Overview of Position

The focus of this role is on Capital Planning Analyst work related to District Grounds planning. Organizes, plans, coordinates, and monitors short, intermediate, and long-range capital planning and related capital improvement activities for grounds and athletic fields at schools and other district facilities. Develops vision and long-range plan for the District's grounds and athletic fields. Identifies grounds/athletic field needs in support of development of district capital levies. Develops and maintains data/database for grounds, athletic fields, or other associated information needed for planning purposes. Develops and coordinates predictive maintenance or replacement plans. Makes school site visits to review progress and compliance with established plans and standards. Provides analytical information to help senior leadership implement strategic plans and initiatives.

The ideal candidate will have a background in landscape architecture or landscape contracting.

Essential Functions

30%

Capital Planning

• Develops vision and long-range plan for the District's facilities and sites, including facility use, facility and system condition and use, replacement schedules, repair/maintenance needs, inspections, and district standards.
• Reviews project plans for consistency with district standards and guidelines from conceptual planning through any service agreement periods.
• Makes school site visits to review progress and compliance with established plans and standards; Evaluates space utilization of each school based on academic program needs.
• Develops and maintains District's data/database for facilities, facility use (capacity and programs), building systems, grounds, athletic fields, playgrounds and play fields or other information needed for planning purposes.
• Tracks warranty or establishment periods, and coordinates repair or replacement of failed site features.
• Provides information, data reports, and analysis to District leadership, Facilities Operations, Capital Project Managers, and other District departments as requested.

20%

Research and Analysis

• Performs extensive research, analyses, and planning activities related to capital projects, facilities, school capacity/academic programs, grounds and playgrounds, information systems and processes, services and support
operations, organizational transformation, and district initiatives.

- Develops methodology for capacity analysis. Conducts capacity analysis of all schools in the district to ensure that the buildings are being utilized most effectively and efficiently.
- Responds to requests for information in a timely manner, with accurate information.
- Develops and writes reports.
- Prepares, provides, and presents information, reports, and recommendations to School Board, District leadership, other District departments, City, State, educational organizations, consultants, community, SPS parents as assigned.

20%

Property and Landmarks

- Responsible for handling complex property issues, landmarks processes, and/or supports construction projects effectively to ensure that the District's legal control over its district properties are protected and design process of major capital projects starts without delay.
- Reviews Requests for Proposal, has input into selection process, manages contract within budget and monitors expenditures.
- Supervises consultants and monitors project progress to ensure that all deliverables meet District requirements.
- Coordinates the negotiation process for Controls and Incentives Agreements with the City of Seattle Department of Neighborhood Landmarks Preservation Board.
- Collaborates with and identifies issues for legal counsel, senior capital project managers, construction project managers, and architects on property and landmarks processes, including obtaining Certificates of Approval from the Landmarks Board, for major capital construction projects.

20%

Capital Levy Planning

- Identifies facility, grounds, site, and playground needs in support of the Building Excellence (BEX) and Buildings, Technology, Academics and Athletics (BTA) capital levies; conducts site visits, gathers information from departments and schools and participates in making recommendations for levy funding priorities.
- Conducts surveys of the schools and the community.
- Collaborates with colleagues in various departments in the District to ensure successful levy passage.
- Coordinates with governmental agencies, business organizations, community/citizen groups, consultants, vendors, and the public regarding the development of projects.
- Attends community meetings, presents information, and facilitates group discussions.
- Participates in and supports the levy planning process to ensure a successful levy vote.

10%

Long Range Planning and Educational Specifications

- Participates in updating the Washington State OSPI study and survey and the Facilities Condition Assessment on an annual basis.
- Participates in creation of and updates to the District's 10-year Facilities Plan, Educational Specifications, and Technical Standards.
- Provides senior capital project managers and capital project managers with facilities and program information accurately and timely to ensure stakeholder department needs are identified and communicated.

OTHER FUNCTIONS:

- May perform related duties consistent with the scope and intent of the position.
- Supports Facilities Operations Department in compliance with risk management and insurance, property management, and resource conservation.
- Supports Enrollment Planning Office in student assignment management and boundary changes by providing capacity data.
- Supports District student academic program placement requiring facility capacity changes.

RELEVANT COMPETENCIES:

Planning
Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost.
Allocates and coordinates time effectively and efficiently to avoid conflicts.
Anticipates potential problems and develops plans to address them.
Develops an appropriate work plan to achieve results.
Monitors progress, responds to problems and measures performance.

Functional/Technical Skills
Possesses required functional and technical knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills.
- Understands the technical aspects of the job and keeps up-to-date on key technical or functional aspects of the job.
- Applies appropriate technical/functional knowledge to address situations in a timely manner.
- Thinks of ways to apply new developments to improve organizational performance.
- Shares expertise and skills with others when appropriate.

Creativity
Generates many new and unique ideas; makes connections among previously unrelated notions; is unafraid to use unorthodox methods; is seen as original and value-added in brainstorming settings.
- Generates a lot of new and unique ideas.
- Brainstorms multiple and value-added solutions to problems.
- Draws from multiple resources and perspectives to come up with new ideas and approaches.
- Creates new and effective processes and systems.

Priority Setting
Spends his or her time and the time of others on what’s important; focuses on the critical few, and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal.
- Spends own and other’s time on what’s most important.
- Focuses on the critical few and puts the trivial many aside.
- Ensures that each individual and the department develop goals and a plan that fulfills the organization’s mission.

Intellectual Acumen
Is intelligent and capable; deals with concepts and complexity comfortably; is good at learning and deciphering new knowledge; able to assimilate new skills independently.
- Demonstrates and is described as someone who is intellectually sharp, agile and capable.
- Handles concepts and complexity comfortably.
- Demonstrates the ability to comfortably shift thinking on a dime.

DISTRICT-WIDE CORE COMPETENCIES:

Collaboration
Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.
- Is seen as a team player who encourages efficient and effective collaborations.
- Works skillfully in difficult situations with both internal and external groups.
- Represents his/her own interests while being open-minded to other groups.
- Builds respectful and productive relationships internally and externally.

Getting Results (Action Oriented)
Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.
- Demonstrates a strong sense of urgency about solving problems and getting work done.
- Focuses on achieving the goal even in the face of obstacles.
- Assumes responsibility for starting and finishing work with minimal supervision.
- Strives for new levels of performance.

Decision Quality & Problem Solving
Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action.
- Weighs the consequences of options before making a decision.
- Applies appropriate criteria to situations for the purpose of making decisions.
• Displays self-confidence in own judgment.
• Focuses in the facts and solutions instead of opinions and problems.

Integrity
• Deals with people and situations in an honest and forthright manner.
• Represents information and data accurately and completely.
• Represents the confidentiality of information and concerns shared by others.
• Takes ownership if a mistake is their own and does not blame others.

Accountability
Holds self and others accountable for measurable high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.
• Takes responsibility and action as if the risks (financial or otherwise) are his or her own.
• Holds individuals and team accountable for their actions and results.
• Initiates action even if outcome is uncertain and is willing to accept the consequences of failure.
• Aligns own activities and priorities to meet broader organizational needs.
• Demonstrates courage and confidence in his or her own ability.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge
• Knowledge of project management including cost estimating.
• Quantitative and qualitative research methodology.
• Processes for planning use of school facilities.
• Ability to read and explain engineering drawings and blueprints.
• Familiarity with permitting processes pertaining to facilities use, land use, and storm water.
• Planning processes and methodologies.
• Citizen participation processes.
• Database and project management software.
• Knowledge of District facilities’ conditions and Board policies.
• Use of computer applications, including word processing, spreadsheets, and presentation software.
• Advanced Excel knowledge.
• Experience with GIS, CAD, or other similar applications.

Skills
• Think logically and creatively.
• Write clearly and concisely.
• Facilitate group discussions and meetings.
• Display individual initiative and teamwork.
• Analyze and present information.
• Communicate effectively with diverse audiences.

Abilities
• Establish and maintain effective working relationships with District staff and the public in a multicultural community.
• Show awareness of and honor the cultural and linguistic diversity in the schools and communities.
• Support ways to engage families/students from diverse cultures.

Typical Qualifications

EXPERIENCE/EDUCATION:

A typical way to obtain the knowledge and abilities would be:

Bachelor’s degree in research, statistics or related degree with an emphasis on research and data analysis; Landscape Architecture; Civil Engineering; Architecture; Construction Management; Urban Planning; or closely related field; or five (5) years of experience; or an equivalent of education and experience.
Any equivalent combination of education, experience and training that provides the relevant knowledge, skills and abilities to perform the work will be considered.

**DESIRED CERTIFICATION & LICENSES:**
Certified Playground Safety Inspector (CPSI)
Valid Washington State driver’s license or evidence of equivalent mobility.

**CLEARANCES:**
Criminal Justice fingerprint and background check

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<tr>
<td>Seattle Public Schools</td>
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