the reorganization proposal?

## Feedback from Stakeholders

Over the 17-18 and 18-19 school year we have connected with and listened to our students, teachers, school leaders, and community in an effort to understand how to better support and empower schools.

## Objective Process

Our guiding question was: “How do we structure our teams to improve service to our schools?” We evaluated the quality of service to our schools and families, what this means for changes in functional areas, and therefore the positions that are necessary to achieve changes.

## Needs-Based Position Decisions

This recommendation is being made because it is critical that we modify the responsibilities and expectations of some positions in order to improve the ways that our district office serves our schools and school teams. This recommendation has nothing to do with our employees’ performance - it is about how we can be better service providers to our schools.

# Some examples of why we need these changes

- **Exceptional Student Support Services**

- The number of students requiring specialized supports for autism and emotional disabilities is increasing rapidly. Teachers and school leaders have indicated that they need help meeting the needs of students with special needs, from timely evaluations to on-site support for behavioral challenges. The proposed changes will allow us to be more responsive to the needs of students, teachers, and school teams.

- **Information Technology**

- The current organizational structure in IT was designed two decades ago - focused on supporting a mainframe that existed through the technology turbulence of Y2K - to support a small number of large-scale enterprise applications.
- As technology has evolved, we have seen a proliferation of smaller scale applications with more discrete functionality. Our current structure does not allow us to effectively support these 200+ applications.

- **Campus Police**

- The proposed changes are designed to set clear expectations and responsibilities focused on building relationships and trust between our students and Campus Police officers, which is critical to proactively keep schools, students, and staff safe.
- We live in a world where students primarily communicate through social media, and we have seen a significant shift towards threats (whether credible or not), bullying, and critical information linked to potential safety issues happening through social media.

# Proposed reorganization: by the numbers

	Positions Deleted	Positions Created	Net Effect
District Office	55	51	-4
School Support	124	136	12
School Embedded	0	20	20
	<b>179**</b>	<b>207</b>	<b>28</b>

**\*\*109 of these positions being recommended for elimination are currently filled by team members. 60 of these 109 individuals are on a continuing contract and may return to the classroom should they so choose.**

**These 109 team members are able and have been encouraged to apply for any of the 207 created positions for which they are qualified.**

# Proposed reorganization: fiscal impact

	Positions Deleted	Positions Created	Net Effect
District Office	\$4,746,763	\$4,019,416	-\$727,347
School Support	\$7,103,678	\$8,680,529	\$1,576,851
School Embedded	\$0	\$640,310	\$640,310
	<b>\$11,850,441</b>	<b>\$13,340,255</b>	<b>\$1,489,814</b>

# Proposed reorganization: fiscal impact

The net results (from the previous two slides) are **not** based on single individual transactions within single teams but of several resource shifts among several teams.

For example:

- There is a net increase of 28 positions as a result of the proposed reorganization.
- The overwhelming majority of newly created positions are in direct services to schools to support teaching and learning.

# What supports did we provide for employees impacted by the proposed reorganization?

## Week of April 22 - April 26

- Managers and representatives from Talent Management held meetings with each impacted employee;
- Impacted employees had the opportunity to request follow-up meetings with their manager and/or Talent Management representatives;
- Each impacted employee also received a letter that included information about the rationale for the position deletion and (as applicable) notified them of their due process rights; and
- Impacted employees were welcomed to apply for any open positions for which they are qualified, including those positions proposed in the reorganization plan and pending approval by the Board.

## Week of April 29 - May 3

- Positions proposed for creation were posted (pending Board approval) and opened for applications;
- Information was shared with impacted employees about the timeline for new role postings, and they were invited to apply for any positions for which they are qualified.



# Reorganization Deep Dive

# Reorganization Deep Dive Finance Team

# What is our vision for the Finance team?

## Mission and Role

- **Great schools require sound financial investments and strategic fiscal management.** The finance team works diligently to ensure that each school has access to the resources they need to **meet students where they are** and ultimately be successful.

The **goals** of these proposed changes are:

- To create the **school strategy partner role who will be a thought partner** engaged with instructional leadership directors and school leaders, working with them over time to not only understand all resources (people, time, and money) at their school sites, but also have a better understanding of the implications and use of those **resources to fully execute the schools' strategic vision.**

# What are the proposed changes for the Finance team?

## Currently, the School Support Partner role has:

- Supported school leaders by only reviewing school site Title I plans;
- Ensured Title 1 expenditures are allowable and compliant; and
- Processed Title I clerical activities.

## The proposed School Strategy Partner role will:

- Be a thought partner for all resources (not just Title I);
- Identify ways to make practices and procedures more efficient while improving the effectiveness of our school services; and
- Reconcile various pieces of information to help create a cohesive school site strategy.

	Positions Deleted	Positions Created	Net Effect
District Office	0	0	0
School Support	4	7	3
School Embedded	0	0	0
	4	7	3

# How will these changes impact our schools?

- By **creating a single point of contact** so school leaders know who to go to for financial support in analyzing enrollment, revenue, and staffing plan data;
- By **aligning expenditures not just to budget but also to strategic plan** for all funding sources throughout the school year;
- By **improving the design process for new instructional models** (e.g. block schedule, blended learning, etc.);
- By supporting the development of **student recruitment and enrollment strategies**; and
- By **providing school leaders with more direct strategic capacity** in their work to transform teaching and learning experiences in their schools.

# Reorganization Deep Dive Design and Innovation Lab

# What is our vision for the Design and Innovation Lab?

## Mission and Role

**The Design Lab supports school communities to create new learning experiences** that unlock the potential of our youth, educators, and city. We do this by:

- cultivating a culture of design and innovation throughout the district;
- resolving barriers that interfere with the success of new learning models; and
- activating community assets that support teachers, youth, and schools.

The **goals** of these proposed changes are to:

- Increase school-based services;
- Deepen our focus on teacher and student needs; and
- Provide additional actionable data for school-based teams.

# What are the proposed changes for the Innovation and Design Lab?

Currently, Design Lab-based positions have focused on project and program management and support.

The proposed changes would allow us to move toward school-serving positions that provide instructional and data support to teachers, including:

- One instructional coach;
- One reading coach; and
- One data analyst working directly with school-based teams.

	Positions Deleted	Positions Created	Net Effect
District Office	4	1	-3
School Support	0	2	2
School Embedded	0	0	0
	4	3	-1



# How will these changes impact our schools?

- By providing more **side-by-side coaching supports for teachers** to develop their practice in implementing personalized learning models;
- By creating additional **supports for teachers and school teams with literacy instruction**, with a focus on supporting struggling readers;
- By adding further **support for teachers and school teams to leverage real-time data** to help them understand student progress, target instructional support, and make improvements to practice over the school year; and
- By providing Design Lab schools with additional support as part of a **sustainable transition from pilot into full implementation.**

# Reorganization Deep Dive Teaching and Learning

# What is our vision for the Teaching and Learning team?

## Mission and Role

- To ensure that **every student has consistent access to grade-appropriate assignments**, strong daily instruction, deep and relevant engagement, and high learning expectations, every day, in every class;
- To provide **college and career-ready aligned instructional resources** in grades pre-kindergarten through 12; and
- To provide **differentiated professional learning** opportunities at the district, network, school, and classroom level.

## The **goals** of these proposed changes are:

- To strengthen our instructional supports to our networks of schools and individual school teams through development of new roles and responsibilities, **create dedicated resources to support adult learning and development**, and tighten connections between Team Schools and Team Academics in service of improving student outcomes.

# What are the proposed changes for the Teaching and Learning team?

Currently, the Teaching and Learning team is not effectively organized to support both networks of schools and individual schools based on need.

The proposed reorganization plan will create increased staffing at the school and network level, providing more timely and consistent direct instructional supports:

- Instructional mentors will provide **direct support to teachers** focused on strengthening content knowledge and pedagogical practice;
- Academic network partners will provide literacy and math support to networks, schools, and teachers **differentiated by grade-band, school type, and need**; and
- Academic content managers will be organized by grade-band and be responsible for **curating and developing resources based on user feedback** and need aligned to the district adopted instructional materials.

	Positions Deleted	Positions Created	Net Effect
District Office	23	24	1
School Support	58	58	0
School Embedded	0	0	0
	<b>81</b>	<b>82</b>	<b>1</b>

# How will these changes impact our schools?

- By **increasing classroom-level support to teachers** through job-embedded coaching, mentorship, and content and pedagogical assistance year round;
- By **creating year-round capacity to support ongoing professional learning** and development for network leaders, school leaders, and teachers;
- By **increasing direct support at a network and school level** for English language arts and math; and
- By **improving response times and levels of differentiated support** provided to each network of schools based on stronger collaborative structure between Team Schools and Team Academics.

# Reorganization Deep Dive Exceptional Student Support Services

# What is our vision for the Exceptional Student Support Services team?

## Mission and Role

- To ensure that every exceptional learner is provided **high-quality instructional supports** in the learning environment that gives each student the most **access to grade-level learning experiences**;
- To design **individualized learning and support plans** for each child that build on their strengths and prepare them for college, careers, and life; and
- To **monitor the supports** provided to ensure **compliance** with local, state and federal requirements.

The **goals** of these proposed changes are:

- To increase **direct service supports to schools** and networks in the areas of positive behavioral supports, compliance supports, teacher coaching, and expanded psychologist supports; and
- To provide schools and networks integrated support teams to support **developing and implementing individualized education programs** for each child.

# What are the proposed changes for the Exceptional Student Support Services team?

Traditionally, we have struggled with insufficient staff availability to respond to schools with just-in-time supports while also providing strategic partnership and coordination.

The proposed changes will increase staff who provide direct services to individual schools and networks of schools so that we can improve the ways that we serve our students with special needs with:

- School-embedded behavior support specialists to provide schools support for **positive behavioral interventions**;
- Special education specialists to manage **program fidelity** and provide **site-based support** for our most high-need schools; and
- Additional **psychologists** to provide more efficient and timely **direct support** to schools.

	Positions Deleted	Positions Created	Net Effect
District Office	4	3	-1
School Support	18	33	15
School Embedded	0	20	20
	22	56	34



# How will these changes impact our schools?

- By **increasing positive behavioral interventions and timely response** for students through additional on-the-ground support from specialized behavioral staff;
- By creating **additional site-level supports for compliance monitoring** through job-embedded coaching, support, and technical assistance;
- By improving the **timeliness and efficiency of assessment, evaluation** and other necessary supports for students through **smaller caseloads for psychologists**;
- By providing **year-round coaching and professional development** for teachers and school leaders; and
- By increasing overall **just-in-time supports for networks of schools, individual schools, and teachers** to ensure each student is provided the individualized programs needed to reach their highest potential.

# Reorganization Deep Dive: Information Technology

# What is our vision for the IT team?

## Mission and Role

- To **deliver the highest quality IT services and tools** to teachers, school leaders, staff, students, and families.

The **goals** of these proposed changes are to:

- Align our capabilities to **support a more modern technology** environment;
- Reduce our reliance on third party vendors for support with technical work such as custom application development;
- Develop and maintain a more **user-centered, single source technology environment** for teachers, school leaders, students and families; and
- Ensure **students are benefitting from the most modern technology** tools to support their learning.

# What are the proposed changes for the IT team?

Currently, the Applications team is focused primarily on maintenance and support of large, enterprise systems.

With the proposed changes, the team will have two primary workstreams:

- **Developers** who are focused on leveraging a rapid development process to build applications from the ground up.
- **Application managers** who are focused on supporting users through training, troubleshooting, and assistance while also performing application maintenance.

	Positions Deleted	Positions Created	Net Effect
District Office	15	14	-1
School Support	0	0	0
School Embedded	0	0	0
	15	14	-1

# How will these changes impact our schools?

- By proactively identifying opportunities to provide teachers and school leaders with tools and applications that support teaching and learning;
- By decreasing our response time between assessing needs to developing tools to address them; and
- By creating a better overall experience using technology to support teaching and learning.

# Reorganization Deep Dive Campus Police

# What is our vision for the Campus Police team?

## Mission and Role

- To provide a **safe and secure environment** to the schools we serve, while **building positive relationships** between the school, students/families, and the law enforcement community.
- The role of Campus Police is to **support building a school climate that is safe, supportive, and joyful** along with a culture of care and respect both from adults to students, from students to adults, and from students to students.

The **goals** of these proposed changes are to:

- **Increase safety and strengthen support to our schools** through new roles and responsibilities, deployment strategies, and student-centered practices in Campus Police.
- Shift and focus expectations on building **positive relationships** with students, on use of de-escalation and restorative practices, and on **close partnership and collaboration with school teams** (school leaders, teachers, and staff).

# What are the proposed changes for Campus Police?

**Currently, our team’s focus has been on:**

- Providing reactive support to school safety concerns;
- Engaging with students through traditional policing models;
- Deploying staff based on geographic area; and
- Responding to physical threats.

The current salary structure is not competitive with comparable local law enforcement positions.

**The proposed changes will allow us to add to the responsibilities of our team:**

- Ensuring strong proactive and reactive support to schools;
- Engaging with students through community policing models focused on building relationships, emphasizing prevention, building trust, and communication;
- Deploying staff based on real-time data and other critical factors; and
- Using problem-solving skills, effective de-escalation of conflict, and restorative and trauma informed practices.

The proposed changes will also provide for a competitive salary structure.

	Positions Deleted	Positions Created	Net Effect
District Office	2	2	0
School Support	42	36	-6*
School Embedded	0	0	0
	<b>44</b>	<b>38</b>	<b>-6</b>

\*There will be **no change in the number of officers** serving our schools as a result of the proposed reorganization. The net loss of 6 positions reflects the deletion of previously defunded and vacant positions during the 15-16 and 17-18 school years.



# What are the main organizational changes?

## New Positions

- Changes to role expectations and responsibilities aligned with vision.
- Changes to expectations for engagement with school teams and other support teams.
- Explicit articulation of the evolving role of Campus Police team members to use school-based community policing practices.
- New and explicit requirements for physical agility to match the updated physical demands of the positions recommended for creation.

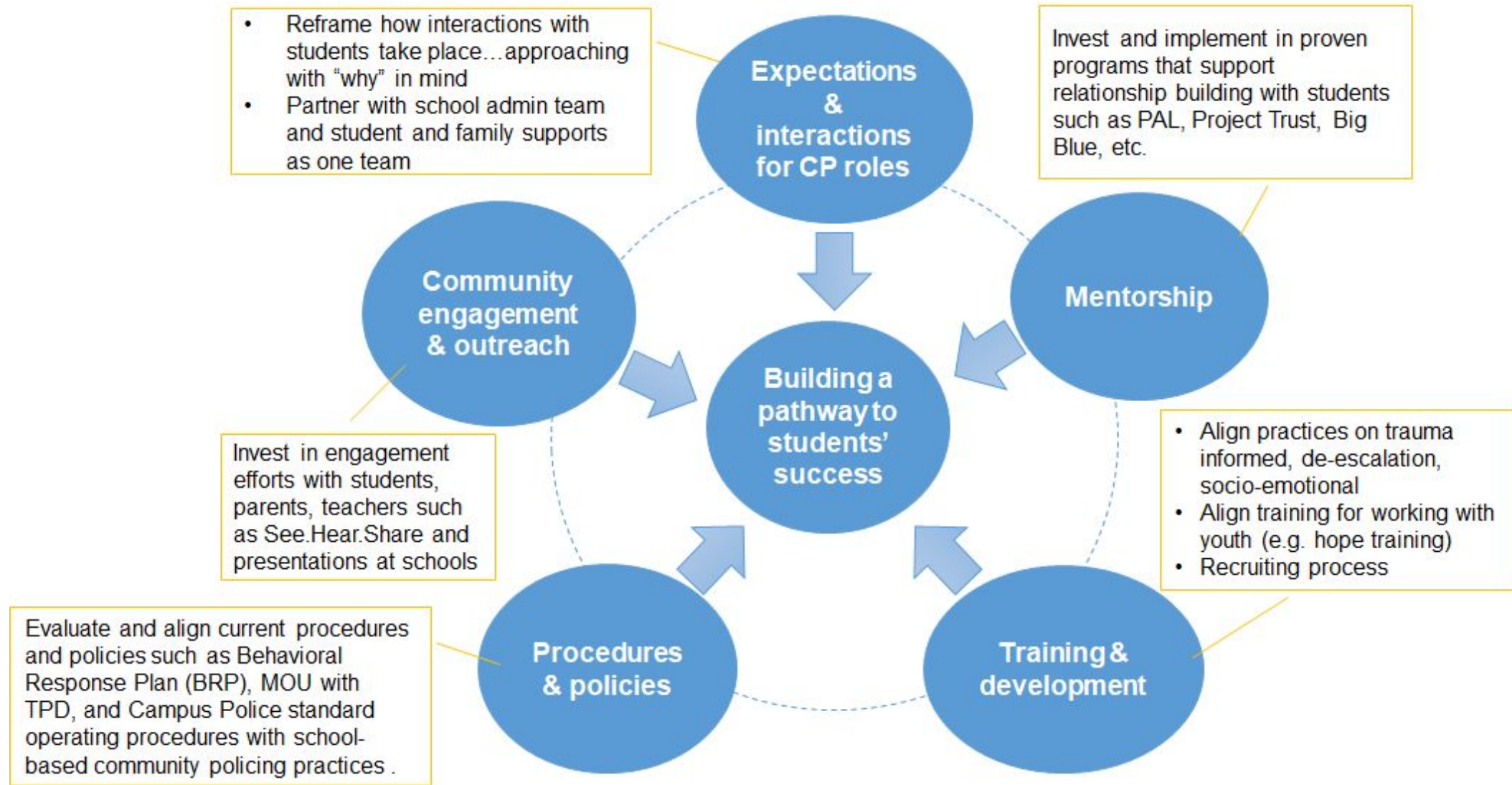
## New Compensation Structure

- Increase in compensation grade level for all new roles.
- More competitive salaries to retain and recruit talent.
- All leadership roles are 12-month to support summer planning and training.

## New Team Deployment

- Resources deployed based upon data such as incident-population ratios, size, type, etc.
- Groups of middle and elementary school will have dedicated officers.
- Increased presence in schools engaged with students and aligned with school hours.

# The changes support a wider community policing initiative with the City of Tulsa and the Tulsa Police Department



# Campus Police role changes

New Roles		Change in pay grade levels from current to new role	Current Roles	
Number of Positions	Job Title		Number of Positions	Job Title
2	Sergeant of School Safety and Security ( <i>Safety Sergeant</i> )	Yes (all 12 months)	2	Police Sergeant
1	Security Officer Supervisor, Corporal ( <i>Security Corporal</i> )	Yes	1	Security Sergeant
5	School Safety Officer – 12 months ( <i>Safety Officer</i> )	Yes	4	Campus Police Officer - 12 months
11	School Safety Officer – 10 months ( <i>Safety Officer</i> )	Yes	11	Campus Police Officer - 10 months
17	Campus Security Officers ( <i>Campus Security</i> )	Yes	24*	Security Officers
1	Lead Communications Safety and Security Monitor ( <i>Lead Dispatch</i> )	Yes	1	Lead Communications Specialist
1	Communications and Project Coordinator ( <i>Coordinator</i> )	Yes	1	Communications & Projects Specialist

\*It includes 6 positions that were previously unfunded.

# Main changes to expectations, responsibilities and competencies - School Safety Officer

	Police Officer (current role)	Safety School Officer (proposed role)
<b>Minimum Qualifications</b>	<ul style="list-style-type: none"> <li>CLEET certified police officer, experience with security alarm systems preferred</li> </ul>	<ul style="list-style-type: none"> <li>Possession and maintenance of a valid, current CLEET peace officer certification.</li> <li>School-based community police training, with a focus on restorative justice practice (preferred)</li> <li>Success in collaborating with community stakeholders in safety or related contexts.</li> <li>New and explicit requirements for physical agility to match the new position's physical demands.</li> </ul>
<b>Responsibilities and Essential Functions</b>	<ul style="list-style-type: none"> <li>Respond to all intrusion alarms, open doors for access for vendors/contractors, secure buildings, arrest criminal violators when necessary.</li> <li>Does not directly supervise any individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Build positive relationships with staff and students and be embedded in the school community.</li> <li>Implement de-escalation and restorative justice practices as described.</li> <li>Collaborate, lead, and support safety practices with schools, students, families and other teams..</li> <li>Maintain effective working relationships with other school and department staff.</li> <li>Provide oversight of the Campus Security Officer as a team lead</li> </ul>
<b>Skills and Abilities Required</b>	<ul style="list-style-type: none"> <li>Knowledge and experience in making lawful arrests, knowledge of criminal law.</li> <li>Experience in response and diagnosis of motion sensor alarm systems.</li> <li>Some electrical and software programming skills necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Skilled in effectively build community and positive relationships with students and staff.</li> <li>Skilled in defusing and de-escalating situations.</li> <li>Ability to evaluate situations and to employ alternatives to arrests and restraints.</li> <li>Bilingual English-Spanish skills is preferred.</li> </ul>

## Baseline selection criteria grounded on research and best practices

- **Relevant work experience.** Most agencies require officers to have at least 2 to 3 years of street experience to ensure that they are familiar with law enforcement protocols and statutes and can apply the relevant knowledge to the school setting, including answering students' questions about policing and the law.
- **Interest in working with youth within the age range of the school.** Officers applying for school-based positions should express strong interest in working with students. Existing engagement in youth activities, such as mentoring and involvement in the Police Athletic League (PAL), is a useful indicator.
- **Strong interpersonal skills.** School-based officers should be able to build and maintain productive relationships and communicate effectively with a range of stakeholders, including parents, students, teachers, and administrators.
- **Appropriate demeanor.** Students, families, and school staff should see officers as approachable, likeable, and patient.
- **Flexibility and an understanding that each situation is distinct, with a willingness to consider a range of factors in making decisions.** Successful school-based officers examine all sides of a situation before determining action. Officers should have a desire to problem solve with others and consider all courses of action.
- **Ties to the community.** Familiarity with the school and community makes it easier for the officer to establish credibility and rapport. An officer who has had positive relationships with youth served by the school is especially beneficial for this role.
- **Cultural competence and knowledge of bias issues in policing.** The officer has shown sensitivity and understanding of racial, gender, and cultural differences and knowledge and commitment to addressing issues of bias that can be present in policing.

# Changes improve our ability to keep students and adults safe--both proactively and reactively

To achieve safety in today's world, Campus Police not only need to prevent violence and respond to critical incidents and emergencies, they must also provide conditions for learning wherein ALL students feel safe, welcome, and supported. Relationships lead to trust, and trust enables communication and prevention.

## Conditions for Learning

By creating welcoming, supportive, safe, and secure learning environments, schools can reduce the likelihood that students will misbehave, contributing to a stronger sense of connection to school, and lead to fewer disciplinary issues.

## School – Campus Police Partnership

Disrupt the school-to-prison pipeline by working collaboratively between schools, campus police, support teams, and local law enforcement to ensure that students are not arrested for minor misconduct.

## Focus on Relationships

Stronger relationships between students and law enforcement results in safer schools. Officers will invest time building relationships with students, using conflict resolution and de-escalation techniques, and mentoring to build positive relationships with the students with whom they interact daily.



# Special Board Meeting and Hearing

May 23, 2019

