



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 13.1g

Meeting Date: December 19, 2024

Subject: Approve Job Descriptions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resources Services

Recommendation: The recommendation is to approve new and/or revised job descriptions.

Background/Rationale: The District has a need to ensure that job descriptions are updated or new job descriptions created in order to meet evolving needs. As a reminder, as part of an updated process, moving forward, job descriptions will be brought to the Board prior to their implementation.

Financial Considerations: The job descriptions below have been approved through an internal District process that includes approval by Business Services, Purchasing Review Process, Cabinet, and Human Resources.

LCAP Goal(s): Welcoming and Safety Outcomes

Documents Attached: Job Descriptions:

New Job Descriptions as of 12/19/2024:

Assistive Technology Specialist
Lead Speech Language Pathologist
Visual and Performing Arts (VAPA) Assistant

Special Education
Special Education
School Sites

Revised Job Descriptions as of 12/19/24:

Supervisor IV, Electronics, Access Control, Locksmiths,
and Fire Alarm

Facilities Maintenance

Supervisor IV, Carpenter, Roofing, and Welding

Facilities Maintenance

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer & Lead Negotiator

Approved by: Lisa Allen, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Assistive Technology Specialist	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	181 Days
DEPARTMENT:	Special Education	SALARY:	Special Education Teacher Salary Schedule
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	TBD
		HR APPROVAL:	12-10-2024
		CABINET APPROVAL:	11-21-2024

BASIC FUNCTION:

Under the direction of assigned Administrator, coordinate activities related to the provision of assistive technology solutions to support student access to curriculum and meaningful learning (e.g. Special Education, 504). Complete assessments , review available options, procure and install devices, software and supplies; program, modify, and complete minor repairs of equipment as needed; in collaboration with site teams promote student access and achievement through on-going training and collaboration.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below E. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Administer, interpret, and provide informal (criterion referenced/UDL) and/or formal (standardized) assessments to determine the need for assistive technology. Provide written reports as needed. Use the results of the assessments to advise and assist site teams with the development of the assistive technology solutions and supports. **E**

Identify and facilitate assistive technology based solutions and supports to students with divergent learning needs. Supports may include devices, software, peripherals, universal design for learning, and accommodations or modifications that support student access to curriculum. **E**

Provide a range of services which may include direct instruction, consultation, mentoring, coaching, monitoring, and/or technical support services as identified by assessed student needs and in accordance with eligibility requirements and applicable law. **E**

Collaborate to provide professional development to site teams on how to implement the use of assistive technology devices within the student’s school environment. **E**

Provide technical support as needed to site teams on how to troubleshoot, use, and utilize assistive devices. **E**

Communicate with site team members to support student use of assistive devices based on student and staff need. **E**
Attend meetings as requested to support student access to curriculum and meaningful learning. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Prepare and maintain required records and reports related to the assignment and enter information and data onto various district platforms. These records and reports would include but not be limited to those required by district, state, and federal guidelines and regulations. **E**

Participate in and record job related time accounting as applicable onto district platform. **E**

Attend staff meetings; participate in related workshops, seminars, and conferences. **E**

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Required: Any combination equivalent to a bachelor’s degree preferably in the areas of education, special Education (disability), educational technology, rehabilitation services, rehabilitation engineering or assistive technology.

Preferred: Any combination equivalent to a Master’s degree preferably in the areas of education, special education (disability), educational technology, rehabilitation services, rehabilitation engineering, or assistive technology.

A minimum of 2 years of experience working in a special education setting providing assistive technology services that provide access to curriculum and meaningful learning.

LICENSES AND OTHER REQUIREMENTS:

Required: At least one of the following:
Valid Education Specialist Credential.
Valid Speech-Language Pathology Services Credential
Valid Speech Language Pathology Assistant License
Valid Clinical or Rehabilitative Services Credential
Valid Pupil Personnel Services Credential
Valid Occupational Therapy License
Valid Physical Therapy License

AND

Valid RESNA Rehabilitation Engineering and Assistive Technology Society of North America granted Assistive Technology Professional (ATP) certification or Completion of a certificate or degree program in assistive technology from an accredited college or university.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- IDEA and applicable California Education Code as it relates to providing assistive technology services to students.
- Evidence/research based, peer-reviewed, and defensible assessment practices for assistive technology.
- Evidence/research based technology interventions and supports to match assessed student need and address divergent learning.
- Curriculum and standards for students PK-22.
- Instructional planning for integration of assistive technology into a classroom setting.

- Accommodations/modifications in general education.

ABILITY TO:

- Work collaboratively with students, parents, educators, administrators, and agency representatives.
- Feature match assessed student needs with assistive technology solutions.
- Make referrals to other community resources, support groups and social service agencies as appropriate.
- Use strategies for resolving differences that may arise as part of the implementation of services.
- Assess student needs and develop viable plans and alternatives.
- Plan, prepare and conduct individual and group training and/or consultation sessions.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Train and provide technical support to assigned staff.
- Prepare and deliver oral presentations.
- Complete work with many interruptions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and time lines.
- Maintain confidentiality of sensitive and privileged information.
- Maintain records and prepare various reports.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Exchange information and make presentations.
- Read a variety of materials and monitor student behavior.
- Operate a computer. Use interpersonal skills such tact, patience and courtesy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

School site, office environment, or business locations; ability to move between sites during the workday.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

SAMPLE HAZARDS: May risk exposure to communicable diseases.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Lead Speech Language Pathologist (Lead SLP)	CLASSIFICATION:	Certificated, Non-Management SCTA
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	190 Days
DEPARTMENT:	Special Education	SALARY:	Non-Management Specialists' Salary Schedule – Program Specialist
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	11-21-2024
		HR APPROVAL:	12-10-2024
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Under the direction of the designated Administrator of Teaching and Learning, the Lead Speech Language Pathologist: actively participates in the developmental planning and implementation of the Speech and Language programs (including AAC [Augmentative and Alternative Communication] and MTSS [Multi-Tiered System of Support]), policies, and practices, plans, organizes, and coordinates the Speech and Language Program including, but not limited to, participating in hiring, school assignments, assessments, and IEP consultation.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

1. Assists in the development and organization of curriculum, policies, and procedures for the Speech and Language Program, including knowledge dissemination of governmental regulations, codes, restrictions, and reporting requirements. **E**
2. Assists in making Speech Language Pathologist (SLP) (including AAC) and Speech Language Pathologist. **E**
3. Assistant (SLPA) staffing assignments. **E**
4. Collaborate with Speech and Language Program staff, other special education staff, district departments, stakeholder groups, and labor partners to create continuation education unit/professional learning opportunities to meet the needs of the program and requirements by ASHA/CSHA. **E**
5. Engage in peer coaching and mentoring. **E**
6. Assists in the development of schedules. **E**
7. Executes and prepares such forms, records and reports as may be assigned for effective management of the Speech and Language Program. **E**
8. Works cooperatively with Speech Language Pathologists and Speech Language Pathology Assistants to achieve effective planning and implementation of the Speech and Language Program. Assists in monitoring and evaluating

the Speech and Language Program (includes ordering assessments and materials). Aids Speech Language Pathologists in the effective use of instructional media, materials, and Special Education Information System (SEIS) database. Supports Speech Language Pathologists in preparing for difficult IEPs and attend the IEP as needed. **E**

9. Conducts orientation in-service for all new Speech Language Pathologists and Speech Language Pathology Assistants employed in the district. **E**
10. Works cooperatively with other Designated Instruction Service programs [Assistive Technology (AT), Audiology, Augmentative and Alternative Communication (AAC), DHH, VI, etc.]. **E**
11. Review and monitor Speech/Language and Related Services select assessment reports/IEPs for compliance and validity. **E**
12. Coordinate the supervision, training, and evaluation of SLP CFY/RPEs, SLPAs, SLP interns, and .SLPA interns. Lead SLP may supervise 2 SLPA's and 3 RPEs. **E**
13. Conducts meetings with Speech Language Pathologist Staff, as needed. **E**
14. Collaborates and meets with site leaders to discuss speech programing, coordination of services, and implementation and supports to campuses. **E**
15. Provide a positive climate of interaction and communication between school staffs, families, and the community. **E**
16. Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**
17. Perform other related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

A master's degree or equivalent in speech-language pathology from an accredited college or university. A minimum of three (3) years' full experience as a Speech and Language Pathologist providing speech, language and/or hearing services to students in a-large urban public school. SCUSD experience strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Speech-Language Pathology Services Credential or Clinical or Rehabilitative Services Credential issued by the California Commission on Teacher Credentialing and an ASHA Certificate of Clinical Competence (CCC-SLP). Preferred: Speech Language Pathology License from the State of California.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Speech and language assessment and therapy, transdisciplinary early-intervention theories, and rehabilitation principles and practices.
- Assistive and augmentative communication devices and applications.
- State and federal special education legal timelines and processes.
- Current applicable laws, codes, regulations, policies, and procedures governing SLPs/SLPAs, students with disabilities, and Special Education.
- School district organization, operations, policies, and objectives.
- District educational goals, objectives, policies, procedures, and organization structure.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.

- Computer hardware and related software applications.

ABILITY TO:

- Work independently with little direction to meet schedules and timelines.
- Establish priorities and deadlines.
- Analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals.
- Reads and writes at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Communicate effectively both verbally and in writing; speak effectively in public.
- Analyze and resolve problems with tact and diplomacy.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Establish and maintain records.
- Maintain visibility and work collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; classroom environment during observations; be able to go to multiple work sites to conduct work.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

SAMPLE HAZARDS:

Contact with hostile or abusive individuals with unpredictable behaviors.

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
Position Description**

TITLE:	Visual and Performing Arts (VAPA) Assistant	CLASSIFICATION:	Classified Non-Management (SEIU)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	9908	WORK YEAR:	10 Months
DEPARTMENT:	School .Site	SALARY:	Range 31 VAPA Assistant I Range 35 VAPA Asst. II Range 39 VAPA Asst. III Range 43 VAPA Asst. IV Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	8-23-2024
		HR APPROVAL:	12-4-2024
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Assists the teachers with students to provide instructional support in the visual and/or performing arts.

DISTINGUISHING CHARACTERISTICS:

Visual & Performing Arts Assistant I is an entry-level career lattice position.

Visual & Performing Arts Assistant II positions are filled by advancement from VAPA Assistant I. VAPA II assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge for art. As proficiency develops, the VAPA II functions with a greater degree of independence.

VAPA Assistant III positions are filled by advancement from VAPA Assistant II. The VAPA Assistant III assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge for art. As proficiency develops, the VAPA Assistant III functions with a greater degree of independence.

VAPA Assistant IV positions are filled by advancement from VAPA Assistant III, and assume responsibility for identifying areas of learning needs related to the program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. A VAPA Assistant IV may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions in the class are filled by advancement from VAPA Assistant IV.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Under the direction of an assigned supervisor, assist a classroom teacher in arts education instruction to students in a classroom or other learning environments; provide support in the planning and preparing of standards-based, discipline-specific in arts education. **E**

Assist with planning and scheduling the use of Fine Arts Facilities (where available); inventory use, and equipment maintenance; assist classroom teacher with monitoring, observing, and reporting progress regarding student performance and behavior. **E**

Prepare, set up, and use Fine Arts instructional materials (i.e. musical instruments, art supplies, etc.) in accordance with program guidelines; confer with teachers concerning student needs and progress; under the direction of the classroom teacher, provide instruction and assistance to students using VAPA equipment. **E**

May assist the classroom teacher in providing or reinforcing instruction to individual or small groups of students in a classroom or other learning environment. **E**

Assist classroom teacher in developing and implementing visual and/or performing art plans as needed. **E**

Operate and adjust a variety of visual and performing arts equipment; report and arrange for repairs according to established guidelines. **E**

Maintain the fine arts materials in a clean and orderly condition; store and maintain inventory of available instruments, supplies, and related materials; assist in ordering needed supplies and materials. **E**

Assist with the inventory of project-related visual and performing arts equipment, including acquisition of new supplies and repair and maintenance of existing inventory. **E**

Assist with materials preparation, set-up, clean-up and maintenance of the materials for activities, lessons, or trainings led by the teacher or Fine Arts Specialist. **E**

Assist in maintaining the health and safety of students by following health and safety practices and regulations. **E**

Assist the teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the Individualized Education Plan (IEP). **E**

Participate in meetings, conferences, and in-service training programs as assigned. **E**

Support development of visual and performing arts curriculum and assessments as appropriate. **E**

Support the organization, planning, and implementation of student performances, concerts, exhibitions, and/or arts showcases. **E**

Serve as resource for students. **E**

Assist the classroom teachers to deliver fine arts lessons/activities. **E**

Attend and participate in team meetings, rehearsals, or activities. **E**

Performs other duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of experience working with individuals or students in an organized setting, one year of professional experience in a VAPA discipline, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

VAPA Assistant I is an entry-level career lattice position.

VAPA Assistant II requires one year of college-level work (30 accredited units).

VAPA Assistant III requires two years of college-level work (60 accredited units), and must have served 75% of the school year as a VAPA Assistant II.

VAPA Assistant IV requires three years of college-level work (90 accredited units), and must have served 75% of the school year as a VAPA Assistant III.

Teacher Candidate requires a minimum of 120 college units, served as a VAPA Assistant IV for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Basic child guidance principles and practices.
- Basic instructional methods and techniques.
- Classroom procedures and appropriate student conduct.
- Correct oral and written usage of English and a designated second or third language.
- Guidance principles and practices. Positive behavior reinforcement techniques.
- Basic curriculum taught in the district schools.
- Safe practices in classroom activities.
- Reading, writing, listening, and speaking communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Basic record-keeping techniques.
- Classroom procedures and conduct.
- Operation of a computer and related software.
- Operation of visual and performing arts equipment as required.
- Requirements of maintaining an art or music space in a safe, clean, and orderly condition.
- Ability to read music notation.
- Different art/music/dance styles as needed.
- Integrating arts with classroom subjects.
- Effective engagement strategies for assigned art form K-12.
- National and state guidelines for effective arts education K-12.
- California Education Code and district policies and procedures.
- Technology in relation to arts education.
- Google apps for education.
- California Standards and Framework for the Visual and Performing Arts
- Methodologies for integrating visual and performing arts into the curriculum and for managing change on a proactive basis.
- Effective practices in the integration of visual and performing arts and staff development.
- Terminology used in visual and performing arts.
- Adult learning theory.
- Current trends in visual and performing arts.
- Applicable laws, codes, regulations, policies, and procedures.
- District organization, operations, and objectives.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

ABILITY TO:

- Assist in providing instruction to individuals or small groups of students at an assigned school site.

- Perform clerical duties such as filing, duplicating, and maintaining routine records.
- Print and write legibly.
- Understand and follow oral and written directions.
- Learn the procedures, functions, and limitations of assigned duties.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively, both orally and in writing with children and adults.
- Lift light objects according to safety regulations.
- Be flexible, and work effectively with constant interruptions.
- Operate instructional and office equipment.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Meet state and district standards of professional conduct as outlined in Board Policy.
- Assist with planning and scheduling use of fine arts space.
- Learn the procedures, functions, and limitations of assigned duties.
- Establish and maintain effective working relationships with others.
- Monitor, observe, and report student progress and behavior to classroom teacher.
- Operate a variety of fine arts equipment including, but not limited to: various musical instruments, various art equipment (kiln, computers, etc.)
- Work independently with little direction.
- Assist the teacher with providing instruction to students in assigned subject area.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

School classroom, multipurpose room, and playground environment. Office and school environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone. Walk, stand, or sit for extended periods of time; bend at the waist, kneel, or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, operate a computer keyboard, instruments, art supplies, and operate standard office and classroom equipment; see to read, prepare documents and reports; lift light objects.

SAMPLE HAZARDS

Occasional contact with dissatisfied or abusive individuals; exposure to erratic student behavior; may risk exposure to lice, bodily fluids, and communicable diseases.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Supervisor, Carpenter, Roofing, and Welding	CLASSIFICATION:	Teamsters Classified Supervisor (TCS)
SERIES:	Supervisor IV	FLSA:	Non-Exempt
JOB CLASS CODE:	9907	WORK YEAR:	12 Months
DEPARTMENT:	Facilities Maintenance	SALARY:	Range 23 Salary Schedule G
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	TBD, 07-21-03
		CABINET APPROVAL:	8-28-2024
		HR APPROVAL:	12-4-2024

BASIC FUNCTION:

Supervise, plan, organize, coordinate, and direct the carpentry, roofing, and welding staff in the alteration, renovation, repair, and construction of district facilities requiring independent judgment and analysis.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Supervise, plan, organize, coordinate, and direct the carpentry, roofers, and welding staff in the alteration, renovation, repair, and construction of district facilities, including minor repair and patchwork to roofs, requiring independent judgment and analysis. **E**

Supervise, train, and evaluate the performance of assigned staff, and participate in the interview and selection of new employees; process personnel records; make recommendations concerning staffing; discipline assigned staff according to district policies and procedures. **E**

Prioritize, schedule, and assign work; receive work orders, and dispatch the carpentry, roofing, and welding staff; assure accurate, cost effective, and timely completion of work assignments; drive a vehicle to conduct inspections. **E**

Perform journey-level skilled rough and finish carpentry work in the alteration, renovation, repair, and construction of district facilities; retrofit and remodel classrooms, offices, and restrooms with new durable materials to meet health and Americans with Disabilities (ADA) requirements. **E**

Provide preventive maintenance guidelines and instructions; schedule visits of assigned trades. **E**

Prepare and maintain a variety of records and progress reports related to the preventive maintenance effort. **E**

Mix, set forms, pour, and finish concrete for ramps, walkways, stairs, and walls. **E**

Design, construct, and install cabinets, bookcases, bulletin boards, shelves, white boards, partitions, and furniture. **E**

Perform interior finish work such as plastering, sheetrock, vinyl board, FRP, ceramic tile, and exterior finish work such as stucco, siding, trim brick, and masonry applications; perform necessary milling, staining, and finishing work. **E**

Perform structural framing of walls, roofs, beams, and columns; repair and replace cyclone fencing, gates, barriers, and playground equipment. **E**

Make and repair school and office furniture, equipment, and wooden fixtures; perform mill and cabinetwork. **E**

Maintain and repair woodwork of buildings; fit and install doors and accompanying hardware, windows, sashes, and screens; repair panic bars and other exit hardware; install ceiling tiles. **E**

Operate lathes, planers, shapers, joiners, sanders, band saws, drills, and other woodwork equipment; operate a district vehicle, forklift, scissor lift, and related equipment and machinery; maintain equipment, tools, and work area in a safe, clean, and orderly manner. **E**

Assure work completed and in progress comply with applicable laws, rules, and regulations; respond to emergency situations on 24-hour call. **E**

Estimate cost of materials and labor; prepare and submit requisitions for materials and supplies; monitor and review invoices and purchase orders with vendors; assure appropriate stock levels are maintained for the division; assist with annual division budget preparation activities as directed. **E**

Communicate with district personnel, departments, and contractors to provide technical information, coordinate activities, and resolve issues, concerns, or questions regarding work orders and scheduling of projects; confer with district personnel regarding maintenance needs. **E**

Prepare and maintain a variety of records and progress reports related to division activities; operate a computer to maintain records and provide reports; check invoices and assure proper charges are accurately maintained; submit to appropriate personnel and department as required. **E**

Provide excellent customer service by establishing positive relationships with district personnel, vendors, representatives from external organizations and others; respond to phone calls, e-mails, letters, and other communications. **E**

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division; lift and carry heavy objects. **E**

Perform related duties as assigned.

TRAINING, EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school, four-year carpentry apprenticeship program, and nine years of increasingly responsible journeyman-level carpentry experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; employee entrance evaluation (lifting test); Department of Transportation drug and alcohol testing; asbestos material certification; furnish own hand tools.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Effective supervision practices, evaluation techniques, and leadership styles.
- Interpersonal skills using tact, patience, and courtesy.
- Basic budget preparation and control.
- Operation of a computer terminal and other office equipment.
- Methods, equipment, tools, and materials used in carpentry, roofing, and welding work.
- Quality and adaptability of various woods.
- Carpentry, roofing, and welding trades.
- Building codes, policies, regulations, and guidelines pertaining to a typical school.
- Safe working methods and procedures.
- Basic record-keeping techniques.
- Health and safety regulations.
- Technical aspects of field of specialty.

ABILITY TO:

- Supervise, plan, organize, coordinate, and direct the carpentry, roofing, and welding staff in the alteration, renovation, repair, and construction of district facilities, including minor repair and patchwork to roofs, requiring independent judgment and analysis.
- Supervise, train, and evaluate the performance of assigned staff.
- Communicate effectively, and maintain cooperative relationships.
- Analyze situations accurately, and adopt an effective course of action.
- Prioritize, schedule, and assign work.
- Perform journey-level skilled rough and finish carpentry.
- Assure accurate, cost effective, and timely completion of work assignments.
- Estimate cost of materials and labor.
- Order parts and supplies according to established guidelines.
- Operate a computer to maintain records and prepare reports.
- Work from blueprints, sketches, shop drawings, and diagrams.
- Operate and maintain specialized tools of the building trade.
- Lift and carry heavy objects according to safety regulations.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Understand and follow oral and written directions.
- Observe legal and defensive driving practices.
- Attend and complete improvement trainings appropriate to crafts assigned and leadership skills.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office, shop, and school environment; drive a vehicle to conduct work; noise from equipment operation; exposure to adverse weather conditions; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Hearing and speaking to exchange information; seeing to read work orders, blueprints, shop drawings, sketches, diagrams, and monitor activities; walking or standing for extended periods of time; dexterity of hands and fingers to operate a computer and specialized hand tools and equipment; climbing ladders and working from heights; bending at the waist; kneeling, or crouching; reaching overhead, above the shoulders, and horizontally; lifting and carrying heavy objects.

SAMPLE HAZARDS:

Working on ladders or scaffolding at heights; working in a cramped or restrictive work chamber such as attics and crawl spaces; working around and with machinery having moving parts; exposure to flying debris or nails.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Supervisor, Electronics, Access Control, Locksmiths, and Fire Alarm	CLASSIFICATION:	Teamsters Classified Supervisor (TCS)
SERIES:	Supervisor IV	FLSA:	Non-Exempt
JOB CLASS CODE:	9906	WORK YEAR:	12 Months
DEPARTMENT:	Facilities Maintenance	SALARY:	Range 23 Salary Schedule G
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	TBD, 7-8-1985
		BOARD REVISION:	1-24-2019
		HR APPROVAL:	12-4-2024
		CABINET APPROVAL:	8-28-2024

BASIC FUNCTION:

Under general direction, supervise and assist journeyman level electronic technicians, journeyman level fire alarm technicians, and journeymen level locksmiths in repairing District's electronic equipment. Exercise discretion and independent judgement in the responsibility for designing, selecting, planning, repairing, maintaining, and installation of related systems; evaluate new equipment for purchase; and determine and allocate work. Assigns subordinates to work details and checks work in progress and upon completion to ensure that it meets required standards; inspects buildings and equipment reported to be in need of repair and considers the need for repair, estimates the time, labor, and materials needed; supervises and performs routine maintenance and preventative maintenance on District facilities and equipment; keeps records of time/material, and work performed and needed; keeps stockrooms up to date and prepare requisitions for stock; and perform additional related duties as required.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Supervise, repair, and assist in the repair of assigned school district equipment: locks, ingress and egress systems, access control systems, proximity and card swipe readers, computers, printers, monitors, digital dialers, microprocessor based intrusion alarm, security cameras and related systems, fire alarm receivers and transmitters, telephone equipment, video projectors, PA systems, intercom systems, software related to operation of assigned equipment, and other electronic equipment. **E**

Supervise and assist assigned staff in isolating malfunctions, replacing defective components, performing preventative maintenance service on all types of electronic, computer, telephone, audio and visual equipment, audio and video distribution and communication systems, camera systems, and fire and intrusion detection and reporting system. **E**

Use various test equipment such as voltmeter, ohmmeter, logic probe, frequency meter, and other test instruments; repair and replace motors, coils, capacitors, resistors, transformers, relays, switches, integrated circuits, transistors, speakers, and other components. **E**

Monitor work performance and provide direction and support to assigned maintenance staff as necessary for the purpose of assisting them in the successful completion of their work and achieving a high level of performance. **E**

Perform recordkeeping functions and processes data for the purpose of assigning work, tracking resources, and documenting activities. **E**

Design, plan, and estimate systems installations. **E**

Purchase and secure materials; keep and maintain records of labor and materials used; prepare reports; and recommend new equipment purchases. **E**

Maintain equipment inventory, receive and inspect new and used equipment purchased, keeps accurate records of warranty dates. **E**

Provide training for the purpose of delivering instruction and communicating goals, expectations, and procedures (e.g., maintenance, equipment, safety). **E**

Utilize standard office equipment, computer software programs, and work order management system for the purpose of preparing, maintaining, and conveying information. **E**

Attend meetings, seminars, and courses for the purpose of acquiring knowledge and conveying necessary information related to maintenance staff functions. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community within Facilities Maintenance. **E**

Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit. **E**

Performs related duties as required.

TRAINING, EDUCATION, AND EXPERIENCE:

Five years of recent experience in the maintenance and repair of electronic, computer, and communication equipment. Equivalent to graduation from high school or vocational school, including courses in electrical and electronic theory, and maintenance and repair of electronic equipment.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide ability to be insured; and employee entrance evaluation (lifting test).

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Effective supervision practices, evaluation techniques, and leadership styles. Interpersonal skills using tact, patience, and courtesy.
- Principles of electrical and electronics theory and electrical and mechanical operation related to electrical powered equipment and assemblies including computers.
- Standard practices, materials, tools, and equipment used in repairing and maintaining electrical and electronic equipment.
- Building codes, policies, regulations, and guidelines pertaining to Facilities Maintenance.

- Relevant Federal, State, and Local regulatory requirements, procedures, and standards.
- Basic budget preparation, control, and recordkeeping.
- Operation of a computer, related software, and standard office equipment.
- Safe working methods and procedures.
- Hazards, health and safety regulations, standards, and OSHA codes related to Facilities Maintenance. Technical aspects of field of specialty.
- Perform math and/or geometry.
- State and Federal requirements regarding maintenance at school sites; codes, regulations, and laws related to the job functions.

ABILITY TO:

- Supervise, train, and evaluate the performance of assigned staff.
- Coordinate and respond as needed to assigned staff, with alternate work schedules.
- Make independent decisions, follow instructions, and accept constructive criticism.
- Diagnose emergency situations quickly and accurately.
- Plan and manage projects; preparing and maintaining accurate records.
- Analyze data utilizing a variety of complex processes.
- Problem solve and analyze data based on organizational objectives.
- Read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems.
- Read, interpret, apply, and explain rules, policies, and procedures.
- Schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a variety of factors when using equipment.
- Prioritize, schedule, and assign work.
- Assure accurate, cost effective, and timely completion of work assignments.
- Operate equipment used in trade, and standard office equipment including pertinent software applications. Handle hazardous materials.
- Isolate malfunctions, locate and correct electrical and mechanical defects in electronic, audio visual, communication, and microprocessor equipment.
- Interpret electrical and schematic diagrams.
- Make project and work estimates; materials and labor costs.
- Communicate effectively and maintain cooperative relationships.
- Lift and carry heavy objects according to safety regulations.
- Understand and follow oral and written directions.
- Meet State and District standards of professional conduct as outlined in Board Policy.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities related to work.
- Work an alternative work schedule which may include nights and weekends.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Indoor, outdoors, and shop environment; drive a vehicle to conduct work; noise from equipment operation; and exposure to adverse weather conditions.

SAMPLE PHYSICAL ABILITIES:

Kneeling, pulling, pushing, carrying, and lifting heavy objects; climbing ladders; standing for extended periods of time; heavy physical labor; bending at the waist; crawling; reaching overhead, above the shoulders and horizontally; dexterity of hands and fingers to operate specialized tools and equipment; and hearing and speaking to exchange information.

SAMPLE HAZARDS:

Working on ladders or scaffolding at heights; working in a cramped or restrictive work chamber; working around and with machinery having moving parts; electrical power supply and high voltage, and cuts from tools or materials.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

(Former Title: Supervisor IV, Electronics, and Electronics Technician, Foreman)