POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.: IE01092

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other

Explanation *(Show any positions replaced)*: 2015 BIE Reorganization

3. Service: [ ] Hdqtrs [X] Field

4. Employing Office Location: Albuquerque, NM

5. Duty Station: Seattle, WA

6. OPM Certification No.:

7. Fair Labor Standards Act: [X] Exempt [ ] Nonexempt

8. Financial Statements Required: [ ] Executive Personnel Financial Disclosure [X] Employment and Financial Interest

9. Subject to IA Action: [X] Yes [ ] No

10. Position Status: [ ] Competitive [ ] Excepted *(Specify in Remarks)* [ ] SES (Gen.) SES (CR)

11. Position Is: [ ] Supervisory [ ] Managerial [X] Neither

12. Sensitivity: 1--Non- 5- MBI w/ childcare

13. Competitive Level Code: 716

14. Agency Use: Telework: 4

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. Office of Personnel Management						
b. Department, Agency or Establishment						
c. Second Level Review	Education Specialist (School Boards)	GS	1701	13	DAW	
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from official title)*: Education Specialist (Technical Assistant/Grant Sch/Sch Boards)

17. Name of Employee *(if vacant, specify)*:

18. Department, Agency, or Establishment: Department of the Interior

a. First Subdivision: Assistant Secretary- Indian Affairs

b. Second Subdivision: Bureau of Indian Education

c. Third Subdivision: Associate Deputy Director, Tribally Controlled Schools

d. Fourth Subdivision: Albuquerque Education Resource Centers

e. Fifth Subdivision: Education Resource Center

19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee *(optional)*:

20. **Supervisory Certification**. *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

a. Typed Name and Title of Immediate Supervisor: Education Program Administrator

Signature: | Date:

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Rose Marie Davis, Associate Deputy Director, Tribally Controlled Schools, (Acting)

Signature: Rose-Marie Davis | Date: 9-08-2015

21. **Classification/Job Grading Certification.** *I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.*

Typed Name and Title of Official Taking Action: Dorothy A. Willie, HR Specialist (Class)

Signature: D Willie | Date: 9/10/15

22. Position Classification Standards Used in Classifying/Grading Position: General Education & Training Series, GS-1701, October 1991; cross referenced to Education Program Series, GS-1720, Oct 1991.

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee *(optional)*										
b. Supervisor										
c. Classifier										

24. Remarks

Full Performance Level. Indian Preference. Occasional Driver.
Subject to Financial Disclosure and annual Ethics Training requirements.

BUS CODE: 8888

25. Description of Major Duties and Responsibilities *(See Attached)*

Education Specialist
(School Board)
GS-1701-13

A. INTRODUCTION

BIE's mission, as described in Title 25 CFR Part 32.3, is to provide high quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being. In performing this mission, the BIE takes into account the spiritual, mental, physical, and cultural aspects of school-aged children within their family and tribal community. To meet its trust responsibility to Indian Tribes, BIE works to strengthen educational opportunities for American Indian students to be successful and competitive globally; to enhance student participation in their tribal communities; and support tribes in nation-building, in development of the next generation of tribal leaders.

The purpose of this position is to provide professional consultant services to Tribally Controlled Schools, Tribal Education Offices and Tribally Controlled Schools School Boards who have authority and responsibility for implementing and enforcing educational laws of the tribe with Self Determination efforts towards assuming direction and control of Indian Education with a focus on improved student academic achievement.

B. MAJOR DUTIES AND RESPONSIBILITIES

Serves as the expert consultant and provides on-going trainings to school board members on P.L. 100-297 Granting Requirements and Education Laws that affect the operation of the schools and education training courses to increase their understanding in overseeing Tribally Controlled School Grants on behalf of the Tribe(s) with a focus on improved student academic achievement. Training is designed to provide school boards on their allowable duties and responsibilities that are in alignment with Tribal agreement and regulations as well as academic trainings that address how students learn.

Serves as the technical expert in School Operations management specific to P.L. 100-297 – Tribally Controlled Schools Act of 1988 and provides counsel and guidance for adherence to regulations regarding use of funds, limitations on use of funds, duration, retrocession, sanctions for audits, exceptions, problems and disputes, annual report of school operations, eligibility requirements (school accreditation), employee background investigations, reporting incidents or suspected incidents of child abuse, child protection checklist, etc.

Ensures that administrators and local governing boards/local school boards comply with Tribal, State and Federal education laws that determine adequate yearly progress in meeting applicable, measurable academic achievement standards, including any such standards established by the Tribe. Ensures that all applicable regulations are addressed, followed and implemented to guarantee improved performance outcomes for students.

Provides technical assistance on and ensures that policies, procedures and processes are established by community school boards and/or Tribal Governments at the local school level as directed by Tribal Administrative Agencies. Also provides technical assistance in establishing local educational policies and priorities to meet the needs of all students including students with disabilities as well as guaranteeing student safety by addressing drugs, violence and other issues that may result in the interference of safe school operations.

Ensures that when providing technical assistance in implementing rules, regulations, procedures, practices and standards, flexibility is emphasized and encouraged in the exercise of local Tribal options, and provides for input in periodic reviews, evaluations, and revisions to meet changing needs and circumstances.

Works with Tribally Controlled Schools or Tribal Education Agencies and/or Tribal Governments to ensure that written policies, procedures and processes are in place regarding school governance, human resources matters, staff conduct and responsibilities, student conduct and performance, teacher evaluation, parental involvement, residential policy and procedures, fiscal and budget management policies, graduation requirements, academic policies and related topics.

Collaborates and coordinates with Tribal Education Agencies and/or Tribal Governments and TCS school boards in establishing and maintaining a program of research and development to provide accurate and culturally specific assessment instruments to measure student performance aligned to language and cultural standards and that assessment instruments address reliability and validity for precision and accuracy respectively.

Works with and provides technical assistance to TCS School Boards in the enforcement of a strict standard of fiscal, programmatic and contract accountability to the Tribes and assists and guides them in the development of their own standards of accountability and carry out annual evaluations of all Bureau-funded education programs. Ensures that grant conditions for Tribally Controlled schools are in compliance with required statues and regulations.

Recommends and coordinates with in-house Information Technology services to ensure the availability of a computerized management information system whenever possible, which will provide statistical information such as, but not limited to, student enrollment, curriculum, staff, facilities, student assessments and related educational information. Makes sure that student information is accurate, reliable and available.

Works with TCS school boards to make sure they are aware of and can access training resources available through Education Resource Centers on Native American Student Information (NASIS), Special Education, Common Core State Standards, State Assessments, Framework for Teaching, Second English Language speakers, Gifted and Talented Education, etc.

Make certain that Tribally Controlled Schools have the appropriate State, Regional, Tribal or National accreditation. If Tribally Controlled Schools are not accredited, work with schools to resolve issues hindering accreditation, serving as a trouble shooter and consultant to the accreditation process in the areas of purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems and the use of results for continuous improvement.

Guarantees that Tribally Controlled Schools, Tribal Education Offices and Tribally Controlled Schools School Boards develop partnerships with U.S Department of Education, Universities, Law Enforcement, Social Services and other Federal and State entities through memorandums of agreement and models of coordinated service plans to improve educational services to Indian students. Assist Tribes in monitoring and evaluating schools on established goals and objectives, collect and analyze data and prepare reports in the proper format and content for Program Manager to respond to the above mentioned agencies.

Serves as a content expert in federal and tribal education statues, regulations, codes that establish the foundational relationship between the United States government's responsibilities for the education of Indian People based on treaties and trust responsibilities of the federal government toward Indian tribes.

Works with Tribes to implement program requirements specific to P.L. 107-110 – No Child Left Behind Act of 2001, P.L. 95-561 – Education Amendments of 1978, P.L, 93-638 – Indian Self-Determination and Education Assistance Act, as amended, P.L. 100-297 – Tribally Controlled Schools Act of 1988, P.L. 101-630 – Indian Child Protection and Family Violence Prevention Act of 1999, P.L. 108-446 – Individuals with Disabilities Education Improvement Act (IDEIA) and P.L. 101-301 for Construction Projects and other statutory and regulatory requirements and assist with evaluating effectiveness of program implementation.

Establishes implementation, monitoring and follow-through standards in working with tribes for School Improvement Program segments (subparts) authorized under the ESEA for:

- Title I, Improving the Academic Achievement of the Disadvantaged
- Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals

- Title IV, 21st Century Schools; Part A – Safe and Drug Free Schools and Communities
- Title VI, Flexibility and Accountability; Rural Education Initiative
- Title X, Repeals, Re-designations, and Amendments to Other Statues; Part C – Homeless Education

Provides technical assistance to tribes where applicable in the development of a Tribal Department of Education, education codes, and comprehensive education plans as requested by tribes. Assists tribes in developing evaluation plans as to effectiveness of implementation through detailed problems analysis, data collection and verification and data evaluation of results.

Serves as an advocate for Indian Tribes' self-determination in education matters before the Federal, State and local governments. Stays abreast of current legislation, trends and outlook in Indian Education for continuous improvements and updates in statutes and regulations including major changes in programs and policies.

Provides ongoing consultation to tribal councils in granting tribal oversight responsibilities to a tribal designated organization such as a school board, that the tribal council ensures the following:

- That written election procedures for school board membership are in place and administered by the tribe.
- That the appropriate school board (Grantee) has developed and is complying with the school's manuals.
- That the appropriate school board (Grantee) has developed and is using a risk management program (proper insurance coverages).
- That as new school board members are elected, they have the necessary training on P.L. 100-297 Granting Requirements and Education Laws that affect the operation of the school
- That the appropriate school board (Grantee) has developed and is using a property management system and that the school board (Grantee) is maintaining an updated property inventory.
- That the school board members take the necessary education training courses to assist them in overseeing the Tribally Controlled School Grant on behalf of the Tribe.
- That Indian Organizations (School Boards) report to the tribal government on a regular basis.
- That Indian Organizations (School Boards) are subject to Tribal and Federal law(s) that deal with education issues.

C. EVALUATIVE FACTORS

1. Knowledge Required by the Position

Mastery and comprehensive knowledge and understanding of Federal laws, rules, regulations and policy regarding the government's relationship with Indian tribes and people, particularly the Indian Self-Determination and Education Assistance Act (P.L. 93-638), Tribally Controlled Schools Act (P.L. 100-297), Indian Child Protection and Family Violence Prevention Act (P.L. 101-630) and P.L. 101-301 for Construction Projects and other related statutory and regulatory requirements.

Mastery knowledge of the theories, principles and techniques of education for elementary and secondary school levels specific to Elementary and Secondary Education Act (ESEA) and Education Amendments of 1978 (P.L. 95-561) and Individuals with Disabilities Education Improvement Act (IDEIA) (P.L. 108-446).

General knowledge of Federal and State Education statutes and regulations pertaining to school reform and improvement, special education and supplemental education programs.

Familiarity with Deconstructed Common Core State Standards and instructional targets as they apply to the Instructional Core.

Qualitative and Quantitative knowledge and skills to evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions.

Comprehensive knowledge of the major issues, program goals, objectives, work processes and administrative operations of a major, regional program or equivalent.

Skill in oral and written communications sufficient to advise and consult with a variety of customers, present findings and recommendations, negotiate agreements, and secure cooperation.

Knowledge and skill in providing direction, guidance and authoritative consultant services to Tribes, BIE or equivalent education organization on matters pertaining to student learning.

The ability to work effectively with people at all levels of the academic community, other government agencies, tribal groups, schools boards, parents, state and other Federal officials.

2. Supervisory Controls

The incumbent works under supervision of Education Program Administrator – Tribally Controlled Schools, who assigns work in terms of priorities, general objectives, usefulness, resources availability and costs. The incumbent is expected to carry out assignments to conclusion through the use of professional judgment, initiative, professionalism, experience and comprehensive technical knowledge. The incumbent works independently in developing and carrying out plans resolving most problems that arise, providing advice and taking actions that are technically sound and valid. Supervisory review of completed work is primarily to determine the general program effectiveness and consistency with BIE's mission, philosophy, policies and with public laws and federal guidelines.

3. Guidelines

Tribally Controlled Schools Act (Public Law 100-297) is the main source of guidance. Other guidance include the Department of Interior and U.S. Department of Education Regulations, P.L. 93-638, ESEA (Titles I, II, IV and X), IDEIA (P.L. 108-446), the Education Department General Administration Regulations (EDGAR), 25 CFR, Executive Orders, professional journals, and publications. The incumbent conducts extensive analysis and interpretation in applying the provisions of the numerous and complex guidelines. Independent research is conducted to determine the applicability of the guidelines for many unique and difficult assignments and modify them accordingly. In alignment with professional work, incumbent may propose new policies and procedures.

4. Complexity

Work involves broad knowledge commensurate with a diversity of different tasks and responsibilities that are required of BIE in guiding Tribally Controlled Schools towards Self Determination in assuming control and direction of educating Indian children with a focus on improved student academic achievement. The variety of mandated services and regulatory controls require the incumbent to exercise a great amount of professional judgment in reaching sound decisions in developing programs and adapting guidelines to meet schools' needs. Incumbent provides recommendations or makes decisions involving major uncertainties, unique situations, obscure problems, or conflicting objectives typically resulting from the nature of the concepts or the existence of serious conflicts among standards, program direction, and administrative requirements; reliance on inconclusive or variable facts or data, or rapid or continuing changes in program work requirements; or objectives with unusual demands or major constraints such as funding and timelines. The incumbent must interpret, analyze and participate in development of guidelines, policies and procedures aligned with meeting BIE goals and objectives for Tribal Self Determination. Assignments require establishing innovative approaches and techniques for use in building partnerships with Indian Tribes as they assume control of both Indian Education and Schools.

5. Scope and Effect

The purpose of the employee's work is to assist the Education Program Administrator – Tribally Controlled Schools to provide technical assistance, continual monitoring and evaluating the progress of Tribally Controlled Schools with Self Determination as they assume and maintain local control of schools. The employee's knowledge, skills, professionalism and level of motivation directly impact the administration

and effectiveness of building partnerships with Tribes and grantees. Through assignments and responsibilities performed by the employee, an orderly procedure for the review, monitoring and continuous improvements in programs is achieved. As a result of the employee's work, regulatory controls and requirements are enforced, information is disseminated, personnel are trained, integrity and compliance of programs/projects and accountability are assured.

6. Personal Contacts

Employee contacts include professional educators and officials at the local schools, area/agency levels, training consultants, state and federal agency staff, DOI-Office of the Solicitors, Tribal Officials, parents, advocates, U.S. Department of Education, and Office of Special Education Programs.

7. Purpose of Contacts

The purpose of the contacts is to evaluate, interpret and establish working and coordinating relationships and partnerships with Tribes, grantees, and individuals in the provision of education services for Indian children. To disseminate information, train and inform persons relative to Indian Self Determination, Tribally Controlled Schools Act and NCLB statutory and regulatory provisions. To observe elements of programs and projects in operations, to gather information on progress toward schedules and objectives and to give technical assistance in resolving operating problems and to maintain a working knowledge of current trends in education. The employee may encounter resistance due to divergent viewpoints concerning issues such as organizational conflicts, politics, competing objectives, resource problems, or instructional techniques and processes. These situations require the employee to influence and motivate persons or groups by use of persuasion or negotiation techniques in order to obtain the desired effect, such as to gain compliance with established or recommended policies.

8. Physical Demands

There may be extensive travel away from the duty station utilizing various methods of travel. Although the work is mostly sedentary, there is some walking, carrying, standing, bending and stopping involved on location and at operational sites.

9. Work Environment

The work is usually performed in an office, conference and/or classroom setting. Travel to remote areas and areas noted for severe weather and harsh traveling conditions may be necessary. This environment involves everyday risks or discomforts requiring normal safety precautions typical of office settings or commercial vehicles such as planes or automobiles or commercial lodging. The work area is adequately lighted, heated and ventilated.

D. OTHER WORK CONDITIONS AND REQUIREMENTS

The incumbent may be required to travel by commercial aircraft in the performance of field assignments and to work overtime. Appropriately handles and safeguards sensitive and/or classified information in accordance with regulations to reduce potential compromise. As an incidental duty, the incumbent is required to drive a motor vehicle in performance of work. A valid State driver's license is required when operating a motor vehicle on the job. The incumbent is subject to background investigation.

FLSA Determination: This position is exempt in accordance with 5 CFR §551.207 Professional Exemption Criteria; 5 CFR §551.208 Learned Professionals. This position provides professional consultant services to Tribally Controlled Schools, Tribal Education Offices and Tribally Controlled Schools School Boards who have authority and responsibility for implementing and enforcing educational laws of the tribe with Self Determination efforts towards assuming direction and control of Indian Education with a focus on improved student academic achievement. The work requires professional knowledge of the theories, principles and techniques of education. Professional knowledge of education is typically acquired by prolonged college or university studies evidenced by a degree. FLSA Designation: Exempt.

BUS Code Determination: IAW 5 U.S. Code §7112(b)(1), this position is excluded from the bargaining unit because the incumbent is considered a management employee. Incumbent serves as the technical expert in School Operations management specific to P.L. 100-297 – Tribally Controlled Schools Act of 1988 and provides counsel and guidance Tribally Controlled Schools, Tribal Education Offices and Tribally Controlled Schools School Boards. This position is involved in the full range of school management and administration as well as funding, standards, audits, reporting, resolution of problems and disputes. Additionally, incumbent interprets, analyzes and participates in development of guidelines, policies and procedures aligned with meeting BIE goals and objectives for Tribal Self Determination. Therefore, this position is considered part of the management team and is specifically is excluded from union membership. BUS Code designation: 8888

Telework Determination: BIE has determined this position is suitable scheduled, situational and for emergency telework. FPPS Code: 4

POSITION DESCRIPTION ADDENDUM
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Specialist (School Board)

Pay Plan/Series/Grade: GS-1701-13____Position Number: _ **IE01092**_____

Organization: Associate Deputy Director, Tribally Controlled Schools/ Albuquerque Education Resource Center____

Duty Station: Seattle, WA,_____

The incumbent of this position will:
[Place an "**X**" next to appropriate category]

____ **Regularly** operate government vehicles or equipment to perform the duties of the position.

__X___ Occasionally operate a motor vehicle, but not on a regular basis.

____ Not be required to operate a vehicle.

Employees occupying positions with the requirement to **regularly** operate a vehicle must successfully complete the web-based National Safety Council Defensive Driving Course every 3 years.

All positions are subject to the Indian Affairs Motor Vehicle Operation Policy. Incumbents must be in compliance with all policy requirements depending upon position motor vehicle operation status.