

**January 12, 2016**  
**Hazard, Young and Attea**  
**Carolyn McKennan, West Coast Regional Executive Director**  
**Diane Siri, Associate**

**Information for COBS meeting January 19 regarding Deputy Chief, Facilities- Facilities, Planning and Management process**

**Below are brief responses to questions posed by COBS members:**

**1. Where is the job posted?**

- Association of California School Administrators publication, EdCal
- California Association of African American School Administrators
- California Association of Latino School Administrators
- California Association of School Business Officials (newsletter and 30 day on-line publication)
- EdJoin (California)
- EdWeek (national)
- Hazard Young Attea & Associates Website (national)

**2. What kind of outreach are they conducting in addition to postings?**

HYA associates who specialize in recruiting business and facilities officials are working with us to seek qualified candidates through their extensive personal and professional networks. Additionally we are seeking assistance from key leaders in the Coalition of Adequate School Housing (CASH), Fiscal Management and Crisis Team (FMACT), County Superintendents Regional Business Officials (Alameda County, Contra Costa County and San Francisco, San Mateo County and Santa Clara County). We will also be conducting focus groups and individual interviews on two days in January TBD to discuss the strengths of the District, the challenges and issues relating to the facilities and planning area and the characteristics of the ideal candidate. We will ask those groups and individuals interviewed for suggestions of possible candidates to contact also.

**3. What is their timeframe for getting a pool and candidates hired?**

The position has been vacant for several months and at a meeting on January 5, 2016 the desire to have a candidate on board as soon as possible was expressed. The original date for completion of the process was late February however; the process will be expedited as much as possible.

**4. What are the specific metrics/rubric used to vet candidates?**

Using the job description provided by the District we will identify those candidates who appear to match the criteria identified in the job description. The online application is the first metric we use to evaluate candidates who might be a match for the position. In addition to evaluating their educational preparation and professional experience, their written responses to the two open ended questions on the application will give us considerable information on a candidates' writing skills. Extensive reference checking beyond names provided by the candidate is done. Our network of professional relationships allows us to gain information that might not be available to personnel within the school system. Internet searches, specifically looking for issues that may impact the candidate's ability to be successful in the Oakland Unified School District are done. Initial interviews with HYA consultants are conducted. These initial interviews with the top candidates are designed to see how a candidate conducts himself/herself in the formal interview process and to validate experience listed on the HYA application. We prepare questions that demonstrate a candidate's knowledge of the skills and characteristics desired by the District. During the interview process we also look for a candidate's knowledge of the District. Has he or she done

research on their own to determine if they are a match for the needs of the District? Have they studied the job description carefully to know what will be expected of them if they are the successful candidate? Finally, do they match the candidate qualities and characteristics collected in the January focus groups and individual interviews?

**5. What constitutes a "viable pool"?**

Three to five candidates thoroughly vetted in the process described above. Our goal is that all of the vetted pool would be qualified and possess the personal and professional characteristics outlined in the job description. The district process will then include additional interviews to determine the best match for the current and future challenges of OUSD. If the District so desires, the finalist for this position would be asked to authorize a background check which will confirm degrees attained, data in criminal and domestic courts as well as a review of his/her driving record and credit history.

**6. What is the step-by-step process between getting a pool by HYA and getting to interviews and vetting by OUSD staff**

The internal OUSD process will be determined by Hitesh Haria, Chief Operation Officer and may include additional assistance from HYA consultants if requested

**7. What does the interview process look like ("real life" scenarios were mentioned - what does this entail)?**

Our process generally concludes when the three to five vetted candidates and the information obtained in the reference checking are presented to the District. At this point the District conducts the interviews utilizing a process unique to their system. If asked, HYA consultants could provide the District with assistance in the formal interview process.



## **Deputy Chief, Facilities – Facilities Planning and Management**

### **COMPENSATION**

**Salary: Negotiated based on qualifications and experience**

### **BASIC FUNCTION**

Under the direction of the Chief Operations Officer, the Deputy Chief of Facilities plans, organizes, directs, and reviews activities related to facilities planning and design, school utilization, real estate management, and building and grounds maintenance to ensure that all facilities meet the highest standards of design, construction, and appropriateness for the educational activities they were intended to foster; all new educational facilities are constructed in a manner consistent with the highest standards of efficiency, safety, economy, and quality; and; students are provided with a physical learning environment that is safe, clean, attractive, and functional.

### **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:**

- Develop and use a team-based approach to leadership and management of Facilities Planning and Management which includes the Departments of Buildings and Grounds, Facilities and Custodial Services
- Assist department heads in developing evaluative criteria to ensure accountability of all personnel
- Ensure District compliance with all county, state, and federal mandates, requirements, obligations and commitments related to projects for facility upgrade, modernization, and/or modifications to existing facilities and grounds
- Develop, recommend and execute plans for provision of economical school facilities commensurate with legal and educational requirements
- Assume responsibility for the comprehensive overall planning and scheduling of maintenance and repair requirements for the Districts
- Assist in planning for new construction by participating in preconstruction conferences
- Coordinate required inspections and related engineering programs with public agencies
- Visit all construction projects at frequent intervals to assure that plans, specifications, codes, and regulations are being observed and followed
- Maintain liaison with governmental agencies having jurisdiction over or providing services to school buildings.
- Maintain necessary records and prepare periodic reports
- Ensure fiscal accountability and efficiency
- Ensure that standards consistent with applicable law are maintained
- Inspect all school buildings, grounds and installations on a regular basis to determine that high standards of workmanship, cleanliness, safety, and security are maintained
- Supervise and inspect the improvement and renovation work performed by outside contractors and verify that the terms of all such contracts have been fulfilled before authorizing payments
- Work with architects in the construction and modernization of facilities to ensure compliance with District requirements and economy
- Supervise technical review of plans and specifications prepared by architects and confer with mechanical engineer on proposed specifications



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- Recommend approval of preliminary plans, completed work drawings, and specifications
- Develop, recommend, interpret, and evaluate facilities policies, regulations, procedures, and standards
- Review construction cost estimates
- Establish bidding and construction schedules, and prepare and issue contract documents and addenda
- Investigate and evaluate new materials, techniques, and methods for providing adequate, economical educational facilities.
- Maintain and update all records, drawings, and descriptive materials of all school facilities, sites, and portable buildings
- Continue to grow professionally through research, graduate studies, collaboration with colleagues, and professional meetings and conferences
- 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
- Perform related duties as assigned

### MINIMUM QUALIFICATIONS

#### **Training, education, and experience:**

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college). A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement. Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.

- Eight (8) years' experience in architecture or related field; experience with responsibility for the design, production or field supervision of various types of construction such as educational, commercial, multi-residential and/or public sector
- Five (5) years supervisory/managerial experience
- Demonstrated experience in building trades such as electrical, carpentry, plumbing, maintenance, and other related fields
- Demonstrated success in the planning and building of projects of major proportion such as school facilities
- Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment
- Demonstrated knowledge of fiscal management, cost controls, accounting procedures, budget development, and supervision
- Master's degree in architecture or related field preferred

#### **Licenses and other requirements:**

- Valid California Drivers License
- Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance

### KNOWLEDGE AND ABILITIES

#### **Knowledge of:**

- Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
- Planning, organization and direction of a school facilities department in a large school district
- Design, construction, supervision, and management of large construction projects
- Maintenance rehabilitation, modernization and operations of large facilities
- School construction finance and alternative funding mechanisms
- School facility funding application submission procedures and requirements
- Public law related to land management, acquisition and sale



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- Principles and practices of effective supervision and personnel management
- School district organization patterns and operating procedures
- Relevant state and federal regulation and procedures; applicable laws, codes, regulations and policies
- Long-range planning methods
- Organization and direction of facilities management and planning activities
- Terms, practices and procedures used in the planning, design, construction, modernization, maintenance and operation of school buildings and facilities
- City general plan, redevelopment and zoning policies, procedures and regulations
- Budget preparation and control
- Planning, organization and coordination needed for assigned program
- 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
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

### **Ability to:**

- Plan, organize and administer a facility program for a large school District
- Manage and write grant proposals
- Demonstrate excellent and effective written and spoken communication skills in English, including content, context, communication, conciseness, grammar and usage
- Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities
- Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and customers
- Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization
- Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Plan, prioritize, organize schedule and assign duties
- Assess the needs of a broad range of constituencies and incorporate necessary elements into an operational plan
- Train, supervise and evaluate personnel
- Analyze situations accurately and develop effective action plans
- Read, interpret and work from construction drawings and blueprints
- Prepare and present clear and concise comprehensive narrative and statistical reports
- Lead and coordinated District efforts toward securing funding for projects
- Interpret, apply and explain rules, regulations, policies and procedures
- Operate personal computer, related software, and other office equipment

### **WORKING CONDITIONS**

#### **Environment:**

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



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### Physical demands:

Consistent mental alertness; sitting or standing for extended periods of time; walking over rough or uneven surfaces at construction sites; 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, assess property, prepare reports and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.