JOB DESCRIPTION

POSITION TITLE: Director, Legislative Affairs

CONTRACT YEAR: Twelve Months

SALARY BAND: D

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in public policy,

education, public relations, communications or

related field from an accredited institution.

EXPERIENCE: A minimum of six (6) years, within the last ten (10)

years, of experience in legislative policy; lobbying; working with Executives and Legislative branch elected officials, advocacy groups and the public.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in public policy,

education, public relations, communications or

related field from accredited institution.

EXPERIENCE: Minimum of seven (7) years, within the last twelve

(12) years, of experience and/or training in a field related to the title of the position. Must have five (5) years of experience, within the required seven (7) years, in legislative policy; lobbying; working with Executives and Legislative branch elected officials,

advocacy groups and the public.

ADDITIONAL QUALIFICATIONS

REQUIRED: Advanced communication skills. Experience

delivering successful presentations. Strong knowledge of, and relationships with, key networks in local, state and federal government on issues

related to education.

PREFERRED: Bilingual skills.

REPORTS TO: Superintendent of Schools

POSITION GOAL: Responsible for directing and promoting the

District's legislative program at the State and Federal level. Monitor and anticipate legislative landscape to address, prevent issues and influence the market. Foster, enhance and promote positive, proactive relations with local, state and national government agencies staff, legislators and other identified external audiences that impact legislation at the local, state and national levels. Facilitate communication, information sharing, strategic planning and overall positive, proactive relations

SBBC: NEW

with local governmental organizations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Legislative Affairs shall:

- 1. implement, coordinate and direct federal and state legislative program.
- 2. supervise, direct and evaluate the contractual activities of the governmental consultants to insure quality performance.
- 3. engage directly with elected officials, policy-makers and staff at the executive, legislative and agency level.
- 4. drive legislative policy development on key education issues.
- 5. represent the District as a participant or advisor in developing and presenting testimony and public policy.
- 6. develop a network of associations, industry partnerships, non-profit groups and others to support policies that will help promote education.
- 7. conduct research, analysis and make recommendations on legislative and policy issues along with implications for the District.
- 8. keep local, state and federal elected officials up to date on relevant information about the school system that will help ensure responsible decisions.
- 9. monitor and track education-related legislation and budget initiatives that impact the District; keep appropriate internal stakeholders apprised of any related bill activity, movement or amendments.
- 10. prepare briefings, legislative memos, testimony and correspondence for the Superintendent.
- 10. gather input from staff and Board Members as to issues needing legislative or regulatory agency action.
- 11. gather input from local, state and national governmental and education related organizations.
- 12. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.

14. review current developments, literature and technical sources of information related to job responsibilities.

SBBC: NEW

- 15. ensure adherence to good safety procedures.
- 16. follow federal and state laws, as well as School Board policies.
- 17. perform other duties as assigned by the Superintendent of Schools or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequent interaction with elected officials, policy-makers and staff at the executive, legislative and agency level to facilitate communication and information sharing that promote The School Board of Broward County, Florida legislative agenda.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Director, Legislative Affairs Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

		<u> Experience Range - Years</u>		
ı	Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
	A. High School	1	2	3
	B. A.A/Vocational training	1	2	3
	C. B.S/B.A.	1	2	3
	D. M.S/ M.A.	1	2	3
	E. MS+ (Sr. Mgmt.)	1	2	3
- 1				

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

3. Problem Solving: Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Director, Legislative Affairs Point Range: 1045 - 1214

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 osition many sis criteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact				
			Freedom					
C2	C4	D	D	D				

JOB DESCRIPTION

POSITION TITLE: Director, Service Quality

CONTRACT YEAR: Twelve Months

SALARY BAND: D

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned Master's degree from an accredited institution;

eligible for or possess Florida certification in educational leadership, administration or administration and

supervision.

EXPERIENCE: Minimum of eight (8) years, within the last twelve (12)

years, of progressively more responsible experience in school-based and/or district office administrative leadership

role.

OR

EXPERIENCE: Minimum of six (6) years, within the last ten (10) years, of

leadership experience and/or training in the field related to the title of the position. Must have a minimum of three (3)

years of experience as a school principal.

ADDITIONAL QUALIFICATIONS

REQUIRED: Expert level knowledge of the provisions of Differentiated

Accountability, School Improvement Process, Accreditation, Grant Writing and monitoring, Team Management and proven success in motivating team members to increase operational efficiency and improve customer service. Computer skills are required for the

position.

PREFERRED: Experience with local, state, and federal government

agencies and laws, student management, financial management, and human resource management information

systems. Bilingual skills.

REPORTS TO: Chief School Performance & Accountability Officer

SUPERVISES: Staff as assigned

POSITION GOAL: To direct and coordinate district strategic plan efforts and

work cooperatively with parent organizations and community groups to foster understanding of available school programs and services. This position is responsible for the operational aspects of the School Performance and Accountability Division and promotes effective school culture, continuous improvement with the highest level of customer service through consistent, effective, timely and

SBBC: NEW

high-quality processes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Service Quality shall:

- 1. provide leadership for the design and implementation of effective school-centered service quality with the highest level of customer service through consistent, timely and high-quality processes.
- 2. work closely with the Chief School Performance and Accountability Officer and staff to anticipate customer needs and to coordinate customer support for all District initiatives.
- 3. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
- 4. assist in the interpretation of programs, philosophy and policies of the District to staff, students and the community by providing administrative leadership in the implementation of the Broward County program of education in schools; conduct regular leadership training for potential and school based administrators.
- 5. work collaboratively with district divisions and stakeholders to enhance the creation of new innovative programs in schools through community involvement and Broward's Student Success Opportunity Initiative.
- 6. recommend the appointment and supervision of principals, assistant principals, coaches and instructional facilitators in schools and evaluate performance in collaboration with the Cadre Directors'.
- 7. work collaboratively with district divisions in the communication and marketing of best practices in schools to ensure student retention and regain market share.
- 8. advise the Chief School Performance and Accountability Officer on matters of school policy and administrative procedures at schools through participation in leadership committees and meetings.
- 9. monitor, synthesize, and communicate information regarding implementation of federal and state requirements, as mandated under Differentiated Accountability (DA), School Improvement, and Accreditation to principals, school district administration, staff, parents and community stakeholders.
- 10. ensure validity and compliance of district and building school improvement processes by working with school administrators to review and update the school

improvement process.

11. participate in state and local training and development focusing on research-based instructional techniques in order to share strategies with school district principals and staff.

SBBC: NEW

- 12. assist with determining the best turnaround options for dramatic improvements for student learning in all schools.
- 13. collaborate with the appropriate district divisions in planning, designing, and implementing ongoing professional learning and training programs to enhance customer service.
- 14. manage effective communication processes to share timely targeted communications to internal and external clients.
- 15. responsible for customer satisfaction, administrative cost and quality management to ensure goals are met.
- 16. monitor metrics to track process effectiveness and efficiency and quality of services.
- 17. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 18. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 19. review current developments, literature and technical sources of information related to job responsibilities.
- 20. ensure adherence to good safety procedures.
- 21. follow federal and state laws, as well as School Board policies.
- 22. perform other duties as assigned by the Director or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Work closely with senior leaders, department staff, and the schools to ensure quality of services delivered to parents and the community. Develop, maintain, and expand continuing communication between the office of the Executive Director, Strategic Achievement and the community by working cooperatively with governmental agencies, students, teachers, parent organizations, and community groups.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing

Director, Service Quality Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents **4 -** Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Director, Service Quality Point Range: 1045 - 1214

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

1 doition finding one criteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact			
			Freedom				
D2	C4	D	D	D			

JOB DESCRIPTION

POSITION TITLE: Supervisor, Head Start Family Services

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Minimum of four (4) years, with the last eight (8) years, of

progressively more responsible experience and/or training

in the field related to the title of the position.

ADDITIONAL OUALIFICATIONS

REQUIRED: Certification in School Psychology or School Social Work.

Experience to include at least three (3) years as a school psychologist or school social worker. Ability to communicate effectively as evidenced by clarity and conciseness of oral presentations and submitted documents.

- Competence and leadership capabilities as a school psychologist or school social worker
- Awareness of the needs and structure of the total school system
- An understanding of the roles and functions of school psychologists and school social workers within the department, school system, and community
 - Ability to work effectively in coordination of

services from various departments

Computer skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director Head Start/Early Intervention or designee

SUPERVISES: District family services personnel (school psychologists,

school social workers, parent educators) in conjunction

SBBC: NEW

with the Director or designee

POSITION GOAL: Enhance family services by coordinating and overseeing

the activities of family services personnel to ensure the effective implementation of a comprehensive program of services, monitor the services provided so that the students and the school system receive maximum benefits, and

ensure families are enrolled in designated programs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Supervisor, Head Start Family Services shall:

- 1. support academic, social, and interpersonal student development by implementing the Head Start program's initiatives for family support services and keeping the Director aware of the status of psychological, social work, family services, and any needs or problems.
- 2. advise the Director regarding assignments and other specific responsibilities of district school psychologist, school social workers, and parent educators.
- 3. supervise, utilizing appropriate professional assistance, district school psychologist, school social workers, and parent educators to ensure professional quality and quantity of psychological, social work, and family services.
- 4. ensure that district family services personnel (a) are thoroughly familiar with the school readiness goals related to family services and (b) carefully follow Head Start Program Performance Standards.
- 5. assist the Director in development of a comprehensive program of family services and assume primary responsibility for implementation, monitoring, and evaluation of the components.
- 6. oversee the eligibility, recruitment, selection, enrollment, and attendance (ERSEA) of families into the Head Start program and prepare monthly reports for the Board and Policy Council.
- 7. coordinate annual enrollment, recruitment, and registration including updating materials, assigning students, employee communication, and community outreach.
- 8. ensure coordination of outreach, support, and services with local, state, and federal agencies, churches, non-profits, the business community, NGOs, and other organizations engaged in early childhood education, particularly those targeting underserved and disadvantaged communities.
- 9. prepare and provide accountability for monthly and annual local, state, and federal reports.
- 10. assist the Director in planning professional learning related to family services and ERSEA, in coordination with Talent Development, for family services personnel, program staff, and school staff and assume primary responsibility for implementation and evaluation of the professional learning.
- 11. coordinate, in collaboration with Head Start staff, partnerships that support and

enhance family services and child outcomes.

12. ensure effective service delivery by maintaining data and preparing reports as requested by the Director, describing quality and quantity of family services as defined by the Head Start Performance Standards.

SBBC: NEW

- 13. ensure that family services personnel follow procedures for maintaining confidentiality and security of all psychological, social work, eligibility, and attendance records at all times.
- 14. ensure that student psychological and social services meet applicable legislation, federal guidelines, and district policies and guidelines by investigating and mediating parent issue, complaints, concerns, or problems regarding family services.
- 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 16. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 17. review current developments, literature and technical sources of information related to job responsibilities.
- 18. ensure adherence to good safety procedures.
- 19. follow federal and state laws, Head Start Performance Standards, as well as School Board policies.
- 20. perform other duties as assigned by the Director Head Start/Early Intervention or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently communicates with department and school staff to ensure performance standards, as well as federal and state rules and regulations pertaining to ERSEA and family services are followed.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Supervisor, Head Start Family Services Point Range: 945 - 1044

Position Factors

1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	nization	Contact	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- **2 -** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Supervisor, Head Start Family Services Point Range: 945 - 1044

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 obition Thaty of Scritteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact				
			Freedom					
D2	C4	D	C	Č				

SBBC: NEW THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Supervisor, ESE Transition Services

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Minimum of four years (4), within the last eight (8) years,

of professional educational experience with at least two (2) years of experience in ESE Transition services or

Exceptional Student Education.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in Mentally Handicapped, Emotionally

Handicapped, Specific Learning Disabled, Speech/Language and/or varying Exceptionalities.

Computer skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director Exceptional Student Education or designee

SUPERVISES: Employees as assigned

POSITION GOAL: To coordinate all aspects of programs for students with

disabilities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Supervisor, ESE Transition Services shall:

- 1. plan, develop, disseminate, evaluate, and revise programs related to the transition services of students with disabilities. Analyze the effectiveness of current program delivery systems and, when appropriate, make recommendations for change.
- 2. select, evaluate, and recommend for approval supplemental or adaptive texts,

teaching materials, tests, aids, equipment or other resources for programs serving students with disabilities related to transition needs and services.

SBBC: NEW

- 3. initiate and implement in-service training for non-instructional, instructional, and administrative personnel to improve program effectiveness.
- 4. advise and consult with district and school-based instructional and administrative personnel regarding instructional programs for students with disabilities.
- 5. collaborate with K-12 and CTACE personnel to ensure curriculum content validity, quality, and consistency with district philosophy and objectives.
- 6. participate in interdepartmental planning and decision making to ensure quality and consistency among programs. Collaborate with personnel from other departments to support effective delivery of instructional programs.
- 7. plan, develop, and implement parent-education programs to promote parental involvement in the education of students with disabilities, and consult with and advise parents regarding exceptional student education issues.
- 8. analyze the effectiveness of current local, state, and national policies/legislation; draft and advocate for needed changes for transition services programs.
- 9. inform administrative and instructional staff of changes in local, state and national policies, rules and regulations related to exceptional student education, interpret the changes, and assist school personnel in implementing the mandates.
- 10. recruit, interview, and recommend, when requested by school principals or the Human Resources Department, qualified/certified teachers for Exceptional Student Education programs. Assist school-based administrators, when requested, with staff utilization and clinical services.
- 11. select and supervise instructional personnel employed to develop specified products or projects.
- 12. prepare, maintain, monitor, and amend grant budgets and contracts when applicable.
- 13. develop educational specification for students with disabilities and assist in conducting periodic facility surveys.
- 14. review and approve facility designs and provide consultative services to architects and school facilities personnel.
- 15. meet with advisory, advocacy, and support groups to obtain and provide information related to programs for students with disabilities relating to transition services. Maintain liaison with and memberships in professional and community organizations.
- 16. develop and disseminate information to increase public awareness of the educational needs of and opportunities for students with disabilities relating to transition services.
- 17. represent the district's programs for transition services at the local, state, and national levels. Provide input on issues related to programs for transition services for the purpose of influencing decisions at the state level.
- 18. perform and promote all activities in compliance with equal employment and nondiscrimination police of The School Board of Broward County, Florida
- 19. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 21. review current developments, literature and technical sources of information related to job responsibilities.

- 22. ensure adherence to good safety procedures.
- 23. follow federal and state laws, as well as School Board policies.
- 24. perform other duties as assigned by the Director, Exceptional Student Education or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Represent the district's programs for transition services at the local, state, and national levels and advocate for needed changes for transition services programs in support of the strategic objectives of The School Board of Broward County, Florida.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt/not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing

Supervisor, ESE Transition Services Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Supervisor, ESE Transition Services Point Range: 945 - 1044

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

1 obtion minipolo Circum						
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact		
			Freedom			
D2	C4	D	С	С		

JOB DESCRIPTION

POSITION TITLE: Director, Strategic Achievement

CONTRACT YEAR: Twelve Months

SALARY BAND: D

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Minimum of five (5) six (6) years of leadership experience

and/or training in the field related to the title of the position. Must have a minimum of three (3) years of

experience as a school principal.

ADDITIONAL QUALIFICATIONS

REQUIRED: Must be eligible for or hold Florida certification in

administration and supervision, educational leadership, school principal or professional school principal. Requires https://doi.org/10.2016/j.com/html, school principal or professional school principal. Requires https://doi.org/10.2016/j.com/html, state statutes, and district progressional plans and state and local assessments. of the No Child Left Behind Act (NCLB) and Differentiated Accountability Plan, and their application to Broward County Public Schools. Analytical, interpersonal, and evaluation skills required. Computer skills as are required for the position.

PREFERRED: Bilingual skills-preferred.

REPORTS TO: Chief Academic Officer Chief School Performance &

Accountability Officer

SUPERVISES: Staff as assigned School Board employees and principals

under Department supervision.

POSITION GOAL: Ensure the effective operation of targeted schools in

accordance with School Board policies by developing, coordinating, and supporting all resources necessary to

maximize student achievement.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Strategic Achievement shall:

1. assist in the interpretation of programs, philosophy and policies of the District to staff, students and the community by providing administrative leadership in the implementation of the Broward County program of education in targeted schools; and conduct regular—leadership training for potential and school based administrators.; assign mentors and coaches to all new administrators.

SBBC: E-136

- 2. recommend the appointment and supervision of principals, assistant principals, coaches and instructional facilitators in targeted schools.
- 3. evaluate principals' job performance in collaboration with the Area Directors, as well as other staff assigned to the department.
- 4.2. advise the Superintendent of Schools Chief Academic Officer on matter of school policy and administrative procedures at the targeted schools through participation in leadership committees and meeting.
- 5. monitor, synthesize, and communicate information regarding implementation of federal and state requirements, as mandated under the No Child Left Behind Act (NCLB) and Differentiated Accountability (DA), to targeted principals, school district administration, staff, parents and community stakeholders.
- 6.3. develop and manage budget, staff training, and compliance activities mandated by Florida Stadards. NCLB and DA.
- 7.4. monitor and implement School Board policies, practices, and procedures to ensure compliance with current federal and state education mandates., including NCLB and DA.
- 8. ensure validity and compliance of district and building school improvement plans by working with school administrators to review and update school improvement plans.
- 9.5. participate in state and local training and development focusing on research-based instructional techniques in order to share strategies with school district principals and staff.
- 10. determine the best restructuring options for dramatic improvements in student learning in all targeted schools.
- 6. gather and analyze data to assist in the identification of schools that require targeted support to improve student achievement.
- 7. <u>establish goals, identify objectives, and assess the impact of initiatives</u> implemented by the Strategic Achievement team.
- <u>8. lead staff to provide support, mentoring, coaching, and professional learning for teachers at assigned schools.</u>
- 9. collaborate with district and school staff to develop, implement and communicate a school level interventions program that addresses academic and social-emotional student needs.
- 10. establish, develop and implement the necessary professional learning for the successful development of the staff, teachers, and school leaders to implement effective Strategic Achievement initiatives.
- build awareness amongst the staff, district and school-based leaders, and teachers regarding the latest resources and technologies proven to aid in teaching and learning, and innovative practices across the nation.
- 12. analyze and interpret data to provide written and/or oral reports to the School

Board; and to modify the district blueprint for school support and interventions, as needed.

SBBC: E-136

- 13. assist with the identification, selection, and procurement of instructional resources, both print and digital; and the evaluation of the effectiveness of their use on student achievement.
- <u>14.</u> <u>strengthen the capacity of district and building leaders to lead transformative</u> change and employ culturally responsive practices.
- 15. provide leadership and oversight in the implementation of state standards, curriculum, instruction and assessment to increase student achievement.
- <u>develop a thorough understanding of school accountability state statues, state and</u> district student progression plans; and state and local assessments.
- 11.17. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- 12.18. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- 13.19. review current developments, literature and technical sources of information related to job responsibility.
- 14.20. ensure adherence to good safety procedures.
- 15.21. follow Federal and State laws, as well as School Board policies.
- 16.22. perform other duties as assigned by the Chief School Performance & Accountability Officer.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Works with state and federal education officials and professional educators to gather and communicate information to School District administration, staff, parents, and community stakeholders regarding implementation and impact of NCLB and DA. Works in close cooperation with district, area, and school-based administrators to develop and implement required school improvement initiatives.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 06/17/08 Board Approved: 06/21/11 Director, Strategic Achievement (cont.)

SBBC: E-136

Board Adopted: 08/02/11 Reporting Change: 10/01/12 2012-2013 Organizational Chart

JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Strategic Achievement

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in Educational Leadership from

an accredited institution.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years,

of experience teaching students, including students who are not achieving grade level expectations and/or that have other exceptional learning needs. Experience must include three (3) years of successful experience in a supervisory/leadership role and three (3) years of successful experience in designing and delivering

professional learning.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in education from an

accredited institution.

EXPERIENCE: A minimum of six (6) years, within the last ten (10) years,

of experience teaching students; including students who are not achieving grade level expectations and/or that have

other exceptional learning needs.

ADDITIONAL QUALIFICATIONS

REOUIRED: Database development and management, and other

computer skills as required by the position. Effective

communication skills.

PREFERRED: Bilingual skills

REPORTS TO: Director, Strategic Achievement

SUPERVISES: Staff as assigned

POSITION GOAL: Lead the planning and implementation of support, training,

coaching and mentoring of teachers at school locations to advance educational achievement and equity; and to build district, school, and teacher capacity to sustain practices

SBBC: NEW

that increase student achievement.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Strategic Achievement shall:

- 1. gather and analyze data to assist in the identification of schools that require targeted support to improve student achievement.
- 2. establish goals, identify objectives, and assess the impact of initiatives implemented by the Strategic Achievement team.
- 3. lead staff to provide support, mentoring, coaching, and professional learning for teachers at assigned schools.
- 4. collaborate with district and school staff to develop, implement and communicate a school level interventions program that addresses academic and social-emotional student needs.
- 5. establish, develop and implement the necessary professional learning for the successful development of the staff, teachers, and school leaders to implement effective Strategic Achievement initiatives.
- 6. build awareness amongst the staff, district and school-based leaders, and teachers regarding the latest resources and technologies proven to aid in teaching and learning, and innovative practices across the nation.
- 7. analyze and interpret data to provide written and/or oral reports to the School Board; and to modify the district blueprint for school support and interventions, as needed.
- 8. collaborate in the development and monitoring of department budgets, expenditures, and inventories; as related to the position responsibilities.
- 9. development and management of grants to provide adequate funding for department initiatives.
- 10. assist with the identification, selection, and procurement of instructional resources, both print and digital; and the evaluation of the effectiveness of their use on student achievement.
- 11. serve on district, state, and national committees; and deliver presentations at local, state, and national conferences.
- 12. perform duties with professionalism; and exhibit work ethic aligned to the ontime, successful attainment of goals.
- 13. collaborate with internal and external partners, and inspire productive partnerships to amplify positive student learning impacts.
- 14. strengthen the capacity of district and building leaders to lead transformative

change and employ culturally responsive practices.

15. provide leadership and oversight in the implementation of state standards, curriculum, instruction and assessment to increase student achievement.

SBBC: NEW

- 16. develop a thorough understanding of school accountability state statues, state and district student progression plans; and state and local assessments.
- 17. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 18. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 19. review current developments, literature and technical sources of information related to job responsibilities.
- 20. ensure adherence to good safety procedures.
- 21. follow federal and state laws, as well as School Board policies.
- 22. perform other duties as assigned by the Director, Strategic Achievement or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequent communication with state and federal education officials and professional educators to gather and disseminate information to school district administration, staff, parents and community stakeholders. Works in close cooperation with district and school based staff, parents, and community members to develop and implement school improvement initiatives.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Curriculum Supervisor, Strategic Achievement Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- **2 –** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Position Factor Listing

Curriculum Supervisor, Strategic Achievement Point Range: 945 - 1044

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

Position Analysis Criteria

1 Ostton Analysis Citteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact			
B2	C3	D	C	C			

SBBC: E-140



JOB DESCRIPTION

POSITION TITLE: Supervisor, Gifted and Talented

CONTRACT YEAR: Twelve Months

SALARY BAND: \mathbf{C}

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

> Must have completed the gifted endorsement and have a minimum of three graduate-level courses in exceptional student education, core content, college and career

planning, and/or pedagogy. Doctorate preferred.

Minimum of five (5) four (4) years, within the last ten (10) **EXPERIENCE:**

> years, of successful educational experience which includes years of required experience with successful three (3) application of diagnostic/differentiated approaches to instruction that involve acceleration and enrichment, and communication and implementation of policies and

statutes.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: A minimum of six (6) years, within the last ten (10) years,

> of successful teaching or administrative experience which includes a minimum of three (3) years of experience in the application of diagnostic/differentiated approaches to instruction that involve acceleration and enrichment, and communication and implementation of policies and

statutes.

ADDITIONAL QUALIFICATIONS

Supervisor, Gifted and Talented (cont.)

REQUIRED: Valid Florida Teacher Certificate with gifted endorsement.

Excellent oral and written communication skills. Strong technology, data analysis, and system design skills with the ability to integrate technology into effective instructional

SBBC: E-140

practices.

PREFERRED: Grant writing skills. Bilingual skills.

REPORTS TO: Director, <u>Math, Science & Gifted College and Career</u>

Readiness

SUPERVISES: Staff as assigned

POSITION GOAL: To provide quality leadership to school district personnel in

the system design, on-going coordination, development, supervision, auditing and improvement of gifted and talented instructional program for Grades K-12 to enhance learning opportunities, maximize student achievement and

college/career readiness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Supervisor, Gifted and Talented shall:

- 1. lead the design, implementation, auditing, and improvement of systems to implement instructional best practices in gifted and talented instruction with particular attention to the instruction of cognitive skills that underlie the Common Core State standards at all levels.
- 2. facilitate curricular alignment and ensure cyclical and timely system revisions.
- 3. communicate the scope of District and statutory requirements regarding gifted and talented instruction to school district personnel.
- 4. ensure compliance and quality in all aspects of gifted and talented education through effective system management practices.
- 5. work collaboratively with colleagues to ensure effective student transitions between elementary and secondary schools, paying particular attention to the horizontal and vertical continuity and articulation of the K-12 instructional program.
- 6. analyze and present student data to inform and plan instruction that meets the targeted and differentiated needs of gifted students.
- 7. develop and supervise delivery of professional learning for teachers related to gifted and talented education through a variety of cost-efficient and effective delivery methods utilizing current technology.
- 8. ensure all division/department priorities and projects assist in achieving the District's Strategic Plan.
- 9. build capacity for college and career readiness in all stakeholders by coordinating and providing a systematic and continuous program.
- 10. analyze both standardized and authentic student assessment results to inform instructional enhancements and develop and implement recommendations for improvement that meet targeted and differentiated needs of all students.

11. plan and manage project implementation and meet project milestones and benchmark deadlines while staying within budget.

SBBC: E-140

- 12. communicate effectively to school personnel, parents, and community applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs.
- 13. provide support to cross-functional collegial teams as necessary and assigned. Build rapport, collegiality, and relationships among staff members in a manner that positively impacts the school culture and supports the belief that all students can and will learn.
- 14. identify areas for improvement, which need to be addressed on a District-wide basis and initiate problem-solving protocols through department supervisor.
- 15. model the use of technology to increase and to enhance the academic experience.
- 16. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- 17. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- 18. review current developments, literature and technical sources of information related to job responsibility.
- 19. ensure adherence to good safety procedures.
- 20. follow Federal and State laws, as well as School Board policies.
- 21. perform other duties as assigned by the Director, STEM and Instructional Resources or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Serves as a liaison to the U.S. Department of Education, the Florida Department of Education and the business community to advance the interests of the District relative to gifted and talented education. Frequent coordination and collaboration with staff across the District, state, and schools in planning, coordinating, implementing and monitoring the effectiveness of gifted and talented instruction to meet student needs. Regular meetings with parent and community groups to represent the District and communicate gifted and talented education related information.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Supervisor, Gifted and Talented (cont.)

Board Approved: 06/26/2012 Board Adopted: 07/24/2012 SBBC: E-140

SBBC: NEW THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Director, Innovative Learning & Arts

CONTRACT YEAR: Twelve Months

SALARY BAND: D

BARGAINING UNIT: ESMAB

MINIMUM OUALIFICATIONS

EDUCATION: An earned master's degree in educational or instructional

technology, or educational leadership from an accredited

institution.

EXPERIENCE: A minimum of six (6) years, within the last ten (10) years,

of experience in the development, implementation and evaluation of curriculum and instructional units that authentically integrates technology to result in increased

student achievement.

ADDITIONAL OUALIFICATION

REQUIRED: Excellent interpersonal, oral and written communication

skills, proven effective leadership skills and advanced

computer skills.

PREFERRED: A minimum of three (3) years teaching in a Prek-12th grade

classroom, or three (3) years of experience as school based media specialist or core content area coach. Experience in writing, securing, and managing grants. Bilingual skills.

REPORTS TO: Executive Director, Instructional & Interventions

SUPERVISES: Staff as assigned

POSITION GOAL: The purpose of this position is to provide leadership and

tactical strategies for the smooth operation of multiple technological systems that enhance the teaching and learning. The position will lead the research and identification of technological and pedagogical practices

necessary for equity of outcomes for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Innovative Learning & Arts shall:

1. establish goals, identify objectives, and assess the impact of initiatives implemented by the Innovative Learning & Arts Team.

SBBC: NEW

- 2. establish, develop and implement the necessary professional learning for the successful development of the staff, teachers, and school leaders to implement the Innovative Learning & Arts initiatives.
- 3. develop and implement the Instructional Technology goals and objectives, outlined in the District's Technology Strategic Plan.
- 4. establish the implementation of an assessment tool that measures educators' and students' technology competencies.
- 5. promote the innovative and effective transformation of the use of technology in the classrooms.
- 6. develop a plan that results in the use of technology to transform teaching and learning in the classroom; increases access and participation in Arts programs; encourages students to become life-long learners and effective producers and consumers of digital resources; and produces citizens who are prepared to compete in a global society.
- 7. build awareness amongst the staff and district leaders regarding the latest technologies proven to aid in teaching and learning, and innovative practices across the nation.
- 8. analyze and interpret data to provide written and/or oral reports to the School Board and to District personnel as requested.
- 9. collaborate in the development and monitoring of district budgets, expenditures, and inventories, as related to the position responsibilities.
- 10. support the development of technology resources to aid curriculum development and grant writing.
- 11. assist in the development of strategic alliance partners.
- 12. assist with identification, selection, and procurement of instructional resources, both print and digital; and the evaluation of the effectiveness of their use on student achievement.
- 13. serve on district, state and national committees; and deliver presentations at local, state, and national conferences.
- 14. perform duties with professionalism; and exhibit work ethic aligned to the ontime, success attainment of goals.
- 15. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- 16. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 17. review current developments, literature and technical sources of information related to job responsibilities.
- 18. ensure adherence to good safety procedures.
- 19. follow Federal and State laws, as well as School Board policies.
- 20. perform other duties as assigned by Executive Director, Instruction & Interventions or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequent contact with various levels of School and District staff in the use of technology to transform teaching and learning in the classroom. Establish partnerships with other organizations in order to meet program goals.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing

Director, Innovative Learning & Arts Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experience Range - Years</u>			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Director, Innovative Learning & Arts Point Range: 1045 - 1214

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 obtain many bis circula						
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact			
			Freedom				
D2	C4	D	D	D			



JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Media & Instructional Material

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution,

along with advanced coursework or professional development in Literacy-related education. Certified in

Library Media.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years,

of successful job-related experience in Library

Media/Information Services.

ADDITIONAL QUALIFICATIONS

REQUIRED: Valid Florida Teacher Certificate in any of the Literacy

content areas. Strong communication and project management skills and evidence of success in leadership experience. Strong technology skills with the ability to integrate technology into teaching, learning and

management.

PREFERRED: Bilingual skills.

REPORTS TO: Director, Innovative Learning & Arts

SUPERVISES: Provide supervisory services on library media

programming to schools, and staff as assigned.

POSITION GOAL: To provide leadership in the development, implementation,

and evaluation of the school library media program to promote student learning and teacher effectiveness for the

benefit of the system's total educational program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Media & Instructional Material shall:

1. design systems to recognize, collect and distribute models of effective instructional practices and strategies focused on standards based information literacy skills instruction using an inquiry-based approach.

SBBC: NEW

- 2. incorporate relevant transliterate, digital tools and strategies into professional learning, curriculum frameworks, and assessments for teacher and student use.
- 3. communicate the scope of scientifically based research regarding knowledge building, information, and communication strategies and technologies across disciplines including effective interventions to direct instructional best practices that allow students to demonstrate their potential in all aspects of learning.
- 4. work collaboratively with colleagues to ensure effective transitions between elementary and secondary schools, paying particular attention to the horizontal and vertical continuity and articulation of the K-12 instructional program.
- 5. communicate the scope of the Common Core State Standards and Florida Standards. Facilitate curricular alignment and ensure cyclical and timely curriculum revisions.
- 6. develop and supervise delivery of professional learning for teachers related to Library Media program goals through a variety of delivery methods including virtual learning, professional learning communities, lesson studies or peer review.
- 7. build capacity for executing the research process through inquiry-based, project oriented learning by developing and facilitating projects in K-12 schools.
- 8. analyze both standardized and authentic student assessment results to inform instruction and develop and implement recommendations for improvement, which meet targeted and differentiated needs of all students.
- 9. guide building level school library media coordinators and principals in district library policy for challenged materials; guide building level school library media coordinators and principals in the selection and purchase of materials and equipment.
- 10. coordinate the planning and design of new, renovated and existing school library media facilities.
- 11. advocate standardization and investigate licensing issues for system wide resources, including District Professional Collection.
- 12. supervise and monitor use of the Destiny Library Management system software, (i.e., circulation, inventory, MARC records, district upgrades and curriculum integration).
- 13. research, initiate, and encourage a wide range of grants and external funding opportunities for the support and enhancement of school library media programs.
- 14. communicate the system's vision, goals, and priorities especially regarding school library media programs to the public; adhere to and advise all school personnel regarding copyright laws as well as other laws and guidelines pertaining to the distribution and use of resources; advocate the principles of intellectual freedom and ethical behavior.
- 15. manage the Annual Report database for schools including annual inventory of school print and digital collections; maintain & generate district reports.
- 16. participate in the selection and evaluation of appropriate literacy/information rich

instructional materials, software and hardware and provide expertise to customers related to this topic.

SBBC: NEW

- 17. plan and manage project implementations and meet project milestones and benchmarks on time and within budget.
- 18. use interpersonal skills to build rapport, collegiality, and relationships among staff members in a manner that positively impacts the school culture and supports the belief that all students can and will learn.
- 19. communicate to school personnel, parents, and community applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs. Communication should be collaborative, positive, and customer-oriented.
- 20. <u>provide</u> support to cross-functional collegial teams as necessary and assigned; identify issues, which need to be addressed on a District-wide basis and initiate problem-solving protocols through the appropriate supervisor.
- 21. work in partnership with public and university systems to broaden and maximize resources, while also serving as a liaison to the community to advance and promote district-wide literacy initiatives.
- 22. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 23. participate successfully in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 24. ensure adherence to good safety procedures.
- 25. follow federal and state laws, as well as School Board policies.
- 26. perform other duties as assigned by the Director, Innovative Learning & Arts, or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

May serve as a liaison to the U.S. Department of Education, the Florida Department of Education and the business community to advance the interests of the District relative to Library Media Programs and Services. Frequently coordinates with staff across the District and the schools in planning, coordinating, implementing and monitoring the effectiveness of curriculum programs to meet student needs. Periodically meets with parent and community groups to represent the District on curriculum issues.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

SBBC: NEW

Position Factor Listing

Curriculum Supervisor, Media & Instructional Material Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Curriculum Supervisor, Media & Instructional Material Point Range: 945 - 1044

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 Ostiloli Aliarysis Criteria						
1	. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact		
	D2	C3	D	C	C		

SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Diversity & Prevention

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree in from an accredited

institution.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years

of teaching experience in the Broward County School

District.

OR

Minimum of six (6) years, within the last ten (10) years, of

teaching experience.

ADDITIONAL OUALIFICATIONS

REQUIRED: Florida certification in education. Demonstrated expertise

in design, development, implementation, and evaluation of curriculum for diversity, discipline and prevention. Experience working collaboratively in cross-functional teams and settings. Knowledge of cultural dynamics.

Computer skills are required for the position.

PREFERRED: Certification in Educational Leadership. Progressively

more responsible successful work experience, including

department head or grade chair. Bilingual Skills.

REPORTS TO: Director Diversity, Prevention & Intervention

SUPERVISES: Provides supervisory services for diversity, and prevention

curriculum and staff as assigned.

POSITION GOAL: To ensure developmentally appropriate curriculum/program

practices in diversity, discipline and prevention through designing, planning, developing, implementing,

coordinating, evaluating and monitoring the diversity, discipline and prevention curriculum programs in support of the District's Strategic Plan.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor Diversity & Prevention shall:

- 1. coordinate and implement the District's Diversity & Prevention programs.
- 2. supervise the development of District's Code of Student Conduct, Suspension and Expulsion, Anti-Bullying, Dating Violence, Tobacco Free, Family Life/Human Sexuality and Diversity policies.
- 3. serve as District liaison to the Suspension and Expulsion, Code of Student Conduct and the Discipline Matrix Committees and assist in facilitating the activities of the Committees.
- communicate effectively to school personnel, parents and community applicable policies, procedures, programs, curricula and instructional techniques designed to address diversity, discipline and prevention across the District.
- 5. work collaboratively with other District departments to align discipline data collection with Florida Department of Education's School Environmental Safety Incident Reporting (SESIR) guidelines.
- 6. monitor and analyze SESIR data to inform and improve curriculum programs for discipline and prevention.
- 7. collaborate with Instructional Technology for further development of the electronic data management system to ensure compliance and quality in data reporting
- 8. monitor and work collaboratively with School Board Attorneys to ensure District policies are reviewed and aligned with statutory regulations.
- 9. supervise the development of activities related to promoting diverse school population efforts of the school system to promote compliance with federal civil rights laws and mandates, as well as to maintain a unitary school system.
- 10. collaborate with school-based and District administrators/staff to coordinate activities that promote diversity, cultural outreach, school-wide positive behavior, prevention and intervention efforts.
- 11. coordinate the development of information to assist in cultural, school-wide positive behavior, prevention and intervention-related topic infusion within the curriculum.
- 12. monitor all federal and state funded program designated for educational needs of low socioeconomic statute students in the system on an ongoing basis.
- 13. supervise the development and implementation of staff development (pre service and inservice) programs which will assure that school-based and District personnel have a thorough understanding of their roles and responsibilities related to the delivery of student Diversity, Discipline & Prevention programs.
- 14. provide technical assistance related to job responsibility to district and school personnel.
- 15. collaborate with District/school personnel, community agencies and organizations to develop, organize and implement curriculum, policies, programs and activities related to Diversity, Discipline & Prevention.
- 16. assist in the implementation of the District's boundaries and reassignment policies.
- 17. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.

18. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.

SBBC: NEW

- 19. review current developments, literature and technical sources of information related to job responsibilities.
- 20. ensure adherence to good safety procedures.
- 21. follow federal and state laws, as well as School Board policies.
- 22. perform other duties as assigned by the Director Diversity, Prevention & Intervention or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works closely with District staff, school administrators, faculty, parents and community to ensure diversity, discipline and prevention is addressed with consideration to District policies and the Strategic Plan goals.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Curriculum Supervisor, Diversity & Prevention Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Year		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- **2 –** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Position Factor Listing

Curriculum Supervisor, Diversity & Prevention Point Range: 945 - 1044

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 Ostton Analysis Citteria					
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact		
D2	C3	D	С	С		

SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA JOB DESCRIPTION

POSITION TITLE: Assistant Director, Parental Engagement

CONTRACT YEAR: Twelve

SALARY BAND: C

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in marketing, public relations,

business, education or related field from an accredited

institution.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years,

of experience and/or training in a field related to the title of

the position.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in marketing, public relations,

business, education or related field from an accredited

institution.

EXPERIENCE: Minimum of six (6) years, within the last ten (10) years, of

progressively more responsible work experience in the field

related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Exceptional interpersonal and communication skills to

work effectively with staff, principals, teachers and community. Computer skills are required for the position.

PREFERRED: Progressively more responsible experience in education,

public relations, community relations or related work

experience. Bilingual skills.

Assistant Director, Parental Engagement (cont.)

REPORTS TO: Executive Director, Student Support Initiatives

SUPERVISES: Staff as assigned

POSITION GOAL: To develop the networking and infusion of service,

business or other community resources into the schools for the purpose of supporting all students and their families. Coordinate a strong district parent involvement program which will advance the school district's goals and objectives. To coordinate the planning and staging of district-wide activities for the parent involvement program

SBBC: NEW

to promote positive parenting practices.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant Director, Parental Engagement shall:

- 1. develop and lead initiatives that support high quality programming for parental engagement.
- 2. supervise the planning, development, coordination and monitoring of parental involvement programs district-wide.
- 3. design parental engagement activities that support student achievement and align with district goals.
- 4. implement culturally relevant parental engagement activities.
- 5. supervise the district Mentoring Program.
- 6. coordinate efforts with Community Relations staff to publicize Parent Involvement within the school district.
- 7. inform the various segments of the community of proposed actions of the school district which might affect them.
- 8. provide training for schools and community organizations to assist them in the development, implementation and evaluation of Parent Involvement programs.
- 9. provide certified staff, support personnel and parent involvement liaison workers to work with parents, and assist them in promoting the education of their children through home study activities.
- 10. create a parent involvement resource guide to be placed in each school and used to establish curriculum activities and train school-based contacts.
- 11. determine the extent to which parent involvement is being utilized and make recommendations for improvement.
- 12. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Fl.
- 13. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- 14. review current developments, literature and technical sources of information related to job responsibility.
- 15. ensure adherence to good safety procedures.
- 16. follow Federal and State laws, as well as School Board policies.
- 17. perform other duties as assigned by Executive Director, Student Support Initiatives or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Work with schools/district department staff, parents and community organizations in coordinating the development, implementation and evaluation of Parent Involvement programs within the school district that will encourage positive parenting practice.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing

Assistant Director, Parental Engagement Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Assistant Director, Parental Engagement Point Range: 945 - 1044

- 4. Decision Making Freedom: Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

Position Analysis Criteria

1
aking 5. Position Impact
C

SBBC: RR-055

JOB DESCRIPTION

POSITION TITLE: Specialist, Parental Engagement

Parents, Business, & Community Partnerships

CONTRACT YEAR: Twelve Months

PAY GRADE: 25

BARGAINING UNIT: BTU-TSP

PREFERRED OUALIFICATIONS

EDUCATION: An earned master's degree <u>in marketing</u>, <u>public relations</u>,

business, education or related field from an accredited

institution.

EXPERIENCE: Minimum of three (3) two (2) years, within the last six (6)

years, of experience and/or training in a field related to the

title of the position.

ADDITIONAL

REOUIREMENTS:

REOUIRED: Ability to work effectively with staff, principals, teachers

and community. Computer skills as required for the

position

<u>PREFERRED:</u> Preferred degree majors include marketing, public

relations, business, education or related field. Prefer progressively more responsible experience in education, public relations, community relations or related work

experience. Bilingual skills preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in marketing, public relations,

business, education or related field from an accredited

institution.

Specialist, Parental Engagement Parents, Business & Community Partnerships (cont.) SBBC: RR-055

EXPERIENCE: Minimum of five (5) four (4) years, within the last eight (8)

years, of experience and/or training in the field related to

the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Ability to work effectively with parents, staff, principals,

teachers and community. Computer skills as are required

for the position.

PREFERRED: Preferred degree majors include major in marketing, public

relations, business, education or related field. Prefer pProgressively more responsible experience in education, public relations, community relations or related work

experience. Bilingual skills-preferred.

REPORTS TO: <u>Assistant</u> Director, <u>Parental Engagement</u> <u>Marketing & </u>

Communications

SUPERVISES: None

POSITION GOAL: To develop the networking and infusion of service,

business or other community resources into the schools for the purpose of supporting all students their families. Coordinate a strong district parent/community/involvement program which will advance the school district's goals and objectives. To coordinate the planning and staging of district-wide activities for the parent involvement program

to promote positive parenting practices.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, <u>Parental Engagement</u> <u>Parents</u>, <u>Business & Community Partnerships</u> shall:

- 1. develop effective channels of communication within the community that can promote the recruitment of new education partners for the parent involvement program.
- 2. assist schools and departments in identifying and obtaining business and community resources that can help enhance student achievement through parent involvement.
- 3. plan, develop, implement, coordinate, evaluate and monitor the parent involvement program as follows:
 - a) set annual objectives for the Parent Involvement Program in coordination with the Human Resource and Talent Development Department.
 - b) coordinate the planning and staging of district-wide activities to promote positive parenting practices.

- c) coordinate, develop and/or teach inservice courses related to the Parent Involvement Program—in coordination with the Human Resource and Talent Development Department.
- d) serve as a consultant in all matters pertaining to the Parent Involvement Program.
- 4. coordinate the efforts of the school-based parent involvement coordinator at the elementary, middle, center, and high school level.
- 5. assist with the recruitment of volunteers to serve in the School Board's Mentoring Program.
- 6. coordinate efforts with Community Relations staff to publicize Parent Involvement within the school district.
- 7. inform the various segments of the community of proposed actions of the school district which might affect them.
- 8. provide training for schools and community organizations to assist them in the development, implementation and evaluation of Parent Involvement programs.
- 9. provide certified staff, support personnel and parent involvement liaison workers to work with parents, and assist them in promoting the education of their children through home study activities.
- 10. create a parent involvement resource guide to be placed in each school and used to establish curriculum activities and train school-based contacts.
- 11. determine the extent to which parent involvement is being utilized and make recommendations for improvement in coordination with the Program Evaluation Department.
- 12. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- 13. participate successfully in the training programs offered to increase enhance the individual's skills and proficiency related to the assignments job responsibilities.
- 14. review current developments, literature and technical sources of information related to job responsibilit<u>yies</u>.
- 15. ensure adherence to good safety procedures.
- 16. follow Federal and State laws, as well as School Board policies.
- 17. perform other duties as assigned by <u>Assistant</u> Director, <u>Parental Engagement</u> <u>Marketing & Communications</u> or designee.

SIGNIFICANT CONTACTS -frequency, contact, purpose, and desired end result:

Work with schools/district department staff, parents and community organizations in coordinating the development, implementation and evaluation of Parent Involvement programs within the school district that will encourage positive parenting practice.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Revised: 5/20/97 & Adopted: 6/17/97 Realignment: 4/7/98

Organizational Chart: 4/13/99

Effective 7/1/99 Revised: 5/4/99

Organizational Chart: 5/9/00; 5/1/2001; 4/01/03

Board Adopted: 12/16/03*

Revised: 01/22/10

2009-2010 Organizational Chart

Revised: 10/25/2012

Organizational Chart: 2012-2013

JOB DESCRIPTION

POSITION TITLE: Specialist, Response to Intervention

CONTRACT YEAR: Twelve Months

SALARY BAND: 25

BARGAINING UNIT: BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree or higher from an accredited institution.

EXPERIENCE: Minimum of two (2) years within the last six (6) years, of successful

teaching experience in the Broward County School District.

OR

MINIMUM OUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited

institution.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years, of

successful teaching experience.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in education. Experience working

collaboratively in cross-functional teams and settings. Computer

skills are required for this position.

PREFERRED: Certification in Exceptional Student Education (ESE).

Certification in Educational Leadership. Bilingual Skills.

REPORTS TO: Director Diversity, Prevention & Intervention

SUPERVISES: Staff as assigned

POSITION GOAL: Responsible for coordinating all RtI/MTSS (Response to

Intervention / Multi-Tiered System of Support) planning and implementation; providing information and guidance to teachers and schools; implementing and maintaining services within

established guidelines and standards; directing data collection to determine program effectiveness; training existing and new district employees in implementing the model, leading the district RtI/MTSS team; and providing supervision as needed and/or assigned.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, Response to Intervention shall:

- 1. coordinate the collection and analysis of relevant data, including universal screeners, academic risk indicators, and treatment integrity. Assist schools in preparing and administering screeners, interpreting the data gathered, and determining tier two and tier three interventions.
- 2. monitor RtI/MTSS program components, support needs and materials for the purpose of meeting student needs while complying with District and/or program guidelines.
- 3. collaborate with individual schools to address and problem solving issues and/or questions regarding consistent implementation of the RtI/MTSS process.
- 4. prepare a variety of RtI/MTSS related reports in manual and electronic formats (media communications, translations, guidelines, recommendations, curriculum components, state and federal reporting, etc.) for the purpose of documenting activities, conveying information, securing materials, ensuring program requirements are met in an effective and timely manner.
- collaborate with instructional technology, district and school staff for use of and further development of the data management system to ensure compliance and quality in all aspects of RtI/MTSS.
- 6. present information to district and community groups for the purpose of promoting the RtI/MTSS program, gaining feedback, and complying with established internal controls.
- 7. lead in the development of a RtI/MTSS District model that is standardized with each school having a fully functioning Collaborative Problem-Solving Team (CPST) that follows the problem solving model with research based interventions, progress monitoring, accountability and fidelity.
- 8. assist schools in developing and sustaining their secondary and tertiary interventions to meet at risk student's needs.
- 9. monitor the implementation of the RtI/MTSS process to ensure that the model and intervention are implemented as intended. Understand and analyze stakeholder opinions about the RtI/MTSS process.
- 10. build rapport, collegiality, and relationships among staff members in a manner that positively impacts the school and district culture and supports the belief that all students can and will learn.
- 11. assume responsibility for all priorities and projects that assist in aligning RtI/MTSS with the District's Strategic plan.

12. develop and supervise delivery of professional learning for stakeholders related to RtI/MTSS through a variety of cost efficient and effective delivery methods utilizing current technology.

SBBC: NEW

- 13. communicate effectively to school personnel, parents and community applicable policies, procedures, programs, curricula and instructional techniques designed to address RtI/MTSS needs across the district.
- 14. analyze and present student data to inform and improve RtI/MTSS model and processes.
- 15. maintain a variety of detailed records in a variety of written and electronic formats.
- 16. supervise District RtI/MTSS staff to ensure a continuous improvement model for RtI/MTSS within our District.
- 17. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 18. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 19. review current developments, literature and technical sources of information related to job responsibilities.
- 20. ensure adherence to good safety procedures.
- 21. follow federal and state laws, as well as School Board policies.
- 22. perform other duties as assigned by the Director Diversity, Prevention & Intervention or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works closely with school administrators, school support personnel and faculty, District administrators/staff, parents and community to ensure RtI/MTSS is addressed with consideration to District policy, with awareness of student developmental, academic, behavioral, social, and emotional needs, and with the goal of maintaining the District's focus on academic achievement.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Specialist, Response to Intervention Point Range: 845-894

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Position Factor Listing

Specialist, Response to Intervention Point Range: 845-894

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

Position Analysis Criteria

i osition Analysis Criteria					
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact	
B2	C3	С	С	С	

SBBC: A-022



JOB DESCRIPTION

POSITION TITLE: Chief Human Resources Officer

CONTRACT YEAR: Twelve Months

SALARY BAND: E

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree <u>in human resources or human</u>

resources management or higher from an accredited

institution.

EXPERIENCE: Minimum five seven (57) years within the last ten (10)

<u>years</u> of progressively <u>more</u> responsible <u>employment</u> <u>work</u> experience <u>related to the title of the position-and/or training</u>

in the field related to the title of the position.

OR

MINIMUM OUALIFICATION

EDUCATION: An earned bachelor's degree <u>in human resources</u>, <u>or human</u>

resources management, or related field or higher from an

accredited institution.

EXPERIENCE: Minimum of <u>tenseven</u> (<u>107</u>) years <u>within the last twelve</u>

(12) years of progressively more responsible work employment experience and/or training in the field related

to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated <u>workforce mastrong management principles</u>;

and strong written, verbal, and interpersonal skills. Experience working with multiple internal and external

stakeholders. more than two divisions.

Working knowledge of a Prior experience required covering a broad spectrum of human resources/public and governmental relations management, including procedural

Chief Human Resources Officer (Cont.)

and policy formulation as a supervisor/manager/director or related field. Minimum five (5) years working in a generalist role (specialty work in all facets of Human Resources).

SBBC: A-022

Proficiency in computer application systems and social Formatted: Indent: First line: 0" media platforms necessary to perform job responsibilities. Computer skills as required for the position.

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PREFERRED:

REPORTS TO:

Preferred degree concentrations include educational administration, business administration, public administration, public relations, personnel administration or related Human Resources Management or labor relations field Senior Human Resources Professional (SPHR), Professional in Human Resources (PHR), or other Human Resources certification is preferred.

Previous school-based administrative experience preferred. Work experience in government/public sector related to the title of the position is preferred.

Bilingual skills preferred.

Superintendent of Schools

SUPERVISES: All employees assigned to the Office of Human Resources.

> and functions assigned to Employee Relations, Instructional and Non Instructional Staffing, HRIS, and

Benefits.

POSITION GOAL: To enhance the success of the Broward County School

Board in the deliverance of superior education to students by providing quality human resources support services to all employees, the District's employees, by attracting and retaining a qualified workforce comprised of instructional and non-instructional employees, personnel, and by creating a positive and productive relationship with community, business, —and governmental—authorities

stakeholders.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Chief Human Resources Officer shall:

1. oversee strategic planning, design, and management of plan, organize, and coordinate programs, policies, and procedures which are designed to create provide a positive work environment by: employee relations and which are related to

- a. measuring and responding to employee attitudes, concerns and grievances.
- b. collaborating with a Labor Relations team to bargain collectively and bargain the the impact of decisions negotiating in good faith with employee representatives all bargaining units and adhering to federal, and state employment and and local labor relations laws and regulations.
- e. <u>Provisions within all coordinating the implementation of the Collective Bargaining Agreements negotiated contracts provisions.</u>
- d. resolving employee concerns as related to employee benefits including health care and all other insurance benefits issues.
- e. communicating with employees generally about subjects to their interest.
- 2. oversee strategic management and planning of employee life cycle functions across the Office of Human Resources including, but not limited to, recruitment and selection, compensation, onboarding, employee relations, employment services and benefits, and unemployment administration. establish and monitor procedures and records to maintain current employment history and to adhere to The School Board of Broward County policies regarding the advertising and posting of job vacancies, interviewing candidates, selecting employees and assimilating them into their positions; develop and implement methods to notify employees of reappointments; administer various employee related activities and recognition programs.
- 3. manage direct all activities governing associated with the recruitment, selection, and employment of instructional and non-instructional employees personnel, including the writing of new/revised job descriptions based on the district's approved organizational chart and annual budget process.
- 1. lead short- and long-term projects of Human Resources strategic initiatives that align with the District's Strategic Plan
- 4.2.coordinate and interpret the evaluation/performance appraisal programs to support performance management of all employees for certified and non-certified personnel.
- 5.3 develop and initiate plans and procedures used in adhering to related School Board Policies with respect to fair and equitable compensation for services rendered by employees, ensurging the maintenance of a comparable/competitive compensation structure for the workforce throughout the District employees of The School Board of Broward County.

6. develop and implement in service education programs for school and district personnel regarding collective bargaining, job performance, benefits, and related issues.

- 7. Chair the Superintendent's Insurance Advisory Committee to monitor, evaluate, and recommend employee health <u>care benefit plan changes</u>, <u>such as including a</u> wellness program initiatives, retirement, savings, and other employee benefits.
- <u>8.4.</u>perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
- 9.5 participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.

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10.6. review current developments, literature and technical sources of information related to job responsibility.

SBBC: A-022

- 41.7. ensure adherence to good safety procedures.
- 12.8. follow Federal and State laws, as well as School Board policies.
- <u>13.9.</u> perform other duties as assigned by the Superintendent of Schools or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently has contact with the Superintendent, school board members, union officials, employees at all levels, the community, professional organizations, and governmental officials. The purpose of these interactions is to develop and implement sound policies and programs, obtain input, resolve problems, and remain in compliance with legal statutes.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

PUBLIC RECORDS EXEMPTION:

Positions assigned to this job description are public records exempt according to provisions of FL§119.071

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 3/21/89 & Adopted: 4/13/89

Retitled & Realigned: 4/12/94

Retitled: 4/11/95

Revised: 4/23/96 & Adopted: 5/21/96 Organizational Chart: 4/13/99

Retitled & Realigned: 4/13/99 Effective: 7/1/99

Revised: 5/4/99 Adopted: 5/18/99 Organizational Chart: 5/9/00

Title Change & Upgraded: 5/01/2001

Realignment: 4/01/03

Revised and Adopted: 12/16/03

Reporting Relationship Changed: 7/1/04

Revised: 3/31/06 Revised: 5/19/06 Revised: 10/24/2012 Chief Human Resources Officer (Cont.)

SBBC: A-022

2012-2013 Organizational Chart

JOB DESCRIPTION

POSITION TITLE: Director, EEO/ADA Compliance

CONTRACT YEAR: Twelve Months

SALARY BAND: D

BARGAINING UNIT: ESMAB

PREFERRED OUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in

human resources or related degree.

EXPERIENCE: A minimum of five (5) years, within the last ten (10) years,

in the field related to the title of the position.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution

in human resources or related degree.

EXPERIENCE: A minimum of seven (7) years, within the last twelve (12)

years, in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Knowledge of current laws, regulations, policies, and court

decisions related to EEO & ADA.

PREFERRED: Degree majors include human resources or human

resources management. Bilingual skills.

REPORTS TO: Chief Human Resources Officer

SUPERVISES: Employees as assigned

POSITION GOAL: Ensure that the students and employees of the Broward

County School District have equal access to educational

and employment opportunities by developing, implementing, and monitoring programs and investigating/resolving allegations of noncompliance.

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ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, EEO/ADA Compliance shall:

- 1. monitor and implement all programs, laws, rules, regulations, and policies affecting equal access to education and employment opportunities in the Broward County School District by
 - a. conducting reviews of compliance, at the responsible level, with applicable laws, rules and regulations assured by The School Board of Broward County, Florida.
 - b. monitoring equal access procedures assuring compliance with Title IX and the Rehabilitation Act of 1973, implementing Section 504, ADA.
 - c. maintaining, with the Superintendent, such procedures as are necessary for assuring equal access in that area of responsibility.
- 2. ensure equal access to education and employment opportunities in the Broward County School District by overseeing investigations and conciliating charges of discrimination involving race, sex, age, color, religion, national origin, disability, and marital status.
- 3. serve as initial point of contact for EEO inquiries from the EEOC office.
- 4. provide leadership for the district, regarding all matters related to equal access for employees, applicants and students, through an effective system of policy development, implementation, and compliance.
- 5. design and deliver staff development sessions concerning equal opportunity issues for District personnel and students.
- 6. provide accurate and timely reports of departmental activities, legal compliance, costs, program effectiveness, etc. which may be required on a periodic or regular basis.
- 7. coordinate policies and procedures relating to persons with disabilities, tracking District progress relating to its policies and procedures, as well as state and federal laws relating to persons with disabilities, providing consultative services to schools and offices, and authorized disability services for all district and school locations.
- 8. ensure that appropriate processes are in place to provide for the prompt and equitable resolution of complaints and inquiries from District employees and students, as well as the public regarding discrimination on the basis of disability.
- 9. maintain current information regarding state and federal laws and regulations, as well as the best practices of other school districts and private employers concerning the rights of persons with disabilities and ways of providing reasonable accommodations to persons with disabilities while maintaining program performance standards.
- 10. develop and maintain written materials and other informational pieces to broadly disseminate information regarding ADA and the District's policies relating to persons with disabilities.

11. develop and implement internal measures and/or reports which inform the district administration of the status of ADA compliance and opportunities for people with disabilities.

SBBC: NEW

- 12. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 13. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 14. review current developments, literature and technical sources of information related to job responsibilities.
- 15. ensure adherence to good safety procedures.
- 16. follow federal and state laws, as well as School Board policies.
- 17. perform other duties as assigned by the Chief Human Resources Officer.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequent contact with district and school administrators, senior leaders, employee representatives, local, state, and federal agencies in the management of EEO/ADA compliance.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

PUBLIC RECORDS EXCEMPTION:

Positions assigned to this job description are public records exempt according to provisions of FL§119.071

Point Factor Listing (cont.)

Director, EEO/ADA Compliance Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

4 – Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Director, EEO/ADA Compliance Point Range: 1045 - 1214

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 obtion many sis circuit									
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact						
			Freedom							
C2	C4	D	D	D						

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Executive Director, Benefits & EEO

 $\underline{Compliance}\underline{Employment}\,\underline{Services}$

CONTRACT YEAR: Twelve (12) Months

SALARY BAND: <u>ED</u>

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS:

EDUCATION: An earned master's degree from an accredited institution in

human resources or related degree. Certified Employee
Benefit Specialist (CEBS) or Certified Benefits

Professional (CBP) preferred.

EXPERIENCE: A minimum of five (5) years, within the last ten (10) years,

in the field related to the title of the position. Minimum of eight (8) years of progressively more responsible experience, including a minimum of three (3) years of department management, in the field related to the title of

the position.

<u>OR</u>

MINIMUM OUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution

in human resources or related degree.

EXPERIENCE: A minimum of seven (7) years, within the last twelve (12)

years, in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Knowledge of current laws, regulations, policies,

bargaining unit agreements, trends, and issues related to

benefits management and administration.

Preferred degree majors include human resources or human Formatted: Left

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ADDITIONAL

REQUIREMENTS:

REOUIRED:

PREFERRED:

KNOWLEDGE

 Knowledge of current laws, regulations, policies, and court decisions related to equal access/equal opportunity in education and employment.

resources management. Bilingual skills preferred.

 Knowledge of current laws, regulations, policies, bargaining unit agreements, trends, and issues related to benefits management and administration.

<u>SKILLS</u>

- Computer skills as required for the position
- Advanced communication, including written and verbal
- Presentation and consultation, including the ability to effectively communicate complex, technical information to the target audience, both large and small
- Advanced organizational, problem solving, conflict resolution, and data analysis

ABILITIES

- Coordinate program activities with other department priorities
- Work with and through people, both internal and external to the organization, to establish goals, objectives, and strategic plans to produce desired ends/results
- Work autonomously and employ multiple approaches to solve problems or meet challenges
- Identify and apply strategies which improve department/organizational effectiveness
- Manage available resources, both human and capital, to meet organizational requirements within time and budget constraints.
- Balance competing priorities while maintaining focus on goal achievement

PREFERRED:

Preferred degree majors include Business Administration, Human Resource Management, Personnel Administration, Public Administration, law, or other work related degree. Prefer leadership experience in managing human resource programs, strategic planning, growth management, or related field. Demonstrated experience in job related contract development. Bilingual skills preferred.

OR

Executive Director, Benefits & **EEO Compliance Employment Services** (Cont.)

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: Minimum of ten (10) years of progressively more

responsible experience including a minimum of three (3) years of department management, in the field related to the

SBBC: Z-030

title of the position.

REPORTS TO: Chief Human Resources Officer

SUPERVISES: Employees as assigned All employees assigned to the

Benefits, Leaves, Employee Assistance Program, and Equal

Educational Opportunities departments.

POSITION GOAL: To develop, update, monitor, and administer a package of

fiscally sound benefit programs, processes and procedures which are valued by employees and in compliance with applicable bargaining unit agreements, policies, and

regulations.

Ensure that the students and employees of the Broward County School District have equal access to educational and employment opportunities by developing, implementing, and monitoring programs and investigating/resolving allegations of noncompliance.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Executive Director, Benefits & EEO Compliance Employment Services shall:

- ensure that sound and effective employee benefit options are available for the
 employees of Broward County School District, by managing, monitoring,
 administering, implementing, evaluating, and updating group life insurance, health,
 dental, vision, disability, tax sheltered annuities, retirement programs, savings plans,
 or other plans that may be added, changed, or eliminated based on future needs.
- 2. develop long-range objectives for the employee benefits programs, based on sound information, by gathering information from employees, other school districts, corporations, and government agencies, and evaluating costs relative to employee needs and district short and long term resources.
- 3. ensure that benefit programs meet the District's strategic plan objectives, employee needs, and are within budgetary constraints by analyzing utilization data and developing and coordinating an effective system of monitoring and evaluating all aspects of employee health benefits, retirement and savings programs.
- 4. ensure continuous improvement in benefit programs by actively participating as the senior staff resource to the Superintendent's Insurance Advisory Committee.

Executive Director, Benefits & **EEO Compliance Employment Services** (Cont.)

- 5. improve benefit record processing and management efficiency by analyzing the workflow process and establishing or revising procedures as necessary.
- 6. implement strategies, procedures, and operating instructions for effective maintenance and efficient operations of benefit programs.
- 7. contribute to improving employee productivity and absenteeism rates by facilitating the development, implementation, and marketing of a District-wide package of lifestyle enhancement programs designed to enhance the physical and emotional well-being of employees and that are readily available through external insurance vendors and agencies.
- 8. ensure Broward County School District interests are represented at the local and state level by establishing an effective communications network with external stakeholders_in the Broward County School District benefit programs.
- 9. ensure adherence to School Board policies, state and federal law through coordinated administration of the Employee Leaves program.
- 9.10. ensure adherence to School Board policies, state and federal law through coordinated administration of the Employee Leaves program.
- 11. ensure that the department staff is trained and understands the benefits concerns and expectations of School Board employees.
- 12. ensure adherence of departmental procedures to receive, process and retain information concerning the personnel and payroll data of employees of The School Board of Broward County, Florida through coordinated administration of the Personnel Records Department.
- 40.13. ensure adherence of departmental procedures from the Employment Center staff..
- 44.14. ensure an effective and efficient benefit selection process is available to all employees by establishing and implementing a District-wide annual employee open enrollment for all employee benefits programs.
- <u>12.15.</u> ensure District employees understand their available benefit options by developing and implementing a comprehensive set of employee communications and marketing tools.
- 13. monitor and implement all programs, laws, rules, regulations, and policies affecting equal access to education and employment opportunities in the Broward County School District by
 - a. conducting reviews of compliance, at the responsible level, with applicable laws, rules and regulations assured by The School Board of Broward County, Florida.
 - b. monitoring equal access procedures assuring compliance with Title IX and the Rehabilitation Act of 1973, implementing Section 504, ADA.
 - maintaining, with the Superintendent, such procedures as are necessary for assuring equal access in that area of responsibility.
- 15. monitor the administrative selection process with the Division of Human Resources.
- 16. ensure equal access to education and employment opportunities in the Broward County School District by overseeing investigations and conciliating charges of discrimination involving race, sex, age, color, religion, national origin, disability, and marital status.
- 17. provide leadership for the district, regarding all matters related to equal access for employees, applicants and students, through an effective system of policy development, implementation, and compliance.
- 18. design and deliver staff development sessions concerning equal opportunity issues for District personnel and students.

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Executive Director, Benefits & **EEO Compliance Employment Services** (Cont.)

19.15. provide accurate and timely reports of departmental activities, legal compliance, costs, program effectiveness, etc. which may be required on a periodic or regular basis

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- 20.16. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, FL.
- 21.17. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- 22.18. review current developments, literature and technical sources of information related to job responsibility.
- 23.19. ensure adherence to good safety procedures.
- 24.20. follow Federal and State laws, as well as School Board policies.
- <u>25.21.</u> perform other duties as assigned, consistent with the goals and objectives of this position, by the Chief Human Resources Officer or designee.

SIGNIFICANT CONTACTS -frequency, contact, purpose, and desired end result:

Ensure continuous improvement in benefit programs by actively participating as the senior staff resource to the Superintendent's Insurance Advisory Committee; communicate with other school districts and government agencies to remain informed about benefit trends; communicate as required to coordinate information and negotiate rates and services with benefit providers. Frequent contact with district and school administrators, senior leaders, employee representatives, local, state, and federal agencies in the management of employee benefits.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

PUBLIC RECORDS

EXEMPTION: Positions assigned to this job description are public records exempt according to provisions of FL§119.071

Board Approved: 10/20/09

Adopted: 12/15/09

Revised: 10/01/2012

Exenttive Director, Benefits & EEO CetHflliaR € Employment Services (Cont.) SBBC: Z-030

2012-2013 Organizational Chart

Point Factor Listing (cont.)

Executive Director, Benefits & EEO Compliance Employment Services Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u> Experience Range - Years</u>		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

3. Problem Solving: Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Executive Director, Benefits & EEO Compliance Employment Services
Point Range: 1045 - 1214

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 obtain mining one criteria								
1. Knowledge	2. Human Relations Skills	3. Problem Solving		5. Position Impact					
			Freedom						
C2	C4	D	D	D					

JOB DESCRIPTION

POSITION TITLE: Director, Compensation & HR Information Systems

CONTRACT YEAR: Twelve Months

PAY BAND: D

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in

human resources or related degree. Certified

Compensation Professional (CCP) preferred.

EXPERIENCE: A minimum of five (5) years, within the last ten (10) years,

in compensation, HRIS, or human resources experience.

OR

MINIMUM OUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution

in human resources or related degree.

EXPERIENCE: A minimum of seven (7) years, within the last twelve (12)

years, in compensation, HRIS, or human resources

experience.

ADDITIONAL QUALIFICATIONS

PREFERRED: Experience to include comprehensive assignment in base

pay, variable, and incentive pay, wage and salary administration, including a minimum of two (2) years supervisory experience in database management and spreadsheet applications. Computer skills as required for

the position.

Preferred degree majors include human resources, human resources management, administration or finance.

Bilingual skills preferred.

REPORTS TO: Chief Human Resources Officer

SUPERVISES: Employees as assigned

POSITION GOAL: Oversees a comprehensive compensation program,

including developing and implementing School Board policies and procedures with respect to fair and equitable payment to employees for services rendered. Oversees the design, implementation and administration of base,

SBBC: NEW

variable, and incentive compensation programs.

Oversees the planning, design, developing, implementing,

and modifying of the HR systems function.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Compensation & HR Information Systems shall:

Compensation

- 1. design, implement, and administer base, variable, and incentive compensation programs.
- 2. prepare, conduct, and administer compensation surveys on a continuing basis.
- 3. implement and administer a job evaluation program covering School Board jobs and periodically reevaluate these jobs.
- 4. assist with determining cost impacts relating to labor negotiations.
- 5. conduct salary surveys of individual positions, obtaining appropriate wage data and recommending adjustments as appropriate.
- 6. establish and recommend job specifications and wage and salary grades and initiate an organized system for their periodic review.
- 7. monitor the proper application of the wage and salary schedules.
- 8. assist in the administration of the total compensation programs.
- 9. present compensation program designs and job descriptions to School Board Members, Superintendent and/or Leadership Team Members as needed.
- 10. conduct research on compensation plans used in other organizations and make recommendations for improving effectiveness of existing school system programs.
- 11. maintain an up-to-date job description manual and chart of approved represented and non-represented employee groups.
- 12. review all requests for reclassification for School Board jobs and make recommendations for appropriate action.
- 13. prepare and/or monitor salary changes for all personnel based on Board approved adjustments.
- 14. manage and update the Employment & Salary Administration Handbook encompassing all approved schedules and general information required for interpretation of such schedules.
- 15. assist, as required, in the interpretation of and compliance with state and federal wage, salary and hour laws and regulations.

16. maintain an ongoing analysis of economic trends as they relate to employee compensation.

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Human Resources Information Systems (HRIS)

- 17. oversee all aspects of HRIS system planning, development, testing, implementation, and reporting.
- 18. manage HRIS system data integrity.
- 19. recommend HRIS system and business process improvements.
- 20. direct and manage plans and mechanisms for the dissemination of pertinent HR data and reports from HRIS.
- 21. direct and manage the HRIS system team and system components.
- 22. direct HR system audits on employee data to ensure data accuracy.
- 23. collaborate with IT to establish and administer system integrity and quality control standards and processes.

Other Responsibilities

- 24. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 25. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 26. review current developments, literature and technical sources of information related to job responsibilities.
- 27. ensure adherence to good safety procedures.
- 28. follow federal and state laws, as well as School Board policies.
- 29. perform other duties as assigned by the Chief Human Resources Officer.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequent contact with district and school administrators, senior leaders, employee representatives, local and state agencies in the management of compensation programs. Administers the School District pay system and ensures fair and equitable pay rates across the District.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Director, Compensation & HR Information Systems (cont.) SBBC: NEW

Board Approved: Board Adopted:

Point Factor Listing (cont.)

Director, Compensation & HR Information Systems Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experience Range - Years</u>				
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>		
A. High School	1	2	3		
B. A.A/Vocational training	1	2	3		
C. B.S/B.A.	1	2	3		
D. M.S/ M.A.	1	2	3		
E. MS+ (Sr. Mgmt.)	1	2	3		

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 – Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

4 – Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Director, Compensation & HR Information Systems Point Range: 1045 - 1214

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 OSITION / Midity SIS CITTETIA								
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact					
			Freedom						
C2	C4	D	D	D					
C2	C4	D	D	D					

SBBC: NEW

JOB DESCRIPTION

POSITION TITLE: Senior Property Coordinator

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in

real estate, urban planning, public administration, business

administration or related fields.

EXPERIENCE: Minimum of four (4) years, within the last eight (8) years,

of experience related to the title of the position and in performing the essential performance responsibilities or similar responsibilities required for the position. Applicants with experience from a related field must have a minimum four (5) years within the last eight (8) years of experience and or training in the field related to the title of the position and in performing the essential performance responsibilities or similar responsibilities required for the

position.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution

in real estate, urban planning, public administration,

business administration or related fields.

EXPERIENCE: Minimum of six (6) years, within the last ten (10)

years, of experience related to the title of the position and in performing the essential performance responsibilities or similar responsibilities required for the position. Applicants with experience from a related field must have a minimum seven (7) years, within the last ten (10) years, of experience and or training in the field related to the title of the position and in performing the essential performance responsibilities or similar responsibilities required for the position.

SBBC: NEW

ADDITIONAL QUALIFICATIONS

REQUIRED: Knowledge of the real estate principles and practices which

include but are not limited to the ability to negotiate real estate transactions, including the review and editing of associated real property agreements; site acquisition methods; the disposal of real property; real property valuation and marketing; environmental reports; lease agreements; the interpretation and granting of easements. Experience coordinating, managing and directing professional contract services in support of real estate transactions. Advanced written and oral communication

skills; computer skills are required for the position.

PREFERRED: Bilingual skills.

REPORTS TO: Director, Facility Planning Real Estate Department

SUPERVISES: Staff as assigned

POSITION GOAL: To assist in the negotiation of all real estate transactions,

including lease agreements; interlocal agreements; the acquisition of land for future schools or for the expansion of existing school facilities; the disposal of School Board owned surplus real property; and the management and maintenance of the School District's real property records.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Senior Property Coordinator shall:

- 1. assist and perform a leading role in negotiations regarding all real estate transactions.
- 2. provide real estate data as needed for the preparation and inclusion in the Five-Year District Educational Facilities Plan (DEFP), and the Five-Year Educational Plant Survey.
- 3. work in liaison with personnel in the Facility Planning and Real Estate Department and other District departments to identify parcels of land which meet the needs and requirements for acquisition of future school sites and the expansion of existing school facilities, ancillary facilities, and implement processes to acquire the identified land(s).
- 4. work in liaison with personnel in the Facility Planning and Real Estate Department and other District departments to acquire real property for administrative and/or ancillary needs of District, and implement processes to acquire the identified real property.
- 5. implement as directed processes to declare as surplus School Board owned real property

that are no longer needed for educational purposes, and in the disposition/sale of the surplus property which shall include the processing of Board item for School Board formal action to declare the property as surplus.

SBBC: NEW

- 6. assist in negotiations, process and manage all real estate lease agreements, license agreements, interlocal agreements such as Reciprocal Use Agreements, and Master Lease Agreements, with local governments, and generate Board items for the same for School Board approval.
- 7. assist the District's legal counsel in the preparation of lease agreements, license agreements, deeds, and other legal documents required to execute real estate transactions for the District.
- 8. conduct as directed research, investigations, and due diligence regarding real estate matters for the District and provide pertinent resultant data for Department use and to other District departments.
- 9. review as directed surveys and engineering drawings for the location and conditions involved with easement and right-of-way requests, assist in evaluating and processing of such requests, and if deemed necessary, prepare Board items for the same for School Board approval.
- 10. update and maintain data for all School District real estate property and documents including but not limited to lease agreements, grant deeds, easements of record, covenants and restrictions, dedications rights-of-way, tax exempt status etc.
- 11. oversee the preparation and coordination regarding the provision of all materials and data needed for the Superintendent's Site Review Committee meetings, the Negotiation Parameters Committee meetings, other related committees, and for formal actions needed to be taken by the Committees.
- 12. monitor and make necessary revisions to all School Board real estate policies for consistency with Florida Statutes, if necessary federal laws, and the processing of Board items for the revisions for School Board approval.
- 13. assist as directed in the generation and processing of Board items for other real estate matters for School Board formal action.
- 14. prepare all Departmental PowerPoint presentations regarding estate matters for presentation before the School Board.
- 15. oversee periodic revisions to the Facility Planning and Real Estate Department procedural manual regarding real estate matters.
- 16. inform the Director, Facility Planning and Real Estate Department of any critical issues that could impact the District's real estate functions.
- 17. participate as directed in inter-governmental agency and other meetings regarding real estate matters.
- 18. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 19. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 20. review current developments, literature and technical sources of information related to job responsibilities.
- 21. ensure adherence to good safety procedures.
- 22. follow federal and state laws, as well as School Board policies.
- 23. perform other duties as assigned by the Director, or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works in liaison with personnel in the Facility Planning, Real Estate Department, and other District departments to assist and perform a leading role in negotiations regarding all real estate transactions.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Senior Property Coordinator Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u> Experience Range - Years</u>		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 – Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

4 – Superintendent, School Board; critical external parties

3. **Problem Solving:** Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Senior Property Coordinator Point Range: 945 - 1044

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

	1 obtain 1 mary 515 Criteria									
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact						
			Freedom							
C2	C3	D	C	C						

SBBC: R-056



JOB DESCRIPTION

POSITION TITLE: Director, Marketing Communications

CONTRACT YEAR: Twelve Months

SALARY BAND: $\in \underline{D}$

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in marketing, media

communications, public relations, journalism, or related

field from accredited institution.

EXPERIENCE: Minimum of five (5) six (6) years, within the last ten (10)

years, of professional experience in developing, implementing and updating marketing and communication initiatives, conducting market research and developing a favorable image for a large public or private organization.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in marketing, media

communications, public relations, journalism, or related

field from accredited institution.

EXPERIENCE: Minimum of seven (7) eight (8) years, within the last

twelve (12) years, of professional experience in developing, implementing and updating marketing and communication initiatives, conducting market research and developing a favorable image for a large public or private organization.

ADDITIONAL OUALIFICATIONS

REQUIRED: Demonstrated experience of marketing techniques, web-

based communication tools, media advertising; excellent oral presentation and written communication skills. Outstanding client service skills. Computer skills as are

required for the position.

PREFERRED: Experience in product/service marketing in the K-12

education marketplace and in the execution of successful product marketing strategies preferred. Bilingual skills

SBBC: R-056

preferred.

REPORTS TO: Chief Public Information Officer

SUPERVISES: Staff as assigned

POSITION GOAL: Under the direction of the Public Information Officer, the

Director, Marketing & Communications is responsible for the planning, coordination and implementation of the District's marketing and communications programs. Develop campaigns and strategies that support the educational goals and ensure public awareness of the

success of The School Board of Broward County.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Marketing & Communications shall:

- 1. establish a consistent "brand" and image strategy for The School Board of Broward County, Florida; support and expand the brand throughout available channels to promote the School District interest and ensure public awareness of the success of The School Board of Broward County.
- 2. develop and promote internal communication systems for the District.
- 3. prepare the writing, design, production, and/or distribution of publicity brochures, newsletters, booklets, flyers agendas, invitations and multimedia programs.
- 4. support the use of broadcast, internet, intranet and other mass media, next generation communication channels to support consistent information, messaging, consensus building and community understanding of issues related to the District's challenges and successes.
- 5. manage the activities of the department, including market research, branding, design, multi-media marketing communications, conferences and events.
- 6. manage the department staff and ensure it provides timely, top-quality, on-going services oriented to support the District's educational goals.
- 7. execute marketing and promotions for the District's programs and services to maintain organizational standards, handles media features/promotions, and develops materials and publications designed to build public confidence in education within the District.
- 8. gather, evaluate and compile data to prepare internal and external reports for the District and Community initiatives.
- 9. develop and maintain an accurate system of records for the district's marketing and communication program.
- 10. provide professional public relations, marketing counsel, and assistance to the administration, School Board, and school.
- 11. write, edit, and oversee the production of a variety of print, electronic, and

audio/visual communications/marketing materials.

12. develop, implement and update a marketing strategy in order to promote and increase enrollment in various programs.

SBBC: R-056

- 13. solicit feedback through formal and informal avenues and monitor mechanisms to measure and track the status of the community relations/marketing programs and the District image throughout the stakeholder community.
- 14. review and recommend changes appropriate to the promotion and maintenance of a positive district image.
- 15. provide clear and consistent messaging in all marketing and communications operations.
- 16. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- 17. ensure adherence to good safety procedures.
- 18. follow Federal and State laws, as well as School Board policies.
- 19. perform other duties as assigned by Chief Public Information Officer or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Proactively works with Senior Leaders, Department Staff, the community, parents and local agencies and develop strategic elements of branding and marketing in order to ensure consistency of message delivery throughout the District.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 2/5/2013 Board Adopted: 3/5/2013

Position Factor Listing

Director, Marketing Communications Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experience Range - Years</u>		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	<u>*Orgai</u>	<u>nization</u>	Contact	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- **2 -** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Director, Marketing Communications Point Range: 1045 - 1214

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

1 Ostron Anarysis Criteria					
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact	
C3	C4	D	D	D	

SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Manager, Integrated Marketing Communications &

Social Media

CONTRACT YEAR: Twelve (12) Months

SALARY BAND: B

BARGAINING UNIT: ESMAB

MINIMUM OUALIFICATIONS

EDUCATION: An earned bachelor's degree in marketing, media

communications, public relations, journalism, or related

field from accredited institution.

EXPERIENCE: Minimum of five (5) years, within the last eight (8) years,

of professional experience in developing, implementing and updating marketing and communication initiatives, implementing social media strategies and activities in support of developing and maintaining favorable image for

a large public or private organization.

ADDITIONAL OUALIFICATIONS

REQUIRED: Demonstrated experience in integrated marketing

communications and social media engagement programs. Superior written and verbal communication skills across different platforms and for multiple stakeholders. Exceptional organizational skills and attention to details. Ability to multi-task priorities and work under deadlines.

Excellent customer service and project management skills.

Advanced Office Suite capabilities, photo editing skills and knowledge of online best practices. Display knowledge of and experience with online monitoring and measurement platforms (best in breed across industry), search engine optimization (SEO) best practices, etc. Experience using an enterprise and/or web content management systems. Advanced knowledge and experience with industry-standard and emerging social networking software,

platforms and services.

Manager, Integrated Marketing Communications & Social Media (cont.) SBBC: NEW

PREFERRED: Bilingual skills

REPORTS TO: Director, Marketing & Communications

SUPERVISES: Staff as assigned

POSITION GOAL: Responsible for the implementation and management of the

District's integrated marketing communications programs and social media engagement activities. Implement and manage integrated marketing communications campaigns and activities that support the District's educational goals and ensure public awareness of the success of The School

Board of Broward County, Florida.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Integrated Marketing Communications & Social Media shall:

Digital and Social Media

- 1. provide support to build a strong, engaged community to help support our business goals, by building awareness for initiative and programs; encouraging repeat tune-in, growing community followers, friends and subscribers within current social networks; identifying emerging social networks and platforms driving traffic to District and school websites, and generating buzz and interest around about Broward County Public Schools.
- 2. execute new/social media strategies for the District; develop and maintain editorial and marketing calendar.
- 3. develop and maintain reports on community elements; create reports on a monthly basis (and ad hoc reports as necessary) to describe community activity and growth.
- 4. manage the day-to-day social media communications activities, including content creation and channel management, as well as overall project and initiative management.
- 5. maintain and refresh assets on all online channels, including the District website, working closely with key District points of contact to gather marketing and communications assets; keep up to date with the general social media landscape and participate in social media meetings, brainstorms, and strategy sessions; conduct periodic review of platform performance and engagement levels.

Integrated Marketing Communications

- 6. create and implement integrated marketing communications initiatives, campaigns and plans including development and placement of print, new and social media, email, online and grassroots marketing.
- 7. develop and maintain the District marketing and communications portfolio which includes but is not limited to marketing collateral, photographs and videos. Write compelling and relevant articles, news releases, marketing campaigns, templates and talking points.
- 8. provide administrative aid for various projects related to marketing, which includes project meetings schedule, minutes of meeting, transcribe notes and compose

Manager, Integrated Marketing Communications & Social Media (cont.) SBBC: NEW memos.

- 9. manage the writing, design, production and/or distribution of marketing materials and collateral such as brochures, announcements, news releases, newsletters, presentations, articles, white papers, booklets, flyers, agendas, website content, invitations and multi-media programs.
- 10. measure the efficiency and effectiveness of marketing activities; prepare monthly social media calendar for messaging across different social channels.
- 11. recommend creative strategic initiatives and activities for social media executions in support of District marketing objectives.
- 12. support the use of broadcast, internet, intranet and other mass media, new and social media and next generation communication channels to support consistent information, messaging, branding and engagement activities throughout the District.
- 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 15. ensure adherence to good safety procedures.
- 16. follow federal and state laws, as well as School Board policies.
- 17. perform other duties as assigned by the Director or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Proactively works with Senior Leaders, Department Staff, the community, parents and local agencies and develop strategic elements of branding and marketing in order to ensure consistency of message delivery throughout the District.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Manager, Integrated Marketing Communications & Social Media Point Range: 845 - 944

Position Factors

1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance

	<u>Experience Range - Years</u>			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Organ	nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

3. **Problem Solving:** Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Position Factor Listing

Manager, Integrated Marketing Communications & Social Media Point Range: 845 - 944

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

Position Analysis Criteria

1 Ostron Anarysis Circuit					
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact	
C2	C4	С	С	D	



JOB DESCRIPTION

POSITION TITLE: Chief of Police, Broward District Schools

Police Department

Twelve (12) Months **CONTRACT YEAR:**

SALARY BAND: ₽D

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

EXPERIENCE: Ten (10) Minimum of six (6) years, within the last ten

> (10) year, of progressively more responsible experience in personnel administration, school administration. law enforcement which must include at least five (5) years in an executive/managerial/ administrative level position

with supervisory responsibility.

ADDITIONAL QUALIFICATIONS

REQUIRED: Certification in Administration and Supervision

> Educational Leadership or degree major in one the following: Administration and Supervision, Educational Leadership, Public Administration, Criminal Justice, Law, or of like experiences. Prior experience in department management, including fiscal management, staffing, performance management, strategic planning, and resource Requires advanced conflict resolution and allocation. investigative skills as demonstrated by prior experience.

Computer skills as required for the position.

PREFERRED: Demonstrated working knowledge of current

> Florida legislation, law, and State Board of Education Administrative Rules; sworn law enforcement officer and labor/collective bargaining experience is preferred.

Bilingual skills-preferred.

OR

Chief of Police, Broward District Schools Police Department (cont.) SBBC: A-021

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.

EXPERIENCE: Twelve (12) Minimum of eight (8) years, within the last

twelve (12) years, of progressively more responsible sworn law enforcement officer experience which must include at least five (5) years in an executive/managerial/administrative level position with supervisory

responsibility.

ADDITIONAL QUALIFICATIONS

REQUIRED: Degree major in one of the following: Public

Administration, Criminal Justice, Law, or of like experiences. Prior experience in department management, including fiscal management, staffing, performance management, strategic planning, and resource allocation. Requires advanced conflict resolution and investigative skills as demonstrated by prior experience. Computer skills

as required for the position.

PREFERRED: Demonstrated working knowledge of current

Florida legislation, law, and State Board of Education Administrative Rules; labor/collective bargaining

experience is preferred. Bilingual skills preferred.

REPORTS TO: <u>Chief of Staff</u> Chief Human Resources Officer

SUPERVISES: Security Clearance, Special Investigative Unit, and

Department of Professional Standards.

POSITION GOAL: Ensure that Broward County School District is a safe and

secure environment with ethical, law-abiding, and high

performing employees.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Chief of Police, Broward District Schools Police Department shall:

- 1. oversee all investigative actions and refer students and/or employees to the appropriate community human services agencies or local, county, state, and federal enforcement agencies for further action.
- 2. serve as liaison with Professional Practices Services and the Education Practices Commission, State Department of Education and law enforcement agencies at all levels.
- 3. represent the district in all matters related to employee discipline and termination before the Division of Administrative Hearings.
- 4. oversee the process of conducting background security checks on employees,

Chief of Police, Broward District Schools Police Department (cont.) SBBC: A-021 vendors, and volunteers to ensure the safety and security of students and employees of Broward County Schools.

- 5. provide training to administrators related to employee assessment, campus security, employee due process rights and related rules, regulations and statutes.
- 6. provide assistance and direction to school district personnel on matters requiring investigation of employees.
- 7. assure compliance with rules, regulations, and statutes related to teacher assessment procedures, discipline and termination procedures of employees.
- 8. coordinate the formulation and implementation of policies and procedures related to the safety and security of all students and employees in the school district.
- 9. advise district administrators on matters related to security.
- 10. initiate and oversee innovative and preventative programs related to school district security and crime prevention, such as serving as the district's liaison with law enforcement agencies, by coordinating and overseeing the School Resource Officers (SRO's) program and the services provided under the Resident on Campus Security (ROCS) Program.
- 11. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- 12. participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments job responsibilities.
- 13. review current developments, literature and technical sources of information related to job responsibilityies.
- 14. ensure adherence to good safety procedures.
- 15. follow Federal and State laws, as well as School Board policies.
- 16. perform other duties as assigned, consistent with the goals and objectives of this position, by <u>Chief of Staff Chief Human Resources Officer</u> or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works with employees, at all levels of the organization, students, School Board members, parents, the community, local, state, and federal officials, legal experts, and bargaining unit officials to accomplish the responsibilities of the position.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

PUBLIC RECORDS EXEMPTION:

Positions assigned to this job description are public records exempt according to provisions of FL§119.071

Revised: 5/20/97 & Adopted: 6/17/97

Realigned: 4/13/99; 4/01/03 Title Change: 5/01/2001 Board Adopted: 12/16/03

Revised: 5/19/06 Revised: 12/15/09

Title Change: 09/05/2012

2012-2013 Organizational Chart

Point Factor Listing (cont.)

Chief of Police, Broward District Schools Police Department Point Range: 1045 - 1214

Position Factors

1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance

Experience Range - Years			
<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
1	2	3	
1	2	3	
1	2	3	
1	2	3	
1	2	3	

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level		*Organization Contact Level			
A. Moderately important; courtesy/tact	1	2	3	4	
B. Important; communicate ideas/lead team	1	2	3	4	
C. Very important; influencing others; supervise/manage	1	2	3	4	
D. Critical to end result; convincing others; lead/motivate	1	2	3	4	

*Definitions

1 – Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Chief of Police, Broward District Schools Police Department Point Range: 1045 - 1214

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

1 obtion many 515 Citetia									
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact					
C3	C4	D	D	D					

SBBC: NEW

JOB DESCRIPTION

POSITION TITLE: Grants Administrator, Accountability and Reporting

CONTRACT YEAR: Twelve Months

PAY GRADE: 25

BARGAINING UNIT: BTU-TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in

business administration, public administration, or a related field, with course work in finance, accounting, budget analysis, or a

related field.

EXPERIENCE: Minimum four (4) years, within the last eight (8) years, of

experience and demonstrated knowledge of, and familiarity with, the theory, methods, and principles of fiscal management, as well as the federal, state, and local laws, regulations, and requirements that govern grants administration; ability to explain relevant issues and train other staff members; capable of conducting research and collecting documentation independently; ability to work effectively under pressure and to meet deadlines; and ability to communicate

effectively both orally and in writing.

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience in grant project development and administration.

Computer skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director, Grants Administration

SUPERVISES: None

POSITION GOAL: Assist with the development and maintenance of a management

and accountability system for funded projects to support the three strategic priorities of the District: High Quality Instruction, Continuous Improvement, and Effective Communication. Ensure

stewardship of grant awards to support the School Districts efforts to secure funding from federal, state, and private sources.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Grants Administrator, Accountability and Reporting shall:

- 1. provide assistance with the design, development and maintenance of an internal grant tracking database for increased accountability to support the District's strategic priorities.
- 2. maintain grant files and documentation as required by various grant agencies.
- 3. conduct monthly monitoring meetings
- 4. provide training, oversight, and support for the preparation of reports and documentation required under various grants.
- 5. conduct spot checks to ensure that grants are being tracked correctly.
- 6. develop materials to facilitate grants compliance and reviews fiscal and performance activities to ensure compliance with statutory, grant, and contract requirements
- 7. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 8. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 9. review current developments, literature and technical sources of information related to job responsibilities.
- 10. ensure adherence to good safety procedures.
- 11. follow federal and state laws, as well as School Board policies.
- 12. perform other duties as assigned by the Director or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Coordinate liaison activities with grant managers, federal, state, and local legislative entities, colleges and universities, organizations and coalitions to support the grants administration department's efforts secure alternative funding from federal, state, and private sources.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

SBBC: NEW

Grants Administrator, Accountability & Reporting Point Range: 845 - 894

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years				
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>		
A. High School	1	2	3		
B. A.A/Vocational training	1	2	3		
C. B.S/B.A.	1	2	3		
D. M.S/ M.A.	1	2	3		
E. MS+ (Sr. Mgmt.)	1	2	3		
, ,					

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 – Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

4 – Superintendent, School Board; critical external parties

- **3. Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Point Factor Listing (cont.)

Grants Administrator, Accountability & Reporting Point Range: 845 - 894

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

1. Knowled	dge 2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	B4	С	С	С

SBBC: NEW

JOB DESCRIPTION

POSITION TITLE: Manager, Grant Programs Oversight

CONTRACT YEAR: Twelve Months

PAY GRADE: 26

BARGAINING UNIT: BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in

business administration, public administration, education or a related field, with course work in project management, finance,

accounting, budget analysis, or a related field.

EXPERIENCE: Minimum two (2) years, within the last six (6) years, of experience

and demonstrated knowledge and expertise in logistical support and experience in managing the implementation of grants. Experience conducting research and collecting documentation independently; ability to work effectively under pressure and to meet deadlines; ability to communicate effectively both orally and

in writing.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in

business administration, public administration, or a related field, with course work in finance, accounting, budget analysis, or a

related field.

EXPERIENCE: Minimum five (5), within the last eight (8) years, of experience

and demonstrated knowledge of, and familiarity with, the theory, methods, and principles of project management and fiscal management, as well as the federal, state, and local laws, regulations, and requirements that govern grants administration; ability to explain relevant issues and train other staff members; capable of conducting research and collecting documentation independently; ability to work effectively under pressure and to

meet deadlines; and ability to communicate effectively both orally and in writing.

SBBC: NEW

ADDITIONAL QUALIFICATIONS

REQUIRED: Requires experience in grant project development and

administration. Ability to apply innovative ideas from conferences, meetings, and webinars to project work. Computer

skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director, Grants Administration

SUPERVISES: N/A

POSITION GOAL: To facilitate interdepartmental coordination and cooperation

between departments and schools for deploying standardized project management practices, methods, and tools for grants; To provide guidance and support to the District grant managers and school-based administrators to achieve key performance outcomes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Grant Programs Oversight shall:

- 1. monitor individual project work plans to ensure performance measures and student achievement outcomes are supported throughout the grant implementation.
- 2. manage all aspects of multiple projects from start-up to close-out.
- 3. develop quality storyboards to define and document grant objectives and dependencies for improved performance outcomes.
- 4. demonstrate managerial initiative in identifying, tracking, mitigating, and monitoring potential risks or issues to achieve successful grant outcomes.
- 5. develop quality and timely status reports for quarterly monitoring of grants.
- 6. oversee meetings, conferences, and webinars in support of the grants management processes.
- 7. develop, track, and monitor budget expenditures and progress of work assignments.
- 8. ensure the timely implementation and delivery of contract outcomes as prescribed in the scope of work.
- 9. interface with program and contract officials or other contract organizations.
- 10. assume the lead for special and complex projects requested through the contract.
- 11. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 12. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.

13. review current developments, literature and technical sources of information related to job responsibilities.

SBBC: NEW

- 14. ensure adherence to good safety procedures.
- 15. follow federal and state laws, as well as School Board policies.
- 16. perform other duties as assigned by the Director or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Coordinate liaison activities with grant managers, federal, state, and local legislative entities, colleges and universities, organizations and coalitions to support the grants administration department's efforts secure alternative funding from federal, state, and private sources.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Manager, Grant Programs Oversight Point Range: 895 - 944

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experience Range - Years</u>				
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>		
A. High School	1	2	3		
B. A.A/Vocational training	1	2	3		
C. B.S/B.A.	1	2	3		
D. M.S/ M.A.	1	2	3		
E. MS+ (Sr. Mgmt.)	1	2	3		

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- 2 Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Manager, Grant Programs Oversight Point Range: 895 - 944

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

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1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making	5. Position Impact						
			Freedom							
C2	B4	D	С	С						

SBBC: NEW



JOB DESCRIPTION

POSITION TITLE: Senior Manager, Grant Programs

CONTRACT YEAR: Twelve Months

SALARY BAND: \mathbf{C}

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution

> in business administration, public administration, education or a related field, with course work in project management, finance, accounting, budget analysis, or a related field.

EXPERIENCE: Minimum four (4) years, within the last eight (8) years, of

demonstrated knowledge and expertise in logistical support and experience in managing the implementation of grants. conducting Experience research collecting documentation independently; ability to work effectively under pressure and meeting deadlines; ability to

communicate effectively both orally and in writing.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution

> in business administration, public administration, or a related field, with course work in finance, accounting, budget analysis, or a related field, plus five years of progressively more responsible professionally relevant

experience.

EXPERIENCE: Minimum six (6) years, within the last ten (10) years, of

and demonstrated knowledge of, and familiarity with, the theory, methods, and principles of project management and fiscal management, as well as the federal, state, and local laws, regulations, and requirements that govern grants administration; ability to explain relevant issues and train other staff members; capable of

conducting research and collecting documentation independently; ability to work effectively under pressure and to meet deadlines; and ability to communicate effectively both orally and in writing.

SBBC: NEW

ADDITIONAL QUALIFICATIONS

REQUIRED: Requires experience in grant project development and

administration. Able to apply innovative ideas from conferences, meetings, and webinars to project work.

Computer skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director, Grants Administration

SUPERVISES: None

POSITION GOAL: To facilitate interdepartmental coordination and

cooperation between departments and schools for deploying standardized project management practices, methods, and tools for grants; To provide guidance and support to the District grant managers and school-based

administrators to achieve key performance outcomes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Senior Manager, Grant Programs shall:

- 1. monitor individual project work plans to ensure performance measures and student achievement outcomes are supported throughout the grant implementation.
- 2. manage all aspects of multiple projects from start-up to close-out.
- 3. develop quality storyboards to define and document grant objectives and dependencies for improved performance outcomes.
- 4. demonstrate managerial initiative in identifying, tracking, mitigating, and monitoring potential risks or issues to achieve successful grant outcomes .
- 5. develop quality and timely status reports for quarterly monitoring of grants.
- 6. oversee meetings, conferences, and webinars in support of the grants management processes.
- 7. develop, track, and monitor budget expenditures and progress of work assignments.
- 8. ensure the timely implementation and delivery of contract outcomes as prescribed in the scope of work.
- 9. interface with program and contract officials or other contract organizations.
- 10. assume the lead for special and complex projects requested through the contract.

11. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.

SBBC: NEW

- 12. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 13. review current developments, literature and technical sources of information related to job responsibilities.
- 14. ensure adherence to good safety procedures.
- 15. follow federal and state laws, as well as School Board policies.
- 16. perform other duties as assigned by the Director or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Coordinate liaison activities with grant managers, federal, state, and local legislative entities, colleges and universities, organizations and coalitions to support the grants administration department's efforts secure alternative funding from federal, state, and private sources.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Senior Manager, Grant Programs Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experience</u>	Experience Range - Years Up to 3 4-7 8+		
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Senior Manager, Grant Programs Point Range: 945 – 1044

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

	1 OSITION ANALYSIS CITTETIA									
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact						
C2	B4	D	С	С						

SBBC: NEW



JOB DESCRIPTION

POSITION TITLE: Area Supervisor, Special Programs

Food & Nutrition Services

CONTRACT YEAR: Twelve Month

SALARY BAND: В

BARGAINING UNIT: ESMAB

MINIMUM OUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in

business, school food services, dietetics, nutrition, or related

field.

EXPERIENCE: Minimum of five (5) years, within the last ten (10) years, of

> successful work experience in a United States Department of Agriculture (USDA) National School Lunch and Breakfast Program (NSLP); or other government funded food program.

ADDITIONAL QUALIFICATIONS

REQUIRED: A well-rounded knowledge of methods, office practices,

> policies, and procedures according to the USDA guidelines. Experience in implementing programs or events; specific goals; developing team work across multiple constituencies and demonstrating effective verbal and written communication

skills. Computer skills are required for the position.

PREFERRED: Bilingual skills

REPORTS TO: Director, Food and Nutrition Services or designee

SUPERVISES: Food and Nutrition Service Managers

POSITION GOAL: To coordinate and implement all policies set forth by the

> USDA, Florida Department of Agriculture and Consumer Services (FDOA), Florida Department of Health (FDOH), District. and Food and Nutrition Services Director. Effectively oversee all operations of Food and Nutrition

Services Special Programs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Area Supervisor, Special Programs, Food & Nutrition Services shall:

- 1. implement and monitor Child Care Food Program requirements per United States Department of Agriculture Child Care Food Program Guidelines.
- 2. conduct random site visits of Special Programs to ensure program compliance.
- 3. conduct follow-up site visits for programs cited for non-compliance.
- 4. act as an operational liaison with Food and Nutrition Services managers, school site administration, and parents.
- 5. serve as a resource person for nutrition education.
- 6. visit schools on a timely basis to evaluate performance in all areas.
- 7. complete evaluation instruments as assigned in accordance with local and/or federal requirements.
- 8. prepare and conduct training for Special Programs following all State and Federal guidelines.
- 9. assist in creating menus per Federal and State meal pattern guidelines.
- 10. review and assess staffing needs and accommodations.
- 11. monitor labor hours.
- 12. monitor profit and loss.
- 13. review claims prior to filing for reimbursement.
- 14. complete applications required for Food and Nutrition Services Special Programs; as well as contract renewal documentation.
- 15. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- 16. participate, successfully, in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- 17. review current developments, literature, and technical sources related to job responsibilities.
- 18. ensure adherence to good safety and sanitation procedures.
- 19. follow federal and state laws, as well as School Board policies.
- 20. perform other assigned duties consistent with the goals and objectives of this position.

SIGNIFICANT CONTACTS – frequency, contact, purpose and desired end result:

Works with school staff, district staff, United States Department of Agriculture, Florida Department of Agriculture and Consumer Services, and Florida Department of Health; to insure that quality standards of performance are being met in all areas of the food service program.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force as frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Area Supervisor, Special Programs Food & Nutrition Services Point Range: 845 - 944

Position Factors

1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level		nization	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 – Immediate workgroup

- **2 -** Outside of immediate workgroup
- **3 -** Assistant/Associate/Deputy Superintendents **4 -** Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies
- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

Area Supervisor, Special Programs Food & Nutrition Services Point Range: 845 - 944

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

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1. Knowledge	2. Human Relations Skills	3. Problem Solving		5. Position Impact				
			Freedom					
C2	CO	C	C	C				
(2	C2							

JOB DESCRIPTION

POSITION TITLE: Manager, Strategic Sourcing

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in Business Administration or related

field from an accredited institution.

EXPERIENCE: Minimum of seven (7) years of experience and/or training in the

field related to the title of the position within the last ten (10) years

including five (5) years in a supervisory capacity.

ADDITIONAL OUALIFICATIONS

REQUIRED: An active certificate in Purchasing Management, Certified

Purchasing Manager (C.P.M.) or Certified Public Procurement Officer (CPPO). Extensive experience in a high volume procurement organization. Experience as a purchasing manager, senior purchasing agent, senior buyer or similar level position preferably within a governmental agency or school program. Knowledge and experience in preparing bid documents of various complex technical materials, supplies and equipment; experience in the preparation of construction contracts of large construction projects, jobs specifications, design standards, administrative forms, and legal documents required for bidding and construction. Experience supervising staff and daily operations of purchasing; writing contracts; strategic sourcing process; negotiating; and the ability to communicate with diverse groups of requesters and

vendors. Computer skills are required for the position.

PREFERRED: Bilingual skills.

REPORTS TO: Director, Procurement & Warehousing Services

SUPERVISES: Employees as assigned

POSITION GOAL:

Ensure the District purchases required complex materials, supplies, construction projects and equipment, within assigned categories, from reliable vendors who will supply quality products at the lowest cost by employing best practices to continuously improve supply sources. The Manager, Strategic Sourcing shall perform jobs that are not of a routine, clerical, or ministerial nature and which require the exercise of independent judgment to formulate, and assist in formulating policies applicable to the employees in the proposed bargaining unit; may reasonably be required to assist in the preparation for the conduct of collective bargaining negotiations; the position will have a role in the administration of any collective bargaining agreement; may reasonably be required to assist in the preparation of Department budgets and will otherwise have a significant role in the administration of such budgets; and have a significant role in personnel administration. During the absence of the Director, Procurement & Warehousing Services, the Manager, Strategic Sourcing, will supervise overall operation of the Purchasing department and all employees of the Procurement Services Department.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Strategic Sourcing shall:

- 1. provide expertise with respect to all procurement concepts, policies and procedures that meet state, local and the Department of Education requirements.
- 2. achieve targeted results against Sourcing objectives which include a group cost savings goal identified annually.
- 3. manage purchasing agents and technicians to ensure proper procurement strategy is utilized and cost are obtained.
- 4. lead major negotiations and large sourcing engagements.
- 5. ensure effective process and communication channels are in place to maximize the delivery and implementation of any sourcing activities.
- 6. manage priorities effectively, focusing on efficient work results; meet regularly with stakeholders to present current and planned sourcing strategies to maintain alignment with the business' objectives.
- 7. ensure the maintenance of a formal bid tracking system for expiring and contract renewals; assist with the maintenance of contract files and cost information on all contractual services
- 8. serve as a liaison between the consultants, contractors and Facilities & Construction Management and Procurement & Warehousing Services during the preparation and/or amendment of design and construction contracts.
- 9. work and meet with committees of administrators, curriculum planners, principals, and department heads in formulating and upgrading specifications and evaluating bids.
- 10. manage the preparation and negotiation of design and constructions contracts and front-end

documents for construction contracts.

11. coordinates legal ad procedures and supervise the preparation of agenda items for School Board action.

SBBC: NEW

- 12. ensures the purchase of materials, supplies, and equipment in areas of specific responsibility as needed.
- 13. ensure employee development, training and mentoring staff.
- 14. assist and direct Purchasing Agents with the preparation of bid specifications, bid evaluations, negotiations and award documents as needed.
- 15. write, edit, recommend, and coordinate technical product specifications and bid conditions; negotiate and prepare contracts; analyze price comparison with market trends, economy and availability of products to determine the procurement process which will obtain the best products at the lowest and best price including reverse auctions and without sacrificing quality or customer service.
- 16. ensures that processing of school and department requisitions are processed in a timely manner; expedite follow-up on all purchase orders in area of assigned responsibility as required; and assist in coordination of purchases for new schools.
- 17. meet and deal effectively with the general public, staff members, administrators and other contact persons, using tact and good judgment.
- 18. responsible for supervising the formal bid process in all assigned areas of commodity and service responsibility and offer guidance to other purchasing agents; maximize savings opportunities by implementing strategic sourcing process and developing strategic sourcing initiatives.
- 19. ensure continuous improvement of operations by performing data/process analysis; developing spending analyses; and gathering customer feedback and developing and implementing customer service initiatives.
- 20. maximize the use of technology in the purchasing operations function; incorporate Ecommerce and E-procurement as a daily purchasing resource.
- 21. assist the Director, Procurement & Warehousing Services in developing overall department strategies by incorporating industry best practices and utilizing performance metrics; recommend and develop policy provisions to improve department functions.
- 22. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County, Florida.
- 23. participate in training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 24. review current developments, literature and technical sources of information related to job responsibility.
- 25. ensure adherence to good safety procedures.
- 26. follow Federal and State laws, as well as School Board policies.
- 27. perform other duties as assigned by the Director, Procurement & Warehousing Services or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently works with District administrators, planners, principals and department heads to gain information to develop bid specifications and obtain customer feedback for performance improvement; frequently works with outside vendors to negotiate contract terms; occasionally addresses School Board members to discuss purchasing requirements and contracts.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Manager, Strategic Sourcing Point Range: 945 - 1044

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experien</u>	<u>ce Range - `</u>	<u>Years</u>	
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

- **2 –** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external
 - **4 –** Superintendent, School Board; critical external parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Manager, Strategic Sourcing Point Range: 945 - 1044

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1 Ostron Anarysis Criteria								
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact				
C2	C3	D	С	D				

JOB DESCRIPTION

POSITION TITLE: Purchasing Agent IV- Construction

CONTRACT YEAR: Twelve Months

SALARY BAND: 25

BARGAINING UNIT: BTU-TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in

business administration, construction management or related field.

EXPERIENCE: Minimum of five (5) years, within the last ten (10) years, of

increasingly responsible experience and/or training in, construction

contracting or related field.

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OR

Minimum of four (4) years, within the last eight (8) years, of satisfactory experience in the job assignment Construction

Purchasing Agent III in the Broward County School System.

.ADDITIONAL QUALIFICATIONS

REQUIRED: Knowledge and experience in preparing construction bid

documents and agreement of categories of design and construction related projects and/or services. Knowledge of State Requirements for Educational Facilities and/or Florida Statutes. Excellent written and oral communication skills. Computer skills are

required for the position.

PREFERRED: Certificate in Purchasing Management, Certified Purchasing Manager

(CPM) or a Certified Professional Purchasing Buyer (CPPB). Bilingual

skills.

REPORTS TO: Manager, Strategic Sourcing

SUPERVISES: Employees as assigned

POSITION GOAL: To coordinate the professional purchasing of a variety of

categories of standard and complex services, materials, supplies

and/or equipment to support a myriad of design and construction projects for the School Board of Broward County.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Purchasing Agent IV- Construction shall:

- 1. prepare, edit and review "Advertisement for Bid" documents, including bid and technical specifications, providing single point control over all related contract documents and change notices.
- 2. maintain the master file for all bid and technical specifications on the website.
- 3. open and review bids and prepare bid tabulation for award.
- 4. exercise direct contact with vendors/suppliers to ensure performance and follow-up.
- 5. analyze price comparison with market trends, economy and availability of products to determine the procurement process for obtaining the best product at the lowest and best price for assigned categories.
- 6. expedite delivery and/or follow up as required.
- 7. solicit written and telephone price quotations.
- 8. review contractor documentation, maintain files, and make recommendations related to contractor prequalification, bonding capacity, insurance and financial conditions.
- 9. maintain documentation of appropriate insurance for all bids and/or contracts as required by the Director of Risk Management.
- 10. meet and deal effectively with the general public, staff members, administrators, and other contact persons, using tact and good judgment.
- 11. participate in the Negotiation Team on construction related contracts as assigned.
- 12. supervise, evaluate, and review work of assigned personnel.
- 13. verify documents have been reviewed and approved by Legal Department prior to going out to bid.
- 14. participate in training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 15. review current developments, literature, and technical sources of information related to job responsibilities.
- 16. ensure adherence to good safety procedures.
- 17. assist in ensuring that the District remains in compliance with external requirements and internal policies by following federal and state laws, as well as School Board policies.
- 18. perform other duties as assigned by the Manager, Strategic Sourcing or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently works with functional users at all levels and applicable staff to obtain input and understanding of their work processes and needs; periodically works with senior management on specific design issues.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

SBBC: NEW

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Purchasing Agent IV - Construction Point Range: 845-894

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Point Factor Listing (cont.)

Purchasing Agent IV - Construction Point Range: 845-894

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results

E. Authoritative to unit/substantial to District

1 Osttori Ariarysis Criteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact			
B2	В3	С	С	С			

JOB DESCRIPTION

POSITION TITLE: Manager, Operations & Compliance

CONTRACT YEAR: Twelve Months

SALARY BAND: 26

BARGAINING UNIT: BTU-TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in Business Administration or related

field from an accredited institution.

EXPERIENCE: Minimum of five (5) years of experience and/or training within the

last eight (8) years in the field related to the title of the position,

including three (3) years in a supervisory capacity.

ADDITIONAL QUALIFICATIONS

REQUIRED: An active certificate in Purchasing Management, Certified

Purchasing Manager (C.P.M.), Certified Public Procurement Officer (CPPO) or Certified Professional Public Buyer (CPPB).

PREFERRED: Certificate in Purchasing Management, Certified Purchasing

Manager (CPM) or a Certified Professional Purchasing Buyer

(CPPB). Bilingual skills.

Extensive experience in a high volume procurement organization as a compliance manager, contract administrator, senior purchasing agent, senior buyer or similar level position preferably within a governmental agency or school program. Knowledge and experience in researching, compiling, and summarizing a variety of informational and statistical data and materials. Experience in SAP

Enterprise Resource Planning System. Bilingual skills.

REPORTS TO: Director, Procurement & Warehousing Services

SUPERVISES: Employees as assigned

POSITION GOAL: Identify and implement systems and improvements that support

diverse and changing business needs. Ensure vendor contract compliance to specifications, terms and conditions, and

requirements of the contract employing best practices to continuously improve supply sources.

SBBC: NEW

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Operations & Compliance shall:

- 1. demonstrate expertise with respect to all procurement concepts, policies and procedures that meet state, local and the Department of Education requirements.
- 2. assist the Director, Procurement & Warehousing Services in developing overall department strategies by incorporating industry best practices and utilizing performance metrics; recommend and develop policy provisions to improve department functions.
- 3. develop evaluation metrics and provides leadership across the Procurement Organization
- 4. monitor and maintain compliance with state, local, educational contract requirements.
- 5. responsible for procurement software program analysis, design, development, documentation testing, and conversion of new procurement systems.
- 6. ensures that staffing appropriately deployed to meet the requirements of the various business units supported by Procurement.
- 7. train and develop staff by providing coaching and mentoring; assist in the supervision of the clerical staff.
- 8. prepare market value analysis reports on various commodities.
- 9. apply logical thinking to solve problems or accomplish tasks; to understand, interpret and communicate policies, procedures and protocols.
- 10. identify automated procurement system problems and research problems for suitable solution.
- 11. serve as liaison to resolve disputes between department staff and other City departments, contractors, and consultants on contracts.
- 12. prepare clear and concise reports, correspondence and other written materials.
- 13. train and assists division personnel in proper job procedures and procurement policies.
- 14. acts as division supervisor in the absence of the Strategic Sourcing Manager.
- 15. assist in developing operating budget for the department annually.
- 16. organize work, setting priorities, meeting critical deadlines, and following up assignments with a minimum of direction.
- 17. maximize savings opportunities by implementing strategic sourcing process and developing strategic sourcing initiatives.
- 18. ensure continuous improvement of operations by performing data/process analysis; developing spending analyses; and gathering customer feedback and developing and implementing customer service initiatives.
- 19. maximize the use of technology in the purchasing operations function; incorporate Ecommerce and E-procurement as a daily purchasing resource.
- 20. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County.
- 21. participate successfully in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 22. review current developments, literature and technical sources of information related to job responsibility.
- 23. ensure adherence to good safety procedures.
- 24. follow Federal and State laws, as well as School Board policies.

25. perform other duties as assigned by the Director, Procurement & Warehousing Services or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently works with District administrators, planners, principals and department heads to gain information to develop bid specifications and obtain customer feedback for performance improvement; frequently works with outside vendors to negotiate contract terms; occasionally addresses School Board members to discuss purchasing requirements and contracts.

SBBC: NEW

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing (cont.)

Manager, Operations & Compliance Point Range: 895-944

Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance

<u>Experience Range - Years</u>			<u>(ears</u>	
Education	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Manager, Operations & Compliance Point Range: 895-944

- **4. Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- **5. Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit B. Advisory to work unit; used by others to take action C. Substantial support, advice, and counsel to work unit D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1 Obliton 7 mary 515 Criteria							
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact			
C2	B4	D	С	С			

JOB DESCRIPTION

POSITION TITLE: Coordinator, Supplier Diversity and & Outreach Program

CONTRACT YEAR: Twelve Months

SALARY BAND: 26

BARGAINING UNIT: BTU-TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in business administration, public

administration or related field from an accredited institution.

EXPERIENCE: Minimum of five (5) years, within the last eight (8) years, of

increasingly responsible experience and/or training in the development and implementation of Minority/Women Business

Enterprise (M/WBE) programs.

ADDITIONAL QUALIFICATIONS

REQUIRED: Computer skills are required for the position.

PREFERRED: Experience in purchasing, management, minority business

enterprise programs or related area, including one (1) year of

supervisory experience. Bilingual skills.

REPORTS TO: Director, Procurement & Warehousing Services

SUPERVISES: Employees as assigned

POSITION GOAL: To administer promote and assist vendors with "Doing Business

with the SBBC", administer the Construction Pre-qualification Process, the Supplier Diversity and Outreach Program and accomplish participation of minority and women vendors in SBBC contracts for goods and services at a level consistent with their

representation in the Broward County marketplace.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Supplier Diversity and & Outreach Program shall:

1. oversee the construction pre-qualification process and become the primary resource in managing the information regarding how to do business with the Procurment and

- Warehousing Services Department.
- <u>2.</u> <u>prepare all board documents for approval and renewal of qualified construction applicants.</u>
- 3. prepare and monitor all advertising and marketing of bids (RFP's / RFQ's / IFB's etc.
- 4. <u>4.</u> develop, implement, monitor, and enforce the policies and procedures of the Supplier Diversity and Outreach Program in accordance with School Board policy.
- 2. 5. work with purchasing and construction personnel, as well as other departments and schools, in developing contracting opportunities for minority and female owned businesses.
- 3.6. develop, organize and coordinate Supplier Diversity and Outreach Program expositions and trade fairs designed to increase contracting opportunities for minority and women vendors
- 4.7. develop systems to track and monitor the participation of minorities and women on SBBC contracts.
- 5.8. review bid documents and Requests for Proposals or Quotations to determine the maximum level of minority and women participation and set goals relative to the availability of minority and women owned businesses.
- 6.9. act as technical advisor to various committees on matters pertaining to the Supplier Diversity and Outreach Program.
- 7.10. act as staff liaison with the Supplier Diversity and Outreach Program Advisory Committee.
- 8.11. prepare reports on the status of the Supplier Diversity and Outreach Program's goals and objectives.
- 9.12. meet with contractors and minority/women vendors to resolve complaints or concerns regarding contracting opportunities.
- develop the criteria for certification and conduct site visits to ensure the validity of data provided by prospective Certified Supplier Diversity and Outreach Program vendors.
- serve as the program representative/liaison at trade fairs, matchmaking conferences and other networking ventures to expand exposure of the SBBC's Supplier Diversity and Outreach Program and increase the availability of Certified Supplier Diversity and Outreach Program vendors.
- <u>12.15.</u> maintain on file for reference all documentation and records pertaining to the Supplier Diversity and Outreach Program Office.
- 43.16. keep informed of new developments concerning Supplier Diversity and Outreach Program contract compliance regulations.
- 14.17. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- <u>15.18.</u> participate <u>successfully</u> in the training programs offered to <u>increase</u> <u>enhance</u> the individual's skill<u>s</u> and proficiency related to the <u>assignments</u> <u>job responsibilities</u>.
- 16.19. review current developments, literature and technical sources of information related to job responsibilit<u>yies</u>.
- 17.20. ensure adherence to good safety procedures.
- 18.21. follow Federal and State laws, as well as School Board policies.
- 19.22. perform other duties as assigned by the Director, Supply Management and Logistics Procurement & Warehousing Services or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Frequently work with purchasing and construction personnel, as well as other departments and schools, in developing contracting opportunities for minority and female owned businesses.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy

Board Approved: 12/17/2002

& Adopted: 1/21/2003 Board Adopted: 12/16/03 Board Adopted: 5/4/04

Revised: 7/1/05