



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, Governmental Affairs
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU/TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in education, political science, public administration or related field is required.

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Must have the ability to work effectively with staff, principals, teachers, business leaders, elected officials and community. Computer skills are required for the position.

PREFERRED: Degree majors include education, political science, public administration or related field. Experience in governmental relations, public administration, lobbying, education or a related field. Bilingual skills are preferred.

REPORTS TO: Director, Legislative Affairs ~~Director, Marketing & Communications~~

SUPERVISION:

SUPERVISES: This position does not have supervisory responsibilities.
~~None~~

POSITION GOAL: To develop the networking and infusion of service, business, and community resources into the schools for the

purpose of supporting students and their families. To enable all students to benefit to the fullest from their educational opportunities by eliminating, as far as possible, those problems that prevent or interfere with student learning. To represent the interest of, resolve complaints of, and serve as a liaison on behalf of students and parents, either individually or in groups, in their dealings with the Superintendent.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Governmental Affairs shall: carry out the performance responsibilities listed below.

1. ~~P~~rovide for the development, coordination and technical assistance related to the infusion of community and business resources into schools for the purpose of addressing the needs of all students.
2. ~~R~~ecruit, in-service and assist business and community partners to serve students as assigned by the Director, Legislative Affairs ~~Director, Marketing & Communications.~~
3. ~~E~~stablish direct lines of communication with the Superintendent's office regarding issues affecting the interests of the area school/district.
4. ~~R~~epresent the school/Superintendent/ Board's interests and investigate complaints and respond as directed by the Director, Legislative Affairs ~~Director, Marketing & Communications.~~
5. ~~W~~ork cooperatively with students, teachers, parent organizations, and community groups to maintain and expand continuing communication between the office of the Superintendent/Board and the community.
6. ~~P~~romote public relations and community relations activities between the school district and communities.
7. ~~A~~ssist the Superintendent and the Board regarding community issues, laws and program issues affecting their areas of responsibility.
8. ~~C~~oordinate activities with the Broward County Coordinating Council and governmental agencies in projects affecting schools within areas as assigned by the Director, Legislative Affairs ~~Director, Marketing & Communications.~~
9. ~~K~~ keep complete up-to-date, and accurate records and prepare reports as required.
10. ~~D~~evelop publications and informational materials which will assist parents in resolving problems that interfere with student learning.
11. ~~P~~perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County.
12. ~~P~~articipate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
13. ~~R~~eview current developments, literature and technical sources of information related to job responsibility.
14. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
15. ~~F~~ollow ~~f~~ Federal and s State laws, as well as School Board policies.
16. ~~P~~perform other duties as assigned by Director, Legislative Affairs ~~Director, Marketing & Communications~~ or designee.

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

Work cooperatively with students, teachers, parent organizations, governmental agencies and community groups to promote, maintain and expand public relations and community relations between the office of the Superintendent/Board and the community.

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:

The 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

Revised: 5/4/99

Title Change & Realignment: 5/9/2000

Reporting Change: 5/01/01

Board Adopted: 12/16/03*

Revised: 01/22/10

2009-2010 Organizational Chart

Reporting Change Adopted: 07/25/11

Revised: 10/25/2012

Organizational Chart: 2012-2013

Reporting Change: 6/24/14

Position Factor Listing
Coordinator, Governmental Affairs
Point Range: 945-994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact</u>			
<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 external

4 - Superintendent, School Board; critical 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 (cont.)
Coordinator, Governmental Affairs
Point Range: 945-994

Position Factors

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



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Education Specialist I, Dual Language/World Language
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of three (3) years of successful teaching experience in the field of dual language education or related service is preferred.

OR

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of three (3) to five (5) years of experience in dual language education is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Holds or is eligible for education certification issued by the Florida State Department of Education.

REPORTS TO: Director Bilingual/ESOL

Education Specialist I, Dual Language/World Language (cont.)

SBBC: NEW

SUPERVISION:

The position supervises staff as assigned.

POSITION GOAL:

Works with school leadership, teachers, parent committees, and/or community partners, to establish a plan for informing, involving, and engaging parents in understanding dual language practices.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Education Specialist I, Dual Language/World Language shall carry out the performance responsibilities listed below.

1. Facilitate visits to other dual language schools or classrooms and informs teachers on available professional development opportunities.
2. Provide training/professional development on dual language related issues and present information on best practices for instruction.
3. Lead district dual language program and budget planning, implementation, and evaluation.
4. Work with school stakeholders to adopt criteria for high quality Dual Language programs into school program planning.
5. Guide school stakeholders in designing a school-based professional development plan to maintain reflective practice around dual language curriculum and instruction.
6. Provide guidance and tools for developing short and long-term sustainability plans for school Dual Language programs.
7. Coordinate and manage professional development, technical assistance, planning, community outreach, and other support for dual language education across a network of fledgling and established dual language programs within the District.
8. Coordinate and support the development of curriculum and assessment tools that align to the Common Core and Language Development Standards (English and Spanish).
9. Collaborate with other dual language educators, advocates and experts to build capacity within each of the Broward Schools and across the District to sustain and expand dual language programs.
10. Work collaboratively with all members of the public, educators, administrators and other stakeholders to ensure the delivery of high quality dual language programs.
11. Assist school personnel in making dual language assessment referrals to the appropriate parties.
12. Interpret results of assessments to parents, school teams and other relevant parties as required.
13. Participate in school team meetings, interpret results and finalize program/placement recommendations.
14. Assist in the collection of evaluative data at the school and district level.

15. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
16. Participate in training programs to enhance the individual 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 safety rules and procedures.
19. Follow federal and state laws, as well as School Board policies.
20. Perform other duties as assigned by the Director Bilingual/ESOL or designee.

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

Works with the Director, Bilingual/ESOL, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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:

The 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
Education Specialist I, Dual Language/World Language
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 external	4 - Superintendent, School Board; critical 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 (cont.)
Education Specialist I, Dual Language/World Language
Point Range: 845-894

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C1	B4	D	D	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, Home School Education, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited college or university; valid Florida certification in guidance or school social work, hold valid teaching certificate and a certificate in Educational Leadership.

EXPERIENCE: A minimum of three (3) years successful experience as an educational leader, guidance director or lead school social worker. Progressive leadership experience and/or experience in the field related to the title of the position is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in public administration, educational administration or related field is required.

EXPERIENCE: A minimum five (5) years, within the last ten (10) years, of progressively responsible experience in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in Administration and Supervision or Educational Leadership or program certification in an area of education specialty is required. Good interpersonal and organizational skills are required. Ability to communicate effectively in both oral and written forms is required.

REPORTS TO: Director, Student Services

SUPERVISION: This position supervises staff as assigned

POSITION GOAL: To facilitate efficient and effective services for students living in Broward County who enroll in the Home Education program. Cooperative planning with parents, home schools and district departments on the delivery of services, programs and placements for meeting the special needs of Home Education students and in meeting state requirements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Home School Education shall carry out the performance responsibilities listed below.

1. Create an infrastructure to manage and ensure that Broward County Public Schools are in compliance with Florida Statutes legislating Home Education rules.
2. Review student records and ensure compliance with Home Education Laws.
3. Serve as a consultant for school personnel, parents, colleges and other agency personnel in regard to home education students.
4. Create inter and intra departmental linkage to ensure that Home Education students receive appropriate support services.
5. Develop/implement electronic tracking systems to facilitate school district personnel's ability to see student status in home education.
6. Coordinate with parents to incorporate their participation in the home education program.
7. Develop and implement procedures to notify parents of pertinent and relevant information.
8. Facilitate a seamless process to allow students on home education to be able to take standardized tests and participate in sports.
9. Maintain accurate monthly data of students enrolled in and withdrawn from the program.
10. Review and analyze enrollment data to determine trends to inform programming decisions.
11. Train administrative personnel on the protocols and policies governing the Home Education Program.
12. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County.
13. Participate, successfully, in the training programs offered to increase the individual skills and proficiency related to the assignments.
14. Ensure adherence to safety rules and procedures.
15. Follow federal and state laws, as well as School Board policies.
16. Perform other duties as assigned by Director, Student Services.

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

Works with all levels of employees, up to and including senior management, and collaborates with local, regional, state and national educational institutions, organizations and agencies to ensure the quality of professional development opportunities which support the delivery of quality education for students of Broward County Schools.

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:

The 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
Coordinator, Home School Education
Point Range: 945-1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Coordinator, Home School Education
Point Range: 945-1044

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Assistant Director, Parental Engagement
CONTRACT YEAR:	Twelve Months
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: A 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: A 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 are preferred.

REPORTS TO: Executive Director, Student Support Initiatives.

SUPERVISION:

SUPERVISES: The position supervises sStaff 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 strong District parental involvement and community engagement programs which will advance the school district's goals and objectives. To coordinate the planning and staging of district-wide activities for the parental involvement program to promote positive parenting practices.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant Director, ~~Parental~~ Engagement shall: carry out the performance responsibilities listed below.

1. Develop and lead initiatives that support high quality programming for community and parental engagement.
2. Supervise the planning, development, coordination and monitoring of parental involvement and community engagement programs district-wide.
3. Design parental and community 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 parental involvement and community engagement initiatives within the school district.
7. Inforn 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 Community and 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 and community engagement initiatives are being utilized and make recommendations for improvement.

12. ~~P~~perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.

Assistant Director, ~~Parental~~-Engagement (cont.)

SBBC: EE-145

13. ~~P~~participate successfully in the training programs offered to increase the individual's skills and proficiency related to the job responsibilities. ~~assignments.~~

14. ~~R~~review current developments, literature and technical sources of information related to job responsibility.

15. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.

16. ~~F~~ollow ~~f~~ederal and ~~s~~tate laws, as well as School Board policies.

17. ~~P~~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 Parental Involvement and community engagement programs within the school district that will encourage positive parenting practices.

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:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

2014-2015 Organizational Chart

Board Approved: 5/20/14

Board Adopted: 6/24/14

Position Factor Listing
Assistant Director, Engagement
Point Range: 945-1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Assistant Director, Engagement
Point Range: 945-1044

Position Factors

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

SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Specialist, Community Engagement
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in education, public administration, human development, and family science or related field from an accredited institution is preferred.

EXPERIENCE: A minimum of two (2) years, within the last five (5) years, of progressively responsible leadership experience and/or experience in the field related to the title of the position is preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in marketing, public relations, business, education or related field from an accredited institution.

EXPERIENCE: A minimum of 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

PREFERRED: Progressively more responsible experience in education, public relations, community relations or related work experience. Bilingual skills are preferred.

REQUIRED:	Ability to work effectively with parents, staff, principals, teachers and community. Computer skills are required for the position.
REPORTS TO:	Assistant Director, Engagement
SUPERVISION:	This position does not currently supervise staff.
POSITION GOAL:	To develop and coordinate networking and infusion of services from community resources into the schools for the purpose of supporting students and their families. Coordinate a strong district parent/community engagement program which will advance school plans for parent and community engagement and the school district's goals and objectives. To coordinate the planning and staging of school/innovation zone-wide activities that promote positive school, family and community partnerships.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, Community Engagement shall carry out the performance responsibilities listed below.

1. Develop effective channels of communication within the community that can promote the recruitment of new community partners for the school parent/community involvement program.
 2. Assist schools and departments in identifying and obtaining business and community resources that can help enhance student achievement.
 3. Plan, develop, implement, coordinate, evaluate and monitor the school community involvement program as follows:
 - i) set annual objectives for the Parent/Community Involvement Program.
 - ii) Coordinate the planning and staging of school and innovation zone activities to promote positive community involvement practices.
 - iii) Coordinate, develop and/or teach in-service courses related to the Parent/Community Involvement Program.
 - iv) Serve as a consultant to schools in all matters pertaining to the Parent/Community Involvement Program.
 4. Coordinate the efforts of the school-based parent/community involvement coordinator at the elementary, middle, center, and high school level.
 5. Coordinate efforts with Community Relations staff to publicize Parent/Community Involvement within the school district.
 6. Inform the various segments of the community of proposed actions of the school district which might affect them.
 7. Provide training for schools and community organizations to assist them in the development, implementation and evaluation of Parent/Community Involvement programs.
 8. Provide certified staff, support personnel and parent/community involvement liaison workers to work with parents, and assist them in promoting the education of their
- Specialist, Community Engagement (cont.)

SBBC: NEW

children through home study activities.

9. Create a parent/community involvement resource guide to be placed in each school and used to establish curriculum activities and train school-based contacts.
10. Determine the extent to which parent/community involvement is being utilized and make recommendations for improvement in coordination with the Program Evaluation Department.
11. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
12. Participate in training programs to enhance the individual 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 safety rules and procedures.
15. Follow federal and state laws, as well as School Board policies.
16. Perform other duties as assigned by Assistant Director, Engagement 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 practices.

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:

The 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

Specialist, Community Engagement
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Specialist, Community Engagement
Point Range: 845-894

Position Factors

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

JOB DESCRIPTION

POSITION TITLE:	Executive Director, Capital Programs
CONTRACT YEAR:	Twelve Months
SALARY BAND:	E
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position is preferred.

OR

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of ten (10) years of experience and/or training in the field related to the title of the position. Bachelor's degree in Architecture, Civil Engineering, Construction and Building Management or related degree is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Current registration as an architect, licensed contractor, or professional engineer in the State of Florida. Ability to complete all design and construction of projects in a timely and efficient manner in accordance with any applicable contract

documents and School Board codes or regulations.
Computer skills as required for the position.

PREFERRED: Preferred major or concentration in architecture, engineering, building construction, or field related to the title of the position. Bilingual skills are preferred.

REPORTS TO: Chief Facilities Officer

SUPERVISION: The position supervises staff as assigned.

POSITION GOAL: To establish the program and procedures to manage the planning, design and construction process of facilities in such a manner as to provide a superior educational environment within allotted schedules and budget. To be accountable for the work of subordinate personnel. To serve as liaison between the Facilities Design & Construction Department, schools, and the community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Executive Director, Capital Programs shall carry out the performance responsibilities listed below.

1. Assist in the creation of District- wide multi-year capital construction/improvement plans for the purpose of understanding and preparing for District enrollment and academic change.
2. Coordinate resources, scheduling and related management tasks for an assigned facilities functional area, e.g., maintenance, safety, construction and permitting; infrastructure and systems maintenance; logistics, asset management and warehousing.
3. Efficiently manage the use of available resources, both human and financial, according to established standards and parameters. Modifies allocation of resources in response to changes in priorities or other directives as issued by the Department, Division, Superintendent or Board.
4. Evaluate potential sites and/or condition of existing locations for the purpose of determining construction and/or renovation requirements and ensuring that locations decided upon meet all project needs, requirements and specifications.
5. Compile, analyze and interpret statistical data; identify matters of significance, trends and other indicators for the purpose of developing recommendations to improve desired outcomes in the function, program, project, and/or specialization area(s) of responsibility.
6. Ensure areas of responsibility comply with established regulatory standards/requirements; develops/modifies policies, procedures and/or guidelines accordingly. Ensures proper implementation and communication of any changes

- to both District and non-District staff.
7. Monitor project activities (e.g. costs, time and materials, schedules, budgets, change orders, etc.) for the purpose of ensuring district objectives are achieved within budget and timeframes and in compliance with established requirements.
 8. Work collaboratively with school center staff to provide a safe environment and with other District support personnel to provide effective resource components.
 9. Prepare various internal monthly reports and annual reports that accurately represent department activities.
 10. Develop and actively monitor operational procedures on a daily basis.
 11. Review a variety of construction-related information for the purpose of ensuring completeness of records and insurance claims.
 12. Design and implement redundant systems, policies, and procedures for disaster recovery and data archiving to ensure effective protection and integrity of data assets.
 13. Develop and design database strategies, system monitoring and improving database performance, capacity, and planning for future expansion requirements.
 14. Evaluate and implement new technologies, products and tools used in the database environment.
 15. Serve as a District and/or department representative in a variety of meetings (e.g. planning, community, vendor, etc.) for the purpose of conveying and receiving information related to assigned projects and activities.
 16. Supervise assigned personnel and ensure staff development.
 17. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
 18. Participate in training programs to enhance the individual 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 safety rules and procedures.
 21. Follow federal and state laws, as well as School Board policies.
 22. Perform other duties as assigned by the Chief, Facilities Officer or designee.

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

Works with the Chief Facilities Officer, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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.

Executive Director, Capital Programs (cont.) SBBC: NEW

FLSA OVERTIME CATEGORY:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

DRAFT

Position Factor Listing
Executive Director, Capital Programs
Point Range: 1215-1339

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Executive Director, Capital Programs
Point Range: 1215-1339

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 Factors

Position Analysis Criteria

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	D3	E	E	D

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Director, Pre-Construction Executive Director, Facilities Design & Construction
CONTRACT YEAR:	Twelve Months
SALARY BAND:	<u>DE</u>
BARGAINING UNIT:	ESMAB

QUALIFICATIONS:

EDUCATION: An earned ~~b~~Bachelor's degree in architecture, engineering or ~~construction management~~ or related field from an accredited institution. Master's preferred.

EXPERIENCE: A mMinimum ten (10) years of experience and/or training in the field related to the title of the position. At least two (2) years in a director of engineering, facilities or construction position.

OR

A mMinimum eight (8) years of progressively responsible experience within the Facilities and Construction Management Division of The School Board of Broward County, Florida that includes at least five (5) years in a manager and/or director of engineering, facilities or construction position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Current registration as an architect, ~~licensed contractor~~, or professional engineer in the State of Florida. Ability to complete all design and construction of projects in a timely and efficient manner in accordance with any applicable

contract documents and School Board codes or regulations.
Computer skills as required for the position.

Director, Pre-Construction~~Executive Director, Facilities Design & Construction~~ (Cont.)
SBBC: S-036

PREFERRED: Preferred major or concentration in architecture, engineering, building construction, or field related to the title of the position. Preferred LEED Accreditation. Bilingual skills are preferred.

REPORTS TO: Executive Director, Capital Programs ~~Chief Facilities & Construction Officer~~

SUPERVISIONES: This position supervises Manager, Mechanical Engineering, Manager, Architectural Engineering, Manager, Electrical Engineering and Manager ADA Accessibility, along with aArchitects, eEngineers, design professionals and other consultants. Supervisor Environmental Resource. Project Managers, LEA Coordinator and support staff.

POSITION GOAL: To establish the program and procedures to manage the planning and— design and construction process of facilities in such a manner as to provide a superior educational environment within allotted schedules and budget. To be accountable for the work of subordinate personnel. To serve as liaison between the Facilities Design & Construction Department, schools, and the community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Pre-Construction~~Executive Director, Facilities Design & Construction~~ shall: carry out the performance responsibilities listed below.

1. Provide leadership for professional staff and consultants of Architects, Engineers, and Project Managers through coordination of design and construction processes.
2. Oversee work in progress with management personnel of other departments in the Facilities & Construction Division.
3. Establish and train all staff in procedures and policies relative to their work.
4. Evaluate individual contributions and section performance and establish procedures to maximize the effectiveness of the section.
5. Respond to inquiries or concerns in a timely manner by preparing or overseeing the preparation of all required reports and maintaining appropriate records.
6. Develop the department budget, monitor its implementation, and ensure sound budget management for all sections within Pre- Facilities Design and Construction.
7. Sseek and implement innovative solutions to challenges driven by fluctuating funding levels, personnel staffing, emerging technologies and changing customer requirements.

8. ~~M~~monitor the Architects, Engineers, and Project Managers' performance responsibilities, as follows:

~~Director, Pre-Construction~~ ~~Executive Director, Facilities Design & Construction~~ (Cont.)
SBBC: S-036

- a) coordinate planning for new facilities, additions, and alterations with educational staff, design staff, consulting architects and engineers.
 - b) research and develop; new products and construction techniques.
 - c) evaluate new and existing facilities.
 - d) preside over design/plan review of construction documents for the major and minor construction projects; ensuring conformance to State, Federal, educational codes and safety standards.
 - e) coordinate design and development of construction documents for small projects including ADA, Safety, and playgrounds.
 - f) develop and maintain the District's technical specifications utilized by outside consultants for major and minor projects as well as the District's design criteria and construction standards and materials.
 - g) establish project cost budgets for funding allocations; assist consultants and educational staff in development of educational programs for projects; establish and update project schedule.
 - h) coordinate and expedite the administration and management of projects during pre-construction to ensure schedule, budget, and quality compliance.
- ~~9. manage the District's procurement process for qualifying, evaluating, and selecting design consultants, construction managers, total program managers and design/build contractors including the bidding and selection process as per Board Policy.~~
- ~~9. 10. D~~direct the development of documents (RFQ's, RFP's, and Design Criteria Packages) necessary for the procurement process to implement the District's design and construction programs.
- ~~10. 11. I~~nitiate and maintain programs that ensure District facilities meet the highest environmental and conservation standards for building elements and systems according to the most recent performance and rating guidelines.
- ~~12. receive bids; analyze and process for bid opening; attend and perform bid openings; assist in the evaluation of bids and make recommendations for award of contracts.~~
- ~~11. 13. R~~represent The School Board District of Broward County at regulatory hearings, legal actions and legislative meetings.
- ~~12. 14. E~~valuate existing school needs and make recommendations to correct facilities-related problems.
- ~~13. 15. C~~oordinate and supervise ADA upgrades, Indoor Evaluation Quality remediation, and relocation of portable classrooms to meet curriculum and construction needs as well as state building codes.
- ~~14. 16. C~~onduct warranty inspections and communicate with the vendor to correct deficiencies without cost to the District.
- ~~15. 17. S~~serve as off-hours contact person for emergencies, such as fires and storm damage, and contact the appropriate person/agency in order that the school may resume operation as quickly as possible.

Director, Pre-Construction ~~Executive Director, Facilities Design & Construction~~ (Cont.)
SBBC: S-036

~~16.~~ ~~18.~~ Eestablish goals, objectives and action plans consistent with District goals and strategic commitments and implement tracking systems which produce expected outcomes to meet the ~~operation~~ needs of the District.

~~17.~~ ~~18.~~ Provide technical assistance to schools and departments.

~~18.~~ ~~19.~~ Attend meetings both day and evenings.

~~19.~~ ~~20.~~ Communicate the goals and achievements of the Pre-Construction ~~Facilities and Construction~~ Division.

~~20.~~ ~~21.~~ Provide the necessary information for any pending litigation; appear as a witness in court in reference to projects supervised.

~~21.~~ ~~22.~~ Prepare, oversee the preparation of, and submit all required reports in a timely manner and maintain all appropriate records.

~~22.~~ ~~23.~~ Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.

~~23.~~ ~~24.~~ Participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.

~~24.~~ ~~25.~~ Review current developments, literature and technical sources of information related to job responsibility.

~~25.~~ ~~26.~~ Ensure adherence to ~~good~~ safety rules and procedures.

~~26.~~ ~~27.~~ Follow ~~f~~Federal and ~~s~~State laws, as well as School Board policies.

~~27.~~ ~~28.~~ Perform other duties as assigned, consistent with the goals and objectives of this position, by Executive Director, Capital Programs. ~~Chief, Facilities & Construction Officer.~~

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

Works closely with Chief Facility Officer, Executive Director ~~Deputy Superintendent~~, department heads and staff, school administrators, legislators, local agencies, vendors, and community to effectively manage the plan and design of construction projects for The School Board of Broward County, Florida.

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 District Board.

FLSA OVERTIME CATEGORY:

The 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: 01/25/2011
Board Adopted: 05/17/2011
Revised: 10/01/2012
2012-2013 Organizational Chart

DRAFT

Point Factor Listing
Director, Pre-Construction
Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Pre-Construction

Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	E	D

JOB DESCRIPTION

POSITION TITLE:	Manager, Mechanical Engineering, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in mechanical engineering is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for the design of an educational institution's capital program is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in mechanical engineering is required.

EXPERIENCE: A minimum of six (6) years of experience and/or training, within the last nine (9) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge of the design development and management process for both new construction and renovation projects.

PREFERRED: Professional Mechanical Engineer preferred. Demonstrated experience in building controls, indoor air quality projects in an educational or institutional portfolio of facilities.

REPORTS TO: Director, Pre-Construction

Manager, Mechanical Engineering (cont.)

SBBC: NEW

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To ensure the effective management of a team of project design consultants such that the capital program consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Mechanical Engineering shall carry out the following responsibilities:

1. Plans and directs the mechanical engineering functional area within the capital construction program including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of standards and guidelines, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications and documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Pre-Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.
12. Ensures compliance with Board rules and applicable federal laws and regulations.
13. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
15. Reviews current developments, literature and technical sources of information related to job responsibilities.
16. Ensures adherence to safety rules and procedures.
17. Follows federal and state laws, as well as School Board policies.
18. Performs other duties as assigned by the Director, Pre-Construction or designee.

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

Works extensively with District and consultant design staff, school administration and the professional design community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Mechanical Engineering
Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Manager, Mechanical Engineering
Point Range: 945 -1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Architectural Engineering, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in architecture is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for the design of an educational institution's capital program is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in architecture required.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge of the design development and management process for both new construction and renovations projects required.

PREFERRED: Licensed Architect preferred. Demonstrated experience in building envelope renovations and educational instructional program design preferred.

REPORTS TO: Director, Pre-Construction

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To ensure the effective management of a team of project design consultants such that the capital program consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Architectural Engineering shall carry out the essential performance responsibilities listed below.

1. Plans and directs the architectural functional area within the capital construction program including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of standards and guidelines, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications and documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Pre-Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.
12. Ensures compliance with Board rules and applicable federal laws and regulations.
13. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
15. Reviews current developments, literature and technical sources of information related to job responsibilities.
16. Ensures adherence to safety rules and procedures.
17. Follows federal and state laws, as well as School Board policies.
18. Performs other duties as assigned by the Director, Pre-Construction or designee.

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

Works extensively with District and consultant design staff, school administration and the professional design community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Architectural Engineering
Point Range: 945 -1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Manager, Architectural Engineering
Point Range: 945 - 1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Electrical Engineering, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in electrical engineering is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for the design of an educational institution's capital program is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in electrical engineering is required.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge of the design development and management process for both new construction and renovations projects.

PREFERRED: Professional Engineer preferred. Demonstrated experience in the design of power distribution, emergency power, energy efficiency, and fire alarm systems for an educational institution.

REPORTS TO: Director, Pre-Construction

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To ensure the effective management of a team of project design consultants such that the capital program consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Electrical Engineering shall carry out the essential Performance responsibilities listed below.

1. Plans and directs the electrical engineering functional area within the capital construction program including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of standards and guidelines, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications and documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Pre-Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.
12. Ensures compliance with Board rules and applicable federal laws and regulations.
13. Performs and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
15. Reviews current developments, literature and technical sources of information related to job responsibilities.
16. Ensures adherence to safety rules and procedures.
17. Follows federal and state laws, as well as School Board policies.

18. Performs other duties as assigned by the Director, Pre-Construction or designee.

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

Works extensively with District and consultant design staff, school administration and the professional design community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Electrical Engineering
Point Range: 945 -1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Manager, Electrical Engineering
Point Range: 945 -1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	C	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Americans with Disabilities Act (ADA) Accessibility, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in Engineering, Architecture, Construction Management, Business or equivalent work experience is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for the accessibility functional area of an educational institution's capital program is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in Engineering, Architecture, Construction Management, Business or equivalent work experience is required.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge and design management of projects based upon accessibility regulations, including the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Amendments Act, and other state and local regulations; accessibility codes, including the International Building Code and other

state and local codes; accessibility standards and guidelines, including the 2010 Standards for Accessible Design, the Uniform Federal Accessibility Standards, ANSI A117.1, and others.

PREFERRED: Demonstrated experience in the management of ADA Title II construction programs and the development of a Program Access Plan for an educational institution.

REPORTS TO: Director, Pre-Construction

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To ensure the effective management of a team of project design consultants such that the capital program consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Americans with Disabilities Act (ADA) Accessibility shall carry out the essential performance responsibilities listed below.

1. Plans and directs the ADA Accessibility functional area within the capital construction program including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of the District's Program Access Plan, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications and documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Pre-Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.

12. Ensures compliance with Board rules and applicable federal laws and regulations.
13. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
15. Reviews current developments, literature and technical sources of information related to job responsibilities.
16. Ensures adherence to safety rules and procedures.
17. Follows federal and state laws, as well as School Board policies.
18. Performs other duties as assigned by the Director, Pre-Construction or designee.

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

Works extensively with District and consultant design staff, school administration and the professional design community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Americans with Disabilities Act (ADA) Accessibility
Point Range: 945-1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)
Manager, Americans with Disabilities Act (ADA) Accessibility
Point Range: 945-1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	C	C

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Specialist, Americans with Disabilities Act (ADA) Accessibility Projects
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of two (2) years of experience and/or training in the field related to the title of the position.

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Working knowledge of the Americans with Disabilities Act (ADA) Regulations, Americans with Disabilities Act Accessibility Guidelines (ADAAG) and State Requirements for Educational Facilities. Must possess working knowledge of Microsoft Access and Excel. Computer skills as required for the position.

PREFERRED: Preferred degree majors include Architectural Design, Environmental Design or related field. Prefer successful work experience involving architectural design, plans development and surveys. Bilingual skills are preferred.

REPORTS TO: Manager, ADA Accessibility ~~Chief Architect~~

SUPERVISION: This position does not have supervisory responsibilities.

POSITION GOAL: To manage and coordinate all aspects of ADA facilities accessibility issues for the district, including implementation of the Americans with Disabilities Act Transition Plan.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, Americans with Disabilities Act (ADA) Accessibility Specialist, ADA Accessibility Projects shall carry out the responsibilities listed below.

1. Monitor and coordinate implementation of the Americans with Disabilities Act Transition Plan in accordance with the established priorities.
2. Uppdate transition plan as needed and produce yearly reports.
3. Coordinate/assess other ongoing ADA facilities' issues such as, modifications to job sites or worksites to accommodate employees' disabilities.
4. Conduct investigations and surveys on existing physical status of buildings in order to ascertain compliance with ADAAG.
5. Coordinate implementation of minor and or major ADA structural modifications with the Facilities and Maintenance Departments.
6. Represent the Equal Educational Opportunities Department in the District's Design Review Committee (DRC).
7. Participate, successfully, in the training programs offered to increase the individual's skills and proficiency related to the assignment.
8. Rreview current developments, literature, and technical sources of information related to job responsibility.
9. Ensure adherence to good safety procedures.
10. Perform other duties as assigned by the Manager, ADA Accessibility ~~Chief Architect~~.
11. Follow federal and state laws, as well as School Board policies.

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:

The 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.

Board Approved: 4/21/98
Adopted: 5/19/98

Department Realignment: 4/13/2000; 5/9/00; 4/01/03

Board Adopted: 12/16/03
Reporting Change: 7/25/11

Position Factor Listing
Specialist, Americans with Disability Act (ADA) Accessibility
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Specialist, Americans with Disability Act (ADA) Accessibility

Point Range: 845-894

Position Factors

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



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Construction
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in construction management, architecture, engineering or related field is preferred.

EXPERIENCE: A minimum of ten (10) years of experience managing major facility renovation programs with primary responsibility for the leadership of construction and close out phases. The experience described is to be within the last twelve (12) years is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in construction management, architecture, engineering or related field is required.

EXPERIENCE: A minimum of ten (10) years of experience in a management role of a major construction program. The experience described is to be within the last twelve (12) years is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience with progressively increasing responsibility for senior management responsibilities of a capital construction program of medium to large commercial, industrial or public construction projects.

Director, Construction (cont.)

SBBC: NEW

PREFERRED: Registered professional engineer, licensed architect preferred, or General Contractor's license preferred. Experience managing capital construction for an educational institution.

REPORTS TO: Executive Director Capital Programs

SUPERVISION: This position supervises Manager, Construction and Manager, Commissioning.

POSITION GOAL: To provide cost effective and timely delivery of quality capital projects consistent with the District's goals. These projects include the construction, commissioning, change management and close out of new construction, comprehensive renovation, and educational enhancements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Construction shall carry out the performance responsibilities listed below.

1. Develop and execute an effective system for managing the construction and commissioning of all capital construction for the District.
2. Directly supervise staff and provide leadership of consultants responsible for the delivery of school construction projects.
3. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing Broward County Public Schools in a positive light.
4. Coordinate a seamless management of projects from pre-construction activities through procurement, construction and closeout, with a specific focus on developing a robust commissioning process which begins at project schematic design and continues through the transition to operations by the end user.
5. Implement programs for quality assurance and continuous process improvement which provide: effective and actionable evaluations of staff, consultants, design professionals and contractors; a clear system of accountability; and a knowledge management system which captures and infuses lessons learned and best practices into the execution of every project.
6. On a routine and timely basis meet with stakeholders of the program to provide effective communication regarding project and program status, to garner informal feedback and to build strong relationships upon which to execute the program.
7. Develop and implement a comprehensive change management process in collaboration with the Director of Program Controls, including preparation and presentation of changes to the School Board.

Director, Construction (cont.)

SBBC: NEW

8. Ensure adherence to schedule, budget and established financial controls.
9. On a routine basis travel to schools and work sites throughout the District, to review project status, facilitate issue resolution and communicate with stakeholders.
10. Provide outstanding customer service, and use positive interpersonal communication skills.
11. Make all decisions and perform all tasks in accordance with the Broward County Public Schools organizational values.
12. Ensure compliance with Board rules and applicable federal laws and regulations.
13. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participate in training programs to enhance individual 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 safety rules and procedures.
17. Follow federal and state laws, as well as School Board policies.
18. Perform other duties as assigned by the Executive Director, Capital Programs.

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

Works with the Chief Facilities Officer, District leadership at all levels, and parent/school/community groups to support, develop, and supervise staff and operations to improve the instructional environment for students and teachers, through the timely delivery of high quality projects.

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:

The 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
 Director, Construction
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Construction

Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	E	E

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Manager, Construction, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in construction management, architecture, engineering or related field is preferred.

EXPERIENCE: A 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 is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in construction management, architecture, engineering or related field is required.

EXPERIENCE: A minimum of seven (7) years of experience and/or training, within the last ten (10) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience with progressively increasing responsibility for overall management for the construction of medium to large commercial, industrial or public construction projects.

PREFERRED: Certified Construction Manager, Project Management Professional or similar training/ coursework. Demonstrated

experience in a management role within the capital construction program of an educational institution.

REPORTS TO: Director, Construction

SUPERVISION: The position supervises one of the two (2) consulting teams responsible for the delivery of all school improvement projects, and staff and as assigned.

POSITION GOAL: To ensure the effective management of a team of project consultants such that the capital program consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Construction shall carry out the essential performance responsibilities listed below.

1. Plans and directs the construction functional area, along with a peer Manager of Construction for the capital construction program, including working within an internal matrix and external consultant staffing structure.
2. Within the functional area assigned ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction activities with other departments and District personnel.
4. Provides management of the functional area assigned including, but not limited to, the development of standards and guidelines, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications, submittals, bulletins, change orders, schedules and other documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions, including travel to schools and work sites throughout the District.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.

12. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.

Manager, Construction (cont.)

SBBC: NEW

13. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
14. Reviews current developments, literature and technical sources of information related to job responsibilities.
15. Ensures adherence to safety rules and procedures.
16. Follows federal and state laws, as well as School Board policies.
17. Performs other duties as assigned by the Director, Construction or designee.

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

Works extensively with the Director of Construction, District and consultant project staff, school administration and the professional design and construction community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Construction
Point Range: 945 – 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Manager, Construction

Point Range: 945– 1044

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C4	C	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Project Manager III
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU-TSP

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in architecture, engineering, construction management or related field from an accredited institution is required.

EXPERIENCE: A minimum of eight (8) years of experience and/or training within the last thirteen (13) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Prior work experience involving commercial or public construction projects, including a minimum of five (5) years of project management experience, with a basic understanding of the various trades. Computer skills as required for the position.

PREFERRED: Current registration as an architect, licensed, building or State of Florida General Contractor's License, or professional engineer in the State of Florida is preferred. Bilingual skills are preferred.

REPORTS TO: Manager, or Designee. ~~Senior Project Manager~~

SUPERVISION:

SUPERVISES:

The position supervises Architectural and engineering consultants, contractors, Project Managers as assigned.

POSITION GOAL: To ensure ~~assure~~ satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable

Project Manager III (cont.)

laws, codes, and standards. To manage the planning, design, and construction process of facilities in such a manner as to provide a superior educational environment within desired schedules and budgets. To serve as a liaison between the contractors, consultants, Facilities and Construction Management division, schools and centers.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Project Manager III shall: carry out the essential performance responsibilities
Listed below.

1. Eenforce the execution of the contract terms and conditions by monitoring and documenting consultant and contractor performance.
2. Serve as a liaison with the consultant and contractor.
3. Review and document all deliverables; ensure that contractual services have been rendered in accordance with the contract terms before the processing of invoices for payments.
4. Provide technical expertise and assistance to Area Office staff with facilities management planning and problem solving.
5. Plan, assign, coordinate and review the work of a group of Project Managers (PMs).
6. Coordinate the planning for new facilities, additions and alterations with Project Managers, Consultants, and District staff.
7. Assist PMs in the evaluation of new and existing facilities.
8. Assist PMs in developing scopes, budgets, and schedules of projects, within area assigned.
9. Review with PMs, as needed, Consultant's plans and specifications at progressive stages of their development; attend Design Review Committee meetings, as needed.
10. Monitor design schedules, budgets and adherence to educational specifications, design criteria, design and material standards, and all applicable codes.
11. Monitor and assist PMs in the development of construction sequencing and packaging to coordinate with capital funding availability, and organize work to achieve project objectives.
12. Assist PMs in conducting the pre-construction conference; attend construction meetings periodically and evaluate project progress.
13. Coordinate planned construction activities at each school with PMs and school staff.
14. Attend substantial completion inspection and monitor punch list inspection and contractor completion.
15. Participate in post occupancy evaluation and in preparation of final report, including project history and current status.
16. Communicate the goals and achievements in the Facilities and Construction Management Division.
17. Assist PMs in preparation of agenda items for School Board approval, within area assigned.

Project Manager III (cont.)

SBBC: S-017

18. Ceonform to policies, procedures, reporting format and systems developed by division.
19. Pprovide necessary information for any pending litigation; appear as witness in court with reference to projects personally coordinated.
20. Aassist Senior Project Managers in evaluating effectiveness of staff, in making recommendations to the Executive Director, Facilities Design & Construction.
21. Aattend meetings both day and evenings.
22. Pperform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- ~~23.~~ Pparticipate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
- ~~24.~~ Rreview current developments, literature and technical sources of information related to job responsibilities.
- ~~25.~~ Ensure adherence to ~~good~~ safety rules and procedures.
- ~~26.~~ Pperform other duties as assigned by Manager or Designee. ~~Senior Project Manager.~~

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

Regularly communicates with contractors, consultants, district staff, schools and centers to ensure ~~assure~~ satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable laws, codes and standards.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 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.

FLSA OVERTIME CATEGORY:

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

EVALUATION:

Performance will be evaluated in accordance with the Board Policy.

Board Adopted: 9/21/04

Board Approved: 1/18/2012

Board Adopted: 2/22/12

Position Factor Listing

Project Manager III

Point Range: 945-994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Project Manager III

Point Range: 945-994

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	B4	C	C	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Commissioning, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in mechanical or electrical engineering or building system controls is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for the commissioning function, with extensive experience in building controls or HVAC, within a large capital program.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in mechanical or electrical engineering or building system controls is required.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a commissioning, building controls or HVAC management role.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge of the commissioning process for HVAC systems and building controls required.

PREFERRED: Licensed Professional Engineer (PE) preferred. Knowledge and experience with energy management and control systems.

REPORTS TO: Director, Construction

SUPERVISION: This position supervises staff and consultants as assigned.

POSITION GOAL: The Manager, Commissioning will be a subject matter expert in commissioning, retro-commissioning and provide oversight and evaluation of the day to day commissioning process undertaken by the project management teams.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Commissioning shall carry out the essential performance responsibilities listed below.

1. Plans and directs the commissioning functional area within the Facilities Department including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates District construction commissioning activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of standards and guidelines, and identification and resolution of issues throughout the project and program lifecycle.
5. Routinely reviews bid specifications, submittals, test and balance reports, functional testing, sequence of operations and other documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Construction on all formal solicitations.
11. Provides outstanding customer service, and uses positive interpersonal communication skills.
12. Provides technical expertise in commissioning and testing, administering and managing the commissioning process, and communicating effectively with technical peers, clients, third party design professionals, construction contractors, and other stakeholders.
13. Develops and refines methodologies, tools, and standards for an evolving commissioning practice.
14. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
15. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.

16. Reviews current developments, literature and technical sources of information related to job responsibilities.
17. Ensures adherence to safety rules and procedures.
18. Follows federal and state laws, as well as School Board policies.
19. Performs other duties as assigned by the Director, Construction.

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

Works extensively with the Director of Construction, District and consultant project staff, school administration and the professional design and construction community to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Commissioning
Point Range: 945 -1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Manager, Commissioning

Point Range: 945 -1044

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C4	D	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Program Controls
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited educational institution with major course work in Business Management (with a focus in Operations) or in Construction Management is preferred.

EXPERIENCE: A minimum of ten (10) years of experience managing major facility renovation programs with primary responsibility for the leadership of program controls. The experience described must be within the last twelve (12) years (preferred).

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work in Business Management (with a focus in Operations), Construction Management or in a related field is required.

EXPERIENCE: A minimum of ten (10) years of experience in a management role of a major construction program. The experience described must be within the last twelve (12) years (required).

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience with progressively increasing responsibility for senior management responsibilities of a capital construction program of medium to large commercial, industrial or public construction projects.

PREFERRED: Experience in the development and management of a variety of program control systems including: data management and reporting, performance management, change management, knowledge management, project estimating and cost management.

REPORTS TO: Executive Director, Capital Programs

SUPERVISION: This position supervises Manager, Contract Administration; Manager, Database Administrator, and Coordinator, Performance Improvement.

POSITION GOAL: To provide cost effective and timely delivery of quality capital projects consistent with the District's goals. These projects include the effective control from project charter to the transition to operations for all new construction, comprehensive renovation, and educational enhancements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Program Controls shall carry out the essential performance responsibilities listed below.

1. Develop and execute an effective system of program controls and performance improvement for all capital construction for the District.
2. Directly supervise staff and provide leadership of consultants responsible for the delivery of school construction projects.
3. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing Broward County Public Schools in a positive light.
4. Coordinate a seamless management of projects from pre-construction activities through procurement, construction and closeout, with a specific focus on developing a robust set of cost, quality and schedule controls.
5. Develop and implement systems for quality assurance and continuous process improvement which provide: effective and actionable evaluations of staff, consultants, design professionals and contractors; a clear system of accountability; and a knowledge management system which captures and infuses lessons learned and best practices into the execution of every project.
6. On a routine and timely basis meet with stakeholders of the program to provide effective communication regarding project and program status, to garner informal feedback and to build strong relationships upon which to execute the program.

7. Develop and implement a comprehensive change management process in collaboration with the Directors of Pre-Construction and Construction, including preparation and presentation of changes to the School Board.
8. Ensure adherence to schedule, budget and established financial controls.
9. On a routine basis travel to schools and work sites throughout the District, to review the effectiveness of control systems, facilitate issue resolution and communicate with stakeholders.
10. Provide outstanding customer service, and use positive interpersonal communication skills.
11. Implement systems, policies and procedures in accordance with School Board policies.
12. Make all decisions and perform all tasks in accordance with the Broward County Public Schools organizational values.
13. Ensure compliance with Board rules and applicable federal laws and regulations.
14. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
15. Participate in training programs to enhance individual skills and proficiency related to the job responsibilities.
16. Review current developments, literature and technical sources of information related to job responsibilities.
17. Ensure adherence to safety rules and procedures.
18. Follow federal and state laws, as well as School Board policies.
19. Perform other duties as assigned by the Executive Director, Capital Programs.

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

Works with the Executive Director Capital Programs, District leadership at all levels, and parent/school/community groups to support, develop, and supervise staff and operations to improve the instructional environment for students and teachers, through the timely delivery of high quality projects.

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:

The 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
 Director, Program Controls
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Program Controls

Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	E	D



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Contract Administration
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION:	An earned master's degree from an accredited educational institution with major course work in business, accounting or related field preferred.
EXPERIENCE:	A minimum of seven (7) years of experience and/or training, within the last ten (10) years, in the field related to the title of the position is preferred.

MINIMUM QUALIFICATIONS

EDUCATION:	An earned bachelor's degree from an accredited educational institution with major course work in business, accounting or related field required.
EXPERIENCE:	A minimum of five (5) years of experience and/or training, within the last ten (10) years, in the field related to the title of the position. Experience in contracts administration, budget management and common project delivery methods in construction required.

ADDITIONAL QUALIFICATIONS

REQUIRED:	Excellent communication skills and strong attention to detail. Must exhibit a solid understanding of contracting principles, practices, rules, regulations and procedures of governmental agencies required.
PREFERRED:	Florida Certified Contract Manager preferred. Demonstrated experience managing a similar function in an educational institution preferred.

REPORTS TO: Director, Program Controls

SUPERVISION: This position supervises staff and consultants as assigned.

POSITION GOAL: Serve as the primary point of contact with internal and external parties in relation to contract management, contract compliance and contract issues such that the Facilities Department consistently delivers cost effective and timely school facility improvements of the highest quality consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Contract Administration shall carry out the essential performance responsibilities listed below.

1. Manage the preparation and revision of contracts that involve the purchase of sale of goods and services.
2. Provide outstanding customer service, and use positive interpersonal communication skills.
3. Oversee proposal planning and administration of contracts, and support the negotiation of terms and conditions.
4. Prepare contract briefs and revisions summarizing contractual requirements and budgets.
5. Monitor and review contract and agreement documents, and notify Director, Program Controls regarding required adjustments.
6. Prepare contract change notices, monitor contractor performance, including the reporting and status of contractor and owner deliverables.
7. Maintain an audit file for each contract which will include original contract, all correspondence, changes/deviations, amendments, clarifications, payment schedules.
8. Prepare and disseminate information to appropriate employees regarding contract status, facilitate contractor meetings.
9. Develop and implement a work flow process that effectively and efficiently procures contracts and authorizes services and the delivery of goods for the Facilities Department.
10. Perform closing activities, analyze and mitigate risk as needed.
11. Provide contract summaries and ensure contract execution in accordance with School Board policy.
12. Monitor and review contract and agreement documents, and notify Director, Program Controls regarding required adjustments so that all contracts within the Facilities Department comply with all Board Policies and state regulations.
13. Review and provide recommendations to the Director, Program Controls on all formal solicitations.
14. Provide routine reviews of specifications for goods, scope of work for services and statements of work for complex projects.

15. Ensure appropriate performance standards, quality, delivery, life cycle cost and warranty are identified in formal one and two-step solicitations.
16. Ensure compliance with Board rules and applicable federal laws and regulations.
17. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
18. Participate in training programs to enhance individual 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 safety rules and procedures.
21. Follow federal and state laws, as well as School Board policies.
22. Perform other duties as assigned by the Director, Program Controls or designee.

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

Works extensively with District and consultant staff, Procurement, Budget and Legal Department staff, and occasionally school administration to ensure the design work leads to high quality improvements to each and every school within 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:

The 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
Manager, Contract Administration
Point Range: 945 -994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Manager, Contract Administration
Point Range: 945 -994

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, Database Administration
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an educational institution with major course work in computer science, engineering or information technology or a related field of study is preferred.

EXPERIENCE: A minimum of six (6) years of experience, within the last nine (9) years, in a management role responsible for design, development, implementation, analysis, and reporting is preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited educational institution with major course work a related field of study is required.

EXPERIENCE: A minimum of six (6) years of experience and/or training, within the last nine (9) years, in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated knowledge of ensuring the availability and performance of databases which support critical business functions. The ability to problem solve and execute timely resolutions to system and user issues.

PREFERRED: Demonstrated experience leading a development team from the requirement stages through ongoing operations for project focused database system.

REPORTS TO: Director, Program Controls

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To ensure the effective management of a team of system consultants such that the Facilities Department consistently delivers cost effective and timely school facility improvements of the highest quality, consistent with the District's goals.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Manager, Database Administration shall carry out the essential performance responsibilities listed below.

1. Plans and directs the information management functional area within the Facilities Department including working within an internal matrix and external consultant staffing structure.
2. Within the functional area ensures all projects, initiatives, and processes are in conformance with the District's established policies and objectives.
3. Coordinates Facility Department data management, analysis and reporting activities with other departments and District personnel.
4. Provides management of the functional area including, but not limited to, the development of standards and guidelines, and identification and resolution of issues for all information management systems.
5. Routinely reviews bid specifications and documents.
6. Provides expertise in the functional area for the Facilities Department.
7. Evaluates actions performed by vendors and District personnel, and ensures compliance with regulations, procedures, and specifications.
8. Participates in conflict resolution, including recommending corrective actions.
9. Reviews and approves pay requests submitted by vendors.
10. Reviews and provides recommendations to the Director, Program Controls on continuous improvement initiatives, while actively participating in the performance management program.
11. Evaluates and implements new technologies, products and tools used in the database environment.
12. Develops and designs database strategies, system monitoring and improving database performance, capacity, and planning for future expansion requirements.

13. Provides outstanding customer service, and uses positive interpersonal communication skills.
14. Performs and promotes all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
15. Participates in training programs to enhance individual skills and proficiency related to the job responsibilities.
16. Reviews current developments, literature and technical sources of information related to job responsibilities.
17. Ensures adherence to safety rules and procedures.
18. Follows federal and state laws, as well as School Board policies.
19. Performs other duties as assigned by the Director, Program Controls or designee.

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

Works extensively with the Director, Program Controls, District and consultant staff, school administration and the professional design community to ensure the database and information management system effectively support high quality improvements to each and every school within 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:

The 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
Manager, Database Administration
Point Range: 945 -994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Manager, Database Administration
Point Range: 945 -994

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C4	D	D	C

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Director, <u>Physical Plant Maintenance</u> Operations
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A mMinimum of nine (9) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS: Preferred degree majors in one or more of the following: engineering, building construction, business administration, public administration, or other related field. Preferred work experience involving commercial maintenance projects with a basic knowledge of the various skilled trades; five (5) years of progressively more responsible, executive, administrative experience which includes directing trades and maintenance personnel such as electrical, plumbing, heating and ventilating, air conditioning, roofing, electronics, grounds and maintenance, and painting experience.

Ability to plan, organize and direct the overall implementation of a comprehensive building maintenance program. Ability to oversee and administer health, safety and sanitation projects and minor capital outlay projects. Ability to prepare budgets, cost projects, reports and recommendations. Knowledge of Department of Education, Broward County and State of Florida policies, procedures, and regulations including building codes. Ability to direct high level administrators/managers assigned day-to-day supervisory duties in the maintenance

and trades. Bilingual skills are preferred. Computer skills as required for the position.

OR

MINIMUM QUALIFICATIONS

EDUCATION:

An earned associate's degree from an accredited institution is required.

EXPERIENCE:

A ~~m~~Minimum of eleven (11) years of experience and/or training in the field related to the title of the position is required.

ADDITIONAL REQUIREMENTS:

Degree majors in one or more of the following: engineering, building construction, business administration, public administration, or other related field. Preferred experience involving commercial maintenance projects with a basic knowledge of the various skilled trades; five (5) years of progressively more responsible, executive, administrative experience which includes directing trades and maintenance personnel such as electrical, plumbing, heating and ventilating, air conditioning, roofing, electronics, grounds and maintenance, and painting experience.

Ability to plan, organize and direct the overall implementation of a comprehensive building maintenance program. Ability to oversee and administer health, safety and sanitation projects and minor capital outlay projects. Ability to prepare budgets, cost projects, reports and recommendations. Knowledge of Department of Education, Broward County and State of Florida policies, procedures, and regulations including building codes. Ability to direct high level administrators/managers assigned day to day supervisory duties in the maintenance and trades. Bilingual skills are preferred. Computer skills as required for the position.

REPORTS TO:

Chief Facilities & ~~Construction~~ Officer

SUPERVISION:

SUPERVISES:

All employees in District Maintenance and District Trades

POSITION GOAL: To direct the activities of personnel qualified in the maintenance and upkeep of all types of buildings, equipment, minor capital outlay, and HSS projects.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Physical Plant Maintenance Operations shall carry out the Essential performance responsibilities listed below.

1. ~~Keep~~ the Chief Facilities & Construction Officer advised on all projects and programs.
2. ~~Directly~~ supervise the Zone Managers and the Manager, District Trades.
3. ~~Prepare~~ budgets, control and monitor expenditures, and keep proper records. Must make decisions regarding prioritizing necessary maintenance repairs with respect to available funds.
4. ~~Coordinate~~ maintenance projects, minor capital outlay and health and safety sanitation programs.
5. ~~Direct~~ the routine maintenance and upkeep of school buildings and equipment. Must determine which is appropriate (repair or replace).
6. ~~Assure~~ that proper equipment is provided to accomplish assigned functions.
7. ~~Prepare~~ bids, contracts, and monitor contracted services.
8. ~~Keep~~ records on personnel for all areas, accident reports, job orders, requisitions, purchase orders, etc.
9. ~~Write~~ job descriptions; evaluate products and methods; make operations more efficient. Must monitor the effectiveness of the work crew to determine maximum utilization is being achieved. May determine the effective use of personnel by time and motion studies, work sampling, previous job history, and job norm standards.
10. ~~Evaluate~~ employees and make recommendations.
11. ~~Perform~~ and promote all activities in compliance with the 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.
13. ~~Review~~ current developments, literature and technical sources of information related to job responsibilities.
14. ~~Ensure~~ adherence to ~~good~~ safety rules and procedures.
15. ~~Follow~~ ~~f~~ederal and ~~s~~tate laws, as well as School Board policies.
16. ~~Perform~~ other duties as assigned by the Chief Facilities & Construction Officer or designee.

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

Frequently meets with Maintenance and Operations Directors to coordinate work flow; periodically meets with Principals and Area Superintendents to ensure customer service requirements are being met.

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:

The 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: 4/26/94 &
Adopted: 6/7/94
Revised: 9/17/96 &
Adopted: 10/15/96
Realigned: 5/6/97
Realigned: 4/7/98; 5/9/00; 4/01/03
Revised & Adopted: 12/16/03*
Title Change Adopted: 5/4/04
Board Adopted: 01/18/05
Revised: 7/1/05
Revised: 10/01/2012
2012-2013 Organizational Chart

Position Factor Listing
 Director, Physical Plant Operations
 Point Range: 1045-1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Physical Plant Operations
 Point Range: 1045-1214

Position Factors

4. <u>Decision Making Freedom:</u> 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. <u>Position Impact:</u> 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	D	D

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE: Manager, Custodial/Grounds Services, unless otherwise certified by the Public Employers Relations Commission

CONTRACT YEAR: Twelve Months

SALARY BAND: C

BARGAINING UNIT: ESMAB

PREFERRED QUALIFICATIONS:

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

EXPERIENCE: A mMinimum of eight (8) years of experience and/or training in a field related to the title of the position, including at least four (4) years in a management or supervisory capacity is preferred.

ADDITIONAL REQUIREMENTS: Bilingual skills are preferred. Preferred degree majors include Business Administration, or other related field. Prior work experience should include supervision or administration of a custodial and grounds services program; preferably in a school-based setting.

The position rRequires a thorough knowledge of building custodial materials/equipment, grounds maintenance procedures, practices, and equipment, and the occupational hazards and safety precautions necessary in the use and preparation of cleaning chemicals. Knowledge of the requirements of the State Department of Education, Health and Rehabilitative Services, and Occupational Safety and Health Administration (OSHA) related to custodial service is required. The position rRequires a thorough knowledge of budget preparation and monitoring, current supervisory and general administration practices. Bilingual skills preferred. Computer skills as required for the position.

MINIMUM QUALIFICATIONS

EDUCATION: A sStandard high school diploma or satisfactory completion of an approved General Education Development (GED) Testing Program is required.

EXPERIENCE: A mMinimum of twelve (12) years of experience and/or training in a field related to the title of the position, including at least six (5) years in a management or supervisory capacity, is required.

ADDITIONAL REQUIREMENTS: Prior work experience should include supervision or administration of a custodial and grounds services program, preferably in a school-based setting.

The position rRequires a thorough knowledge of building custodial materials/equipment, grounds maintenance procedures, practices, and equipment, and the occupational hazards and safety precautions necessary in the use and preparation of cleaning chemicals. Knowledge of the requirements of the State Department of Education, Health and Rehabilitative Services, and Occupational Safety and Health Administration (OSHA) related to custodial service is required. The position rRequires a thorough knowledge of budget preparation and monitoring, current supervisory and general administration practices. Bilingual skills preferred. Computer skills as required for the position.

~~Requires a thorough knowledge of building custodial materials/equipment, grounds maintenance procedures, practices, and equipment, and the occupational hazards and safety precautions necessary in the use and preparation of cleaning chemicals. Knowledge of the requirements of the State Department of Education, Health and Rehabilitative Services, and OSHA related to custodial service is required. Requires a thorough knowledge of budget preparation and monitoring, current supervisory and general administration practices. Bilingual skills preferred. Computer skills as required for the position.~~

REPORTS TO: ~~Executive~~ Director, Physical Plant Operations

SUPERVISION:

SUPERVISES:

The position supervises, Custodial Supervisors, Facilities Service Persons; a Grounds Manager; and clerical staff.

POSITION GOAL:

Manage the daily operations of the Broward County School District's custodial and grounds services by developing and implementing best practices to ensure school facilities and grounds are consistently maintained at or above required standards.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Manager, Custodial/Grounds Services shall: carry out the essential performance responsibilities listed below.

1. Plan, coordinate and inspect the work of a large staff of custodial and grounds employees performing a variety of diversified duties to ensure compliance with cleaning, grounds maintenance and safety standards.
2. Establish cleaning, grounds maintenance and safety standards for the District and monitor them with an appropriate quality assurance tool.
3. Review the quantity and quality of custodial and grounds work by conducting inspections and writing reports. ~~(in cooperation with the safety department.)~~
4. Implement in-house training programs for custodial and grounds employees which have been developed in coordination with the Coordinator, Training and Quality Assurance.
5. Establish goals, objectives and action plans consistent with Physical Plant Operations goals and strategic commitments. Additionally, ~~and~~ implement performance standards which produce expected outcomes to meet the custodial and grounds service needs of the District.
6. Assist in and supervise the planning, unitizing and assigning of custodial and grounds maintenance staffing to the different school sites.
7. Participate in testing new materials, equipment, solutions and devices used in cleaning and grounds maintenance activities.
8. Ensure the timely delivery of required equipment and materials to schools and District offices by coordinating with the stockroom/warehouse.
9. Respond appropriately to situations requiring immediate attention during and after normal working hours by maintaining service availability on a twenty-four (24) hour call basis.
10. Coordinate with the Ssafety Ddepartment to ensure compliance with environmental, health, and safety regulations and resolve issues within areas of responsibility.
11. Develop the department budget and monitor its implementation.
Sseek and implement innovative solutions to challenges arising from fluctuating levels of funding; and personnel staffing, emerging technologies and changing customer requirements.

12. ~~D~~e~~m~~onstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
13. ~~R~~e~~s~~pond to inquiries or concerns in a timely manner by preparing or overseeing the preparation of all required reports while ~~and~~ maintaining appropriate records.
14. ~~A~~ttend principal meetings on a regular basis to provide and receive feedback on custodial activities.
15. ~~P~~roactively communicate with ~~A~~cademic ~~A~~administrators (Cadre ~~Area~~ ~~Superintendents~~, Directors and Site Administrators) by conducting customer satisfaction evaluations to identify concerns, opportunities for service improvement, and ensure excellence of custodial services.
16. ~~S~~erve as a liaison with maintenance and grounds leadership personnel to address custodial service concerns, opportunities for service improvement, and to ~~e~~nsure excellence of custodial services.
17. ~~I~~nterview, hire and supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
18. ~~R~~eview and recommend changes to policies, procedures and programs within assigned responsibilities.
19. ~~P~~erform and promote all activities in compliance with the equal employment and ~~N~~on-discrimination policies of ~~T~~he School Board of Broward County, ~~Florida~~.
20. ~~P~~articipate successfully in ~~the~~ training programs offered to increase ~~the~~ individual's skills and proficiency related to ~~the~~ work assignments.
21. ~~R~~eview current developments, literature and technical sources of information related to job responsibilities.
22. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
23. ~~F~~ollow Federal and State laws, as well as School Board policies.
24. ~~P~~erform other duties as assigned by the ~~Executive~~ Director, Physical Plant Operations, or designee.

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

Works with the Director, Physical Plant Operations, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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. The ~~L~~ength of the work year and hours of employment shall be those established by the School ~~district~~ Board.

FLSA OVERTIME CATEGORY:

The 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: 9/21/04

Revised: 7/1/05

DRAFT

Position Factor Listing
Manager, Custodial/Grounds
Point Range: 945-1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
 Manager, Custodial/Grounds
 Point Range: 945-1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
A3	C3	D	D	D



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Environmental Health Safety
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in environmental, health and safety management or environmental engineering is preferred.

EXPERIENCE: A minimum of ten (10) years, of leadership/managerial experience within the environmental, occupational health and safety fields is preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in environmental, health and safety management, environmental management or environmental engineering is required.

EXPERIENCE: A minimum of five (5) to seven (7) years, of leadership/managerial experience within the environmental, occupational health and safety fields is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrate ability to work effectively with the public, governmental entities, and administrators federal, state, and local regulations, national

standards and accepted best practices relating to Environmental Health Safety system. Follows adopted policies and procedures in accordance with the School Board priorities.

PREFERRED:

Broad knowledge of environmental regulations, and experience in implementing health and safety programs. The position requires strong managerial, communication, and analytical skills. The ability to work both in a team and independently. A strong focus on providing superior customer service within a matrix reporting structure is vital to attainment of key objectives.

REPORTS TO:

Chief Facilities Officer

SUPERVISION:

This position supervises Coordinator, Health and Safety, Manager, Environmental Conservation.

POSITION GOAL:

The primary duty is to ensure compliance with federal, state, and local regulations as pertains to the health, safety, and productivity of workers along with management of the sustainability of the organization's operations. Take reasonable and prudent actions to eliminate identified hazards. Ensure employees receive appropriate safety training and foster a workplace safety culture. Analyze complex information and implement long-range and immediate plans.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, Environmental Health Safety shall carry out the essential performance responsibilities listed below.

1. Develop and direct short and long-range organizational goals, objectives, strategic plans, policies and operating procedures; monitor and evaluate effectiveness, and effect changes required for improvement.
2. Design, establish and maintain an organizational structure and staffing to effectively accomplish the organization's goals and objectives. Provide managerial direction and control of departmental activities; plans, directs, and reviews the activities and operations of the department; provides leadership and supervisors directly and, through subordinate supervisors, all department staff.

3. Administer operational budget and long-range Facilities Improvement budget planning cycle in support of environmental, health and safety initiatives across the District.
4. Oversee and provide direction for major environmental, health and safety projects.
5. Coordinate the development of environmental programs to ensure compliance with all local, state and federal requirements, while also leading efforts to extend operational practices beyond compliance in the support of the District's strategic plan.
6. Provide support to schools and departments with environmental audits, asbestos, abatements, demolition coordination, indoor air quality investigations, chemical hazards and providing Material Safety Data Sheet management.
7. Provide technical expertise, strategic leadership, and support for all of Broward County School's various facilities, departments, (including all acquisitions) on regulatory compliance issues in safety, occupational health and environmental management.
8. Provide strategic leadership and guidance for the Environmental Affairs, Design for the Environment, and Safety Departments including people, data, and budgetary responsibilities and create one department with a common mission.
9. Provide coordination with federal, state and local regulatory agencies regarding District environmental issues.
10. Ensure coordination between efficient operation of utilities and environmental health and safety.
11. Develop and coordinate the District's conservation and sustainability programs.
12. Develop employee information and training programs to educate District employees regarding asbestos, hazardous materials and environmental health issues.
13. Develop the overall strategy of continuous improvement for Broward County School's Environmental, Health and Safety Initiatives.
14. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
15. Participate in training programs to enhance the individual skills and proficiency related to the job responsibilities.
16. Remain current with developments, literature and technical sources of information related to job responsibilities.
17. Ensure adherence to safety rules and procedures.
18. Follow federal and state laws, as well as School Board policies.
19. Perform other duties as assigned by the Chief Facilities Officer or designee.

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

Works with the Chief Facilities Officer, District leadership at all levels, parent/school/community groups to support, develop, and supervise school

leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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:

The 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
 Director, Environment Health & Safety
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Environment Health & Safety
Point Range: 1045 - 1214

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	E	D



SBBC: D-021

FL:636

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Manager, <u>Environmental</u> Energy Conservation / Utility Management
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU-TSP

QUALIFICATIONS:

EDUCATION:

An earned bachelor's degree from an accredited institution.

EXPERIENCE:

A minimum of eight (8) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

Current registration as a licensed contractor or Certified Energy Manager preferred. Requires prior experience in supervising energy management performance contracting projects, or other major energy conservation retrofit projects, ÷ Kknowledge of building electrical or mechanical systems, computerized building controls systems, electric rate schedules, energy savings calculations, contract management, and field supervision of contractors. Requires advanced written and oral communications skills with the ability to write clear, concise technical reports and follow accounting procedures. Bilingual skills preferred. Computer skills as required for the position.

OR

EDUCATION:

Standard high school diploma or successful completion of an approved General Education Development (GED) Testing Program.

EXPERIENCE:

A minimum of twelve (12) years experience and/or training in the field related to the title of the position.

**ADDITIONAL
REQUIREMENTS:**

Current registration as licensed contractor or Certified Energy Manager required. Requires prior experience in supervising energy management performance contracting projects or other major energy conservation retrofit projects; knowledge of building electrical or mechanical systems, computerized building controls systems, electric rate schedules, energy savings calculations, contract management, and field supervision of contractors. Requires advanced written and oral communications skills with the ability to write clear, concise technical reports and follow accounting procedures. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO:

Director, Environmental Health Safety ~~Executive Director,~~
~~Physical Plant Operations~~

SUPERVISION:
SUPERVISES:

This position supervises aAll employees assigned to the
Energy and Utilities Conservation program.

POSITION GOAL:

Develop and implement an Energy Utilities
Conservation program by establishing short and long-range goals and developing effective strategies to conserve energy and monitor and control utility costs to the Broward County School District.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

**The Manager, Environmental Energy Conservation /Utility Management shall:
carry out the performance responsibilities listed below.**

1. Develop energy usage and cost objectives for school and administration facilities concerning electricity, fuel oil, LP gas, and water and refuse disposal.
2. Develop and implement control accounting strategies for facilities to achieve objectives in cost control.
 - a. Maintain manual control procedures for schools and facilities without automatic processor controls for temperature and scheduling.
 - b. Maintain computer programs and systems on automated facilities for temperature and scheduling.
3. Monitor energy and water usage trends of facilities for compliance with objectives and detection of abnormal deviations utilizing sound.
 - a. Administer Utility Analysis Program to detect billing errors to preclude over-payments on monthly bills.

- b. Monitor host computer system (for automated facilities) and reports for abnormal week to week deviations in electricity consumption, demand and temperature.
- c. Initiate corrective action on abnormal conditions as required.
4. Direct activities of energy control system maintenance technicians as required to maintain automated and manual energy control systems.
5. Determine areas in which energy conservation measures are needed and compile needs assessment reports on facilities as required to meet energy cost control objectives.
6. Recommend new or revised energy conservation and cost control policies to the Director, Environmental Health Safety Executive Director, Physical Plant Operations.
7. Assist in negotiations of Utility Contracts.
8. Provide staff assistance and promotion of energy conservation to principals' advisory committees, maintenance personnel, and custodians.
 - a. Initiate formal awareness and training programs.
 - b. Advise corrective action methods procedures to reduce operational energy costs in the area of behavioral and facility usage patterns, preventative maintenance frequencies, and equipment repair or maintenance corrective reactions.
9. Coordinate energy conservation activities in areas of state, local, and federal groups as required for capital funding to reduce operating energy costs.
10. Perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
11. Participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
12. Revue current developments, literature and technical sources of information related to job responsibility.
13. Ensure adherence to good safety rules and procedures.
14. Follow federal and state laws, as well as School Board policies.
15. Perform other duties as assigned by Director, Environmental Health Safety Executive Director, Physical Plant Operations or designee.

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:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Adopted: 6/7/84

Revised: 2/21/85 & Adopted: 3/7/85

Revised: 3/21/85 &

adopted: 4/15/85

Item G-7: 11/6/86

Realignment: 4/12/94

Realignment: 3/19/96

Board Adopted: 12/16/03

Board Adopted: 9/21/04

Revised: (Job Description Number changed) 3/14/05

Revised: 7/1/05

Title Change: 7/1/06

Position Factor Listing
Manager, Environmental Conservation/Utility Management
Point Range: 945-994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)
 Manager, Environmental Conservation/Utility Management
 Point Range: 945-994

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
A3	C4	C	D	D



SBBC: RR-032

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Specialist IV, Building Control
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position. Preferred degree majors include Engineering, Computer Science, Physical Science or related field. Demonstrated communication skills preferred. Successful energy management related work experience including experience specifically related to computerized building control systems preferred. Familiarity with various hHeating, vVentilating, aAir conditioning (HVAC) systems, microcomputers, security systems, and telecommunications networks preferred. Bilingual skills preferred. Computer skills as required for the position.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned associate's degree or two (2) years (minimum of sixty semester hours) credit towards a bachelor's degree from an accredited institution.

EXPERIENCE: A minimum of seven (7) years of experience and/or training in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED:

~~Preferred degree majors include Engineering, Computer Science, Physical Science or related field. Demonstrated communication skills preferred. Successful energy management related work experience including experience specifically related to computerized building control systems preferred. Familiarity with various Heating, Ventilating, Air Conditioning (HVAC) systems, microcomputers, security systems, and telecommunications networks preferred. Bilingual skills preferred. Computer skills as required for the position.~~

PREFERRED:

Preferred degree majors include Engineering, Computer Science, Physical Science or related field. Demonstrated communication skills preferred. Demonstrate expert knowledge of local, state and federal regulatory standards and requirements applicable to the work, as well as District policies, procedures and guidelines.

REPORTS TO:

Manager, Environmental Conservation/Utility Management Project Manager II, Energy Conservation/Utility Management

SUPERVISION:

The position supervises staff as assigned. Provides work direction to assigned Trades employees.

**ACCOUNTABILITY
PROCEDURES:**

The Project Manager III, Energy Conservation/Utility Management will assess the effectiveness of the Building Controls Specialist IV annually with respect to the performance of specific responsibilities.

POSITION GOAL:

To design and monitor installation and operation of standardized building control systems and other energy conservation equipment in School Board facilities. Also to coordinate the successful interface of computerized building control systems with the central host computer and data and telephone networks.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Specialist IV, Building Control shall: carry out the essential performance responsibilities listed below.

1. ~~A~~assist the Project Manager II, Energy Conservation/Utility Management in coordinating the installation of computerized building controls in School Board owned facilities.
2. ~~D~~determine requirements for building control systems and other energy conservation devices and develop bid specifications when necessary.
3. ~~E~~valuate vendor proposals and bid responses related to building control systems and energy conservation devices.
4. ~~W~~work with Facilities staff to plan, design, and have installed building control systems and other energy conservation devices in newly constructed and renovated facilities.
5. ~~R~~review and approve blueprint documents prior to energy management equipment installation.
6. ~~W~~work with vendors to install equipment and correct any malfunctioning equipment.
7. ~~I~~nspect installation of building control systems and other energy management devices for compliance with contract documents and applicable laws and standards.
8. ~~D~~evelop chiller control and other sophisticated HVAC equipment control strategies, as needed, to achieve reduced energy consumption in School Board owned facilities..
9. ~~C~~ommunicate with and assist District Maintenance staff ~~with~~in regard to system operation, problem resolution, coordination with existing HVAC equipment, and installation site preparation.
10. ~~R~~review existing controls installations to diagnose problems and suggest remedies.
11. ~~C~~oordinate energy management aspects of building control systems design and installation with integrated security aspects of the systems with representatives from the Special Investigative Unit.
12. ~~C~~oordinate systems interface with the School Board's data and telephone networks.
13. ~~E~~valuate and make recommendations on energy management software upgrades and proposals.
14. ~~P~~perform minor computer programming changes, as required, for efficient operation of computerized building control systems.
15. ~~S~~urvey facilities and recommend actions to be taken to improve energy efficiency.
16. ~~P~~perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
17. ~~P~~participate in training programs to enhance the individual skills and proficiency related to the job responsibilities.

18. Rreview current developments, literature and technical sources of information related to job responsibilities.
19. Ensure adherence to safety rules and procedures.
20. Follow federal and state laws, as well as School Board policies.
21. Pperform other duties as assigned by the Manager, Environmental Conservation/Utility Management Project Manager II, Energy Conservation/Utility Management, or designee.

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

Works with the Manager Environmental Conservation/Utility Management, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

ER88-89-2 approved: 6/6/89 &
Adopted: 7/18/89
Realigned: 4/12/94
Title Change: 3/19/96
Item I-7
Realigned: 4/7/98
Board Adopted: 12/16/03
Reporting Relationship Changed: 7/1/04, 7/1/05
Revised: 4/2/07

Position Factor Listing
Specialist IV, Building Control
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)

Specialist IV, Building Control

Point Range: 845-894

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B2	C2	C	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, Health & Safety
CONTRACT YEAR:	Twelve Months
SALARY BAND:	B
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in occupational health, safety, environmental science, environmental engineering or comparable scientific discipline preferred.

EXPERIENCE: A minimum of seven (7) years, in the field of occupational health, safety, environmental science or environmental engineering is preferred.

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in occupational health, safety, environmental science, environmental engineering or comparable scientific discipline required.

EXPERIENCE: A minimum of five (5) years, in the field of occupational health, safety, environmental science or environmental engineering is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Possess a high level of technical expertise and knowledge of health and safety needs of a large complex organization. Good communication skills, attention to detail, and an approach focused on problem solving to support the District's goal of continuous improvement. Follows adopted policies and procedures in accordance with School Board priorities.

PREFERRED:	Possession of a Certified Safety Professional title from the Board of Certified Safety Professionals, and/ or other voluntary certifications applicable to the functions of the Facilities Department is preferred. Excellent analytical, technical and creative thinking skills. In-depth knowledge of regulations and standards pertaining safety is preferred.
REPORTS TO:	Director, Environmental Health and Safety
SUPERVISION:	This position supervises Specialist, Safety Training and Safety Inspectors
POSITION GOAL:	Exhibit knowledge of appropriate emergency protocols. Able to read and interpret dense legal and federal OSHA documents. Pay close attention to detail and possess solid problem-solving and analytical abilities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Coordinator, Health & Safety shall carry out the performance responsibilities listed below to protect the well-being of people and the environment by ensuring that environmental regulations and workplace safety standards are met.

1. Help develop controls for identified hazards, coordinate the implementation of controls from result of hazard analysis.
2. Identify and evaluate hazardous conditions and practices in the workplace, conduct and coordinate on-site inspections to audit physical conditions and safe work practices.
3. Monitor, revise, and implement ongoing updates in safety regulations, laws or reporting requirements.
4. Provide solutions to control health related hazards and mitigate risks; ensure compliance with guidelines/policies, and safety regulations.
5. Develop and deliver effective ergonomic and injury prevention programs, as well as utilization of assessment tools, such as survey and/or audits for analytical reporting.
6. Provide support to schools and departments with chemical hazards and providing Material Safety Data Sheet management.
7. Provide technical expertise, strategic leadership, and support for all of Broward County School's various facilities, departments, (including all acquisitions) on regulatory compliance issues in Safety and Occupational Health.
8. Conduct periodic safety and health walk-through inspections of all workplace facilities.

9. Ensure that quarterly safety training and all other specifically required training is provided for all employees.
10. Conduct investigations into employee inquiries, suggestions and complaints.
11. Maintain written plans (Building Evacuation Plan, Chemical Hygiene Plan, Hazardous Material Business Plan, etc.) as needed for each location.
12. Based upon audit results, develop the necessary strategies and corrective action plans in collaboration with the client and EHS staff.
13. Document inspections and ensure that inspection records are maintained.
14. Evaluate health and safety methods, policies, procedures and programs.
15. Synthesize with departments on safety and ergonomics expertise.
16. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
17. Participate in training programs to enhance the individual skills and proficiency related to the job responsibilities.
18. Review current developments, literature and technical sources of information related to job responsibilities.
19. Ensure adherence to safety rules and procedures.
20. Follow federal and state laws, as well as School Board policies.
21. Perform other duties as assigned by the Director or designee.

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

Majority of contact is with employees within the District utilizing effective communication skills and a customer service centric approach.

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:

The 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
Coordinator, Health Safety
Point Range: 845 - 944

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Coordinator, Health Safety

Point Range: 845 - 944

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C2	C	C	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Specialist, Safety Training
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned bachelor's degree in environmental science, occupational health and safety, business operations, or related field of study.

EXPERIENCE: A minimum of five (5) years, in the fields of occupational health, safety, environmental science or environmental engineering, with specific experience providing training in one or more of these fields.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned associate's degree with additional training in the fields of safety and occupational health.

EXPERIENCE: A minimum of five (5) years, in the fields of occupational health, safety, environmental science or environmental engineering.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated experience in providing training to improve capabilities of staff.

PREFERRED: Demonstrated experience developing and/or customizing industry best practice safety trainings to meet an organization's specific needs. Demonstrated experience developing a training plan for a diverse workforce. Possession of a Certified Safety Professional title from the Board of Certified Safety Professionals, and/ or other voluntary certifications applicable to the functions of the Facilities Department.

REPORTS TO: Coordinator, Health and Safety

SUPERVISION: The position supervises staff and consultants as assigned.

POSITION GOAL: To facilitate training courses and instruct on OSHA, First Aid, CPR, and other safety topics to improve the health and safety of the Facilities Department staff and as a result, directly contribute to the health and safety of every school in the District.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Specialist, Safety Training shall carry out the performance responsibilities listed below.

1. Maintains management training tracking process, enters data, tracks completion and processes communication and certification to recipients and market leadership.
2. Communicates data and reports as needed.
3. Collects, compiles and reports results of evaluation, attendance and training data.
4. Schedules and coordinates all classroom training with Managers & Supervisors.
5. Provides superior customer service in the course of managing and implementing all training and initiatives focused on improving employee capabilities.
6. Administers and maintains a Training Management System.
7. Prepares and documents procedures for employees and management who are appointed for training.
8. Develops, coordinates, schedules and maintains all safety training courses and programs for the Facilities Department.
9. Responsible for coordinating training and resources in support of different projects that impact multiple departments, systems, or work-flows.
10. Provides assistance and re-training of custodians in cleaning techniques and equipment use, as needed.
11. Responsible to adjust/change when appropriate, the District's custodial

procedures to ensure safety and in response to job hazard studies or to mitigate a common OSHA recordable.

12. Ability to train employees, which includes organizing, prioritizing and scheduling training.
13. Strong interpersonal skills, including an ability to analyze and solve problems. Establish and maintain professional working relationship with staff. Ability to interact with diverse constituents including parents and faculty.
14. Proven ability to work as a team member, but also make effective independent decisions and follow through on assignments.
15. Make recommendations for maintenance, repairs and service, including emergencies, for the purpose of maintaining a safe work environment.
16. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
17. Participate in training programs to enhance the individual skills and proficiency related to the job responsibilities.
18. Review current developments, literature and technical sources of information related to job responsibilities.
19. Ensure adherence to safety rules and procedures.
20. Follow federal and state laws, as well as School Board policies.
21. Perform other duties as assigned by the Coordinator, Health and Safety or designee.

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

Majority of contact is with employees within the District utilizing effective communication skills and a customer service centric approach to create a positive and safe school environment.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 40 pounds of force occasionally, and/or up to 20 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:

The 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
Specialist, Safety Training
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)

Specialist, Safety Training

Point Range: 845-894

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B2	B3	C	D	D



SBBC: S-025
FL:150

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, Local Education Agency (LEA)
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

QUALIFICATIONS:

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

EXPERIENCE: A mMinimum of seven (7) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Current registration as an architect, engineer, or general contractor by the state of Florida. Extensive knowledge of the principles and practices of architectural planning, design, construction, and related engineering work.

Must meet Florida certification requirements necessary to certify all related environmental works.

Extensive knowledge of State Board of Education Rules and Standards, contracts, forms, and procedures relative to construction management. Computer skills as required for the position.

PREFERRED: Preferred degree major in architecture, engineering, or building construction. Thorough knowledge of applicable building rules, laws, regulations, and design standards preferred. Progressively more responsible work experience in the design, construction, and management of building projects preferred. Bilingual skills are preferred.

OR

EXPERIENCE: A mMinimum of ten (10) years of experience and/or training in the field related to the title of the position.

REQUIRED: Must meet Florida certification requirements necessary to certify all related environmental works. Current registration in the state of Florida as an architect, licensed contractor, or professional engineer. Computer skills as required for the position.

PREFERRED: Progressively more responsible related work experience in engineering design of facilities for major commercial or public sectors preferred. Bilingual skills are preferred.

REPORTS TO: Director, Environmental Health Safety Director,
Plans/Designs

SUPERVISION:
SUPERVISES: This position supervises, pProject managers, supervision,
architectural, and engineering consultants, and contractors.

POSITION GOAL: To establish the program and procedures to manage the planning, design, and construction process of facilities in such a manner as to provide a superior educational environment within desired schedules and budget; to be accountable for the work of subordinate personnel.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Local Education Agency (LEA) shall: carry out the essential Performance responsibilities listed below.

1. Plan, assign, direct, coordinate, and review the work of assigned professional staff.
2. Coordinate work in progress with personnel of other sections in Facilities.
3. Train staff in procedures and policies relative to their work.
4. Evaluate individual contributions and section performance and establish procedures to maximize the effectiveness of the section.
5. Prepare periodic reports on status of work.
6. Develop and recommend policies in the specific area of pollution abatement and environmental management.
7. Advise operating managers concerning environmental objectives and assist in determining and implementing corrective action.
8. Collect, evaluate, and disseminate pertinent information relating to pollution and maintain appropriate reference files.

9. ~~R~~represent ~~T~~he School Board of Broward County, Florida at regulatory hearings, legal actions, and legislative meetings.
10. ~~M~~aintain inventory of existing installations and their current status with regard to compliance with federal, state, and local regulatory laws.
11. ~~R~~evue construction plans to determine if pollution control considerations are adequate and provide technical supervision for construction and installation of pollution control equipment.
12. ~~M~~aintain liaison with outside associations concerned with pollution control, corporate functional areas requiring information on pollution problems, and government personnel in regulatory agencies.
13. ~~O~~versee the Project Managers I & II performance responsibilities, ~~as follows:~~
14. ~~C~~oordinate the planning for new facilities and additions and alterations with educational staff, educational specifications and consulting architects and engineers.
15. ~~A~~ssist in research and development of new products and construction techniques.
16. ~~A~~ssist in the evaluation of new and existing facilities.
17. ~~E~~stablish project cost budgets for funding allocations; assist consultants and educational staff in development of educational programs for projects; establish and update project schedules.
18. ~~I~~ssue work orders to consultants, surveyors, and testing labs; verify consultants' invoices, and recommend payment; review in detail consultants' plans and specifications at stages of their development for conformance to budget funding, state regulations, program and design standards, completeness and accuracy; suggest changes, additions, and corrections, and coordinate submissions to State Board of Education for review and approval; monitor and verify consultants' cost estimates; schedule, attend, and write reports of meetings with consultants and using agencies.
19. ~~C~~oordinate bid advertisements and the printing and distribution of plans and specifications to bidders; schedule and conduct pre-bid conferences with contractors and consultants; attend bid openings, evaluate bids and make recommendations for award of contract; coordinate signing of contracts with contractors; schedule and conduct pre-construction meetings with consultants, contractors, and subcontractors.
20. ~~O~~riginate Notices to Proceed to contractors and work orders to consultants and testing labs; originate correspondence to consultants, educational staff, and contractors; review and recommend approval of periodic requisitions and supporting data from contractors, consultants, invoices, and testing lab invoices; review field inspection reports from construction supervisors and consultants.
21. ~~C~~heck construction progress and keep educational staff informed; prepare change orders to contract; keep records of expenditures and consultants' payments; coordinate keying system and transfer of utilities from contractor to School Board.
22. ~~I~~nspect project for substantial completion and prepare list of deficiencies; inspect project for final acceptance; recommend final acceptance of facility on behalf of the School Board.
23. ~~P~~repare performance reports on contractors and consultants. If defects are discovered during one (1) year warranty period, arrange for correction by contractor. Schedule and conduct inspection at end of warranty period and assure correction of defects by contractor.

24. ~~M~~maintain project administrative records and files to reflect logical continuity and complete project history.
25. ~~A~~attend School Board meetings and conferences with reference to work personally coordinated.
26. ~~A~~appears as witness in court with reference to site acquisitions on projects personally coordinated.
27. ~~P~~perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
28. ~~P~~participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
29. ~~R~~review current developments, literature and technical sources of information related to job responsibility.
30. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
31. ~~F~~ollow ~~f~~ederal and ~~s~~tate laws, as well as School Board policies.
32. ~~P~~perform other duties as assigned by Director, Environmental Health Safety Director, Plans/Designs or designee.

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

Represent The School Board of Broward County, Florida at regulatory hearings, legal actions, and legislative meetings. Maintain liaison with outside associations and government personnel regulatory agencies concerned with pollution control. Oversee, train and evaluate assigned professional staff and other personnel within Facilities.

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:

The ~~j~~ob 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~~

Coordinator, Local Education Agency (LEA) (cont.)

SBBC: S-025

FL:150

Board Approved 4/13/89 &

Adopted 5/16/89

Realigned 4/11/95

Title & Realignment Title Change 3/19/96

Revised Organizational Chart 5/9/00

Reporting Change 5/01/2001

Board Adopted 12/16/03

Revised 5/12/06

Revised 01/22/10

2009-2010 Organizational Chart

Correction 03/23/2010

DRAFT

Position Factor Listing
Coordinator, Local Education Agency (LEA)
Point Range: 945-1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)
Coordinator, Local Education Agency (LEA)
Point Range: 945-1044

Position Factors

4. <u>Decision Making Freedom:</u> 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. <u>Position Impact:</u> 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	B4	D	D	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Project Manager II
CONTRACT YEAR:	Twelve Months
PAY GRADE:	26
BARGAINING UNIT:	BTU - TSP

QUALIFICATIONS:

EDUCATION: An earned bachelor's degree in architecture, engineering, construction management, or related field from an accredited institution.

EXPERIENCE: A minimum of six (6) years of experience and/or training, within the last ten (10) years, in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Ability to coordinate all related aspects of the job performance responsibilities in order to complete all projects in a timely and efficient manner in accordance with any applicable contract documents and School Board codes or regulations. Computer skills as required for the position.

PREFERRED: Experience involving commercial or public construction projects with a basic knowledge of the various trades. Current registration as an architect, State of Florida General Contractor's License, or professional engineer in the state of Florida. Bilingual skills preferred.

OR

EDUCATION: An earned associate's degree in architecture, engineering, construction management, or related field from an accredited institution.

EXPERIENCE:

A ~~m~~Minimum of ten (10) years of experience and/or training, within the last fifteen (15) years, in the field related to the title of the position.

**ADDITIONAL
REQUIREMENTS:**

REQUIRED:

Must have the aAbility to coordinate all related aspects of the job performance responsibilities in order to complete all projects in a timely and efficient manner in accordance with any applicable contract documents and School Board codes or regulations. Computer skills as required for the position.

PREFERRED:

Experience involving commercial or public construction projects with a basic knowledge of the various trades. Current registration as an architect, State of Florida General Contractor's License, or professional engineer in the state of Florida. Bilingual skills are preferred.

REPORTS TO:

Coordinator, Local Education Agency (LEA) ~~Senior Project Manager~~

SUPERVISION:

SUPERVISES:

The position supervises aArchitectural and engineering consultants, contractors, Project Managers I as assigned.

POSITION GOAL:

To assure satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable laws, codes and standards. To manage the planning, design, and construction process of facilities in such a manner as to provide a superior educational environment within required schedules and budgets. To serve as a liaison between the contractors, consultants, Facilities and Construction Management division, schools and centers.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Project Manager II shall: carry out the essential performance responsibilities Listed below.

1. Eenforce the execution of the contract terms and conditions by monitoring and documenting contractor performance.
2. Sserve as a liaison with the consultant and contractor.
3. Rreview and document all deliverables; ensure that contractual services have been rendered in accordance with the contract terms before the processing of invoices for payments.
4. Communicate the goals and achievements in the Facilities and Construction Management Division.
5. Document health/safety issues working with Risk Management.
6. Provide necessary information for any pending litigations.
7. Apppear as witness in court with reference to site acquisitions on projects personally coordinated.
8. Attend and participate in Consultant Review Committee selection process when assigned.
9. Conform to policies, procedures, reporting format and systems developed by division.
10. Prepare Board items for Board approval.
11. Conduct post occupancy evaluation and prepare final report including project history and current status.
12. Assist in maintaining project administrative records and files to reflect logical continuity and complete project history.
13. Attend School Board meetings and conferences with reference to work personally coordinated.
14. Attend meetings both day and evenings.
15. Maintain communication between Facilities and principals, schools, and community during the planning/design/construction phases; warranty phase and post occupancy phase of capital projects.
16. Serve as a member of the Design Review Committee during the course of each capital project assignment. Review in detail consultant plans and specifications at stages of development for conformance to site specific educational specifications.
17. Visit school principals as necessary to carry out duties of Facilities Management.
18. Establish and maintain facility master plan for each assigned facility.
19. Maintain additional role with innovation zones.
20. Determine, document and prioritize individual facility site, building equipment needs by periodic visits and by working with school personnel.
21. Coordinate the planning for alterations and additions to existing facilities and the planning of new facilities with area superintendents, principals, school communities, district staff and facility staff in the planning phase of capital projects.
22. Assist in the development of the site specific educational specifications for capital projects.
23. Establish the preliminary scope, budget and schedule for each proposed project during the planning phase.

24. Assist with the move-in of furnishings and movable equipment at substantial completion.
25. Mmanage warranty phase of each project after substantial completion.
26. Coordinate maintenance requirements and analyze maintenance work orders and emergency maintenance for optimum use of available funds.
27. Review progress of preventative maintenance program and energy management for each school.
28. Mmanage small in-house/purchasing projects for each assigned facility.
29. Assist in updating state survey.
30. Provide technical assistance to schools and departments.
31. Pperform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
32. Pparticipate, successfully, in the training programs offered to increase the individual's skills and proficiency related to the assignments.
33. Review current developments, literature, and technical sources of information related to job responsibility.
34. Ensure adherence to good safety rules and procedures.
35. Follow federal and state laws, as well as School Board policies.
36. Pperform other duties as assigned by the Coordinator, Local Education Agency (LEA) Senior Project Manager.

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

Regularly communicates with contractors, consultants, department staff, schools and centers to assure satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable laws, codes and standards.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force 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.

FLSA OVERTIME CATEGORY:

The 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: 4/23/96 &
Adopted: 5/21/96
Revised: 4/21/98
Adopted: 5/19/98
Organizational Chart: 4/13/99; 5/01/01
Effective: 7/1/99
Revised 5/4/99
Board Adopted: 12/16/03*
Revised: 1/06/05
Revised: 4/04/06
Revision Board Approved: 1/18/12
Revision Board Adopted: 2/22/12

DRAFT

Position Factor Listing

Project Manager II
Point Range: 895-944

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)

Project Manager II
Point Range: 895-944

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B3	B3	C	C	D



SBBC: SS-039

FL:116

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Project Manager I
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU - TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned bachelor's degree in architecture, engineering, construction management, or related field from an accredited institution.

EXPERIENCE: A mMinimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS:

REQUIRED: Must have the aAbility to coordinate all related aspects of the job performance responsibilities to complete all projects in a timely and efficient manner in accordance with any applicable contract documents and School Board policies, codes, or regulations. Computer skills as required for the position.

PREFERRED: Preferred State of Florida General Contractor's License. Bilingual skills preferred.

OR

EDUCATION: An earned associate's degree in architecture, engineering, construction management, or related field from an accredited institution.

EXPERIENCE: A mMinimum of eight (8) years of experience and/or training, within the last thirteen (13) years, in the field related to the title of the position.

**ADDITIONAL
REQUIREMENTS:**

REQUIRED:

Must have the aAbility to coordinate all related aspects of the job performance responsibilities to complete all projects in a timely and efficient manner in accordance with any applicable contract documents and School Board policies, codes, or regulations. Computer skills as required for the position

PREFERRED:

Preferred State of Florida General Contractor's License. Bilingual skills are preferred.

**ADDITIONAL
REQUIREMENTS:**

REPORTS TO:

Coordinator, Local Education Agency (LEA) Senior
Project Manager

SUPERVISIONES:

The position supervises cConstruction pProjects

POSITION GOAL:

To assure satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable laws, codes and standards. To manage the planning, design, and construction process of facilities in such a manner as to provide a superior educational environment within desired schedules and budgets. To serve as the liaison between the contractors, consultants, Facilities and Construction Management division, schools and centers.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Project Manager I shall: carry out the essential performance responsibilities Listed below.

1. Eenforce the execution of the contract terms and conditions by monitoring and documenting contractor performance.
2. Sserve as a liaison with the consultant and contractor.
3. Rreview and document all deliverables; ensure that contractual services have been rendered in accordance with the contract terms before the processing of invoices for payments.
4. Assist in the review of construction drawings and specifications, from the design phase through final completion, to become thoroughly familiar with the plans and specifications for the work to be inspected, and recommend changes, additions, and

corrections which may be advantageous to the design and/or use of materials.

5. Attend pre-construction meetings and assist in review of schedule of Values and Construction Progress Charts.
6. Check shop drawings submitted for each individual project as required by the specifications against the contract drawings and specifications for full conformance, with regard to design only, when requested by the Senior Project Manager.
7. Ensure consultants' and contractors' work are in compliance with contract documents, approved shop drawings, State Board of Education rules, all applicable codes, standards, and approved practices for quality control.
8. Prepare field reports, maintain logs, issue correspondence, and assist in the maintenance of files necessary for the management and administration of construction projects.
9. Evaluate any item required, not covered by plans and/or specifications, which may involve an extra or credit to the contract amount, and discuss same with appropriate Project Manager.
10. Issue supplemental instructions, change order proposal requests, and other documents, if required, after consultation with the appropriate Project Manager, to clarify drawings and specifications of work that will not increase or decrease the contract amount; reject work or non-conformance.
11. Monitor all testing performed in the field; i.e., soil test borings and compaction tests, concrete slump tests; monitor special testing in the laboratory, if required.
12. Monitor project progress in relation to construction schedule and report quickly all unacceptable work before it develops into an expensive and time consuming operation; follow up and report on the correction of defective work to be corrected by the contractor.
13. Monitor maintenance of as-built drawings and verify variations in the work from the latest drawings and specifications.
14. Schedule and conduct field meetings with project consultant, contractor and Facilities and Construction Management Department personnel.
15. Assist in the evaluation of the cost of materials and labor for revisions, additions and changes to the contract.
16. Solve field problems through recommendation and coordination with the Facilities Management team.
17. Conduct monthly requisition meetings and verify amount of work completed for conformance to contractors' requests for payment.
18. Assist in inspections and preparation of "Punch Lists" at substantial completion, final completion, and one-year guarantee periods.
19. Coordinate the start-up, testing, adjustment and training related to the turnover commissioning of newly finished facilities.
20. Provide technical assistance to schools and departments.
21. Attend meetings both day and evenings.
22. Communicate the goals and achievements in the Facilities and Construction Management Division.
23. Provide necessary information for any pending litigations.
24. Prepare Board agenda items when necessary.
25. Assist in the preparation of consultants and contractors' Performance Evaluation

Reports.

26. ~~P~~perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
27. ~~P~~participate, successfully, in the training programs offered to increase the individual's skills and proficiency related to the assignments.
28. ~~R~~review current developments, literature, and technical sources of information related to job responsibility.
29. ~~E~~nsure adherence to good safety procedures.
30. ~~F~~ollow federal and state laws, as well as School Board policies.
31. ~~P~~perform other duties as assigned by the Coordinator, Local Education Agency Senior Project Manager.

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

Regularly communicates with contractors, consultants, department staff, schools and centers to assure satisfactory management, administration and quality control during all phases of all building projects in conformance with the contract documents and applicable laws, codes and standards.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force 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.

FLSA OVERTIME CATEGORY:

~~The 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.

Board Approved: 9/11/86 &

Adopted: 10/9/86

Board Adopted: 12/16/03

Revised: 4/23/96 &

Adopted: 5/21/96

Realignment: 4/7/98

Retitled & Realignment: 4/13/99

Title & Reporting Change: 5/1/2001

Board Adopted: 12/16/03*

Revision Board Approved: 1/18/12

Revision Board Adopted: 2/22/12

Position Factor Listing

Project Manager I
Point Range: 845-894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 (cont.)

Project Manager I
Point Range: 845-894

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B3	B3	C	D	C

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Director, Employee & Labor Relations
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree in labor relations or human resources, from an accredited institution. Certification as a Labor Relations Professional from a Labor Relations association preferred.

EXPERIENCE: A minimum of five (5) years, within the last eight (8) years, of labor relations and/or employee relations experience.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in labor relations and/or employee relations and/or human resources, from an accredited institution. Certification as a Labor Relations Professional from a Labor Relations association required.

EXPERIENCE: A minimum of seven (7) years, within the last ten (10) years, of labor relations and/or employee relations experience.

ADDITIONAL QUALIFICATIONS

PREFERRED: Senior Professional in Human Resources (SPHR) certification. School district or public education experience.

REPORTS TO: Chief Human Resources Officer ~~Superintendent of Schools~~

SUPERVISION:

SUPERVISES: The position supervises staff Employees as assigned.

POSITION GOAL: Oversees a comprehensive employee and labor relations program including contract administration, grievance processing, training programs and contract negotiations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Employee & Labor Relations shall: carry out the essential performance responsibilities listed below.

1. Conduct contract negotiations, write contract proposals and counterproposals, conduct research relating to bargaining positions, for all employee groups represented by unions or associations.
2. Mmeet with representatives of certified bargaining agents and/or association representatives to discuss matters of mutual concern.
3. Provide assistance to school district employees and administrators in resolving problems related to employee relations.
4. Aassist in the development and implementation of training seminars for managerial personnel in the areas of contract administration, grievance processing and negotiation skills.
5. Provide interpretations of collective bargaining agreements and School Board policies, rules and administrative procedures which are related to collective bargaining.
6. Iinform administrators and representatives of school district bargaining units of contractual obligations imposed by collective bargaining contracts.
7. Communicate to school-based and district administrators' interpretations of contract provisions, Board policies, personnel procedures, and other matters of importance.
8. Write contract proposals and counterproposals, conduct research relating to bargaining positions, and conduct contract negotiations.
9. Hhear grievances as directed and negotiate the resolution of settlements.
10. Ensure all department priorities and projects assist in achieving the District's Strategic Plan.
11. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
12. Participate successfully in training programs to enhance the individual's skills and proficiency related to job responsibilities.
13. Review current developments, literature and technical sources of information related to job responsibilities.
14. Ensure adherence to good safety rules and procedures.
15. Follow federal and state laws, as well as School Board policies.
16. Perform all other related duties as may be assigned by the Chief Human Resources Officer Superintendent of Schools or designee.

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

On a continuous basis, works with all levels of employees, labor organizations, and collaborates with local, regional, state and national institutions, organizations and agencies to ensure the delivery of effective employee & labor relations practices that enhance the quality of education for students of Broward County Public Schools.

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 district board.

FLSA OVERTIME CATEGORY:

The 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: 8/7/80

ER80-12 Approved: 10/2/80

Board Approved: 2/16/84 &

Adopted: 3/1/84

Revised: 3/21/85 &

Adopted: 4/15/85

Item G-7: 11/6/86

Reclassification: 6/22/89

Realigned: 4/13/89

Realignment & Title Change: 3/19/96

Revised: 4/21/98

Adopted: 5/19/98

Realignment Title Change: 4/13/99; 5/9/00

Revised and Adopted: 12/16/03*

Revised: 5/18/06

Revised: 7/19/07

Revised: 10/01/2012

2012-2013 Organizational Chart

Board Approved: 6/11/13

Board Adopted: 7/23/13

Position Factor Listing
 Director, Employee & Labor Relations
 Point Range: 1045-1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Employee & Labor Relations
Point Range: 1045-1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C4	D	E	D

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA****JOB DESCRIPTION**

POSITION TITLE:	Specialist, HR Information Systems
CONTRACT YEAR:	Twelve Months
PAY GRADE:	25
BARGAINING UNIT:	BTU-TSP

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of five (5) years, within the last ten (10) years, of increasingly responsible experience in creating, configuring, testing, improving, and maintaining a Human Capital Management (HCM) system module, in an enterprise resource planning environment or similar system.

ADDITIONAL QUALIFICATIONS

REQUIRED: Demonstrated experience of standard practices, processes, principles, and State and Federal regulations applicable to hiring and retaining personnel. Business and computer skills, including those related to system configuration.

Demonstrated success in project management, which includes establishing goals, objectives, and action plans to produce expected results. Excellent written presentation and oral communication skills. Computer skills as required for the position.

PREFERRED: Experience in SAP system configuration. Bilingual skills preferred.

REPORTS TO: Director or designee

SUPERVISION: The position supervises sStaff as assigned

POSITION GOAL: Ensure Human Capital Management processes and systems are aligned by serving as the liaison between functional

users and Human Capital Management (HCM) module technical support, and/or other division(s). Provide continuing analytical services to identify changes in work practices, Federal and State requirements for module applications, and implementation of associated HCM protocol and system module changes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Specialist, HR Information System shall: carry out the performance responsibilities listed below.

1. Assist management in understanding work processes, evaluating their effectiveness, and developing automated solutions which support implementation of improved work practices, District policies, legal and fiscal/budget requirements, administration of collective bargaining agreements, and personnel administration.
2. Analyze current work processes in the area of Human Capital Management to assess compatibility with the system module.
3. Provide on-going production support for databases and SAP application jobs, programs, reports and interfaces while working closely to ensure data integration with other SAP modules and/or computer applications.
4. Identify work process issues, document system user's needs and problems, and create solutions for identified problems.
5. Research and evaluate possible hardware and software solutions, and design and implement appropriate corrective actions.
6. Coordinate with pertinent departments/locations District initiatives involving any changes/upgrades to the HCM system module.
7. Document each new or changed work process procedure, report, service or utility for the HCM system module.
8. Communicate in written correspondence and oral presentations, the system changes and roll out strategies to end users.
9. Design solutions necessary to develop or add new functions within the HCM system module or work environment.
10. Ensure integration of HCM system module configuration changes to other interface structures to improve efficiency.
11. Evaluate, trouble-shoot and recommend security accesses for users of the HCM system module.
12. Test new work processes to ensure their functionality within the HCM system module.
13. Optimize current work processes by adapting to new functionality in the system or work environment.
14. Configure, test, and implement any changes, corrections, releases, patches, or updates pertaining to the HCM system module or situation.
15. Identify the user needs of the Human Capital Management module and implement the required changes to maintain and improve the HCM system module.
16. Work with consultants regarding system related activities.

17. Assist in the design of training material and assessment of training needs based upon work process changes and enhancements to the HCM systems module.
18. Coordinate training on the system to end users and super users of the HCM system module.
19. Assist in ensuring that the District remains in compliance with external requirements and internal policies by remaining current with State/Federal regulations, bargaining unit agreements, and system technologies applicable to Human Capital Management.
20. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
21. Participate in the training programs offered to increase the individual's skills and proficiency related to the job responsibilities.
22. Review current developments, literature and technical sources of information related to job responsibilities.
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, or designee.

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

Frequently works with Department heads, Principals and applicable staff to obtain input and understanding of their work processes and needs; periodically works with senior management on specific design issues. Frequently works with SAP support and development personnel and with other ERP analysts, in this school district and in other districts, on technical issues related to the functionality of the SAP ERP system.

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:

The 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: 6/20/06

Board Approved: 04/03/12

Board Adopted: 05/15/12

2014-2015 Organizational Chart

Tile Change: 6/24/14

Point Factor Listing
Specialist, HR Information Systems
Point Range: 845 -894

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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 external

4 - Superintendent, School Board; critical 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.)
Specialist, HR Information Systems
Point Range: 845 -894

Position Factor

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C2	C	C	B

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Chief Information Officer
CONTRACT YEAR:	Twelve Months
SALARY BAND:	S
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: A master's degree from an accredited institution in computer science, information systems, engineering, business administration, educational technology, or related field. Doctorate preferred.

EXPERIENCE: A minimum of seven (7) years, within the last twelve (12) years, of increasingly responsible executive experience including five (5) years or more of successful direct management of a major Information Technology (IT) operation. Two or more IT certifications to include PMP or ITIL and CGCIO, CETL, or CISSP preferred. Similar or comparable certifications will be considered.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution in computer science, information systems, engineering, business administration, educational technology, or related field.

EXPERIENCE: Minimum of twelve (12) years, within the last seventeen (17) years, of increasingly responsible executive experience including five (5) years or more of successful direct management of a major Information Technology (IT) operation.

ADDITIONAL QUALIFICATIONS**REQUIRED:**

The successful candidate will have strong leadership traits and the ability to effectively interact at the Superintendent's Cabinet and School Board level. Prior experience should include leading and managing functions and departments interfacing with IT clients, information technology processes, and systems.

Experience should include a customer focus and the establishment and management of service level agreements in a complex environment involving multiple platforms, applications, communication systems, and vendors.

Knowledge of business principles, business process analysis and redesign, and techniques of administration, organization, and management, strategic and operational planning, human resources, change management, and financial cost analysis, equipment and software features of various computer systems and a sound understanding of integration capabilities, including but not limited to e-commerce, web applications, data warehouses, and enterprise systems, systems design, development and implementation process, including requirements analysis, feasibility studies, software design, programming, pilot testing, installation, evaluation, quality assurance and operational management. Proven skills in written and verbal communication, vendor and contract negotiation, budget preparation and monitoring, planning and organizing, and interpersonal relationship building. Successful implementation of one or more ERP systems.

PREFERRED:

Experience in a K-12 setting, specifically in technology and information systems. Bilingual skills preferred.

REPORTS TO:

Chief Strategy and Operations Officer

SUPERVISES:

Staff as assigned

POSITION GOAL:

The Chief Information Officer will be responsible for effective strategic leadership and improving the planning, procurement, implementation, operation, support, and maintenance of IT systems that support and enhance education and business operations as well as improve cost effectiveness and efficiency. The CIO will develop a high-

performing IT organization that supports the District's goals and objectives.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Chief Information Officer shall: carry out the performance responsibilities listed below.

1. ~~P~~rovide the thought-leadership and lead the execution of the information technology strategy while serving as the primary IT representative to senior leadership and external advisory groups.
2. ~~P~~rovide strategic and tactical direction in areas of policy, planning, and standards for Information Technology and related functions.
3. ~~M~~onitor the progress of major district IT projects, paying particular attention to any developing problems and participate in major problem resolution. In connection with this responsibility, communicate to senior leadership any significant deviations from existing schedules.
4. ~~F~~oster effective relationships with business, community, private and public education leaders on behalf of the information technology interests of the School Board of Broward County, Florida.
5. ~~C~~ommunicate IT plans, policies, and technology trends throughout the organization, including management groups, professional staff, and the School Board.
6. ~~D~~evelop, monitor, and maintain a continuously improving, performance management focused organization, capable of supporting the information needs of operating entities through appropriate and cost effective information technology.
7. ~~A~~dvocate and support development and execution of plans and programs that fulfill the service and technology needs of all District schools.
8. ~~P~~lan and direct the IT department to ensure development/evolution and implementation of an architecture, technology and operation that supports the ~~D~~istrict's goals and objectives.
9. ~~W~~ork in conjunction with senior leadership to develop and continue to refine information systems' strategies to support the needs of the ~~D~~istrict.
10. ~~M~~aintain current knowledge of developments in relevant technology which can be leveraged to improve district IT functions.
11. ~~M~~anage departmental performance to ensure that plans and programs are executed on time, within budget, and consistent with quality requirements.
12. ~~A~~administer and manage the annual operating and capital budgets for IT systems operations consistent with plans and established financial guidelines. Maintains policies and standards aimed at assuring lowest total cost of ownership (TCO).
13. ~~P~~lan and manage department staffing, IT policies and standards, hardware/software selection, acquisition, development, and installation, and vendor engagements to ensure support of the ~~D~~istrict's strategic goals.

Chief Information Officer (cont.)

A-006

14. ~~D~~develop and enforce policy and procedures to ensure the protection of IT assets and data integrity, security and privacy entrusted to or maintained by the ~~School~~ District. Develop and maintain a district-wide business recovery plan to ensure timely and effective restoration of IT services.
15. ~~P~~perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
16. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
17. ~~F~~ollow ~~f~~Federal and ~~s~~State laws, as well as School Board policies.
18. ~~P~~perform other duties as assigned by the Superintendent of Schools ~~Chief Strategy and Operations Officer~~ or designee.

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

Works collaboratively with Senior Management, the School Board, District and school staff at all levels, business, community, private and public education leaders, to apply the most relevant, cost-effective technology that supports the district's goals and strategy.

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:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 1/20/04*

Reporting Relationship Changed: 7/1/04

Revised: 7/1/05

Board Approved: 5/30/2012

Board Adopted: 6/26/2012

Board Approved: 2/03/2015

Board Adopted: 3/03/2015

Position Factor Listing
 Chief Information Officer
 Point Range: 1340 - Above

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)

Chief Information Officer

Point Range: 1340 - Above

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C4	E	E	E



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Assistant Director, <u>School</u> Venture Design/ <u>Support</u>
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in management, business administration, or in a related field from an accredited institution.

EXPERIENCE: A mMinimum of seven (7) years within the last twelve (12) years of experience in the preparation of contracts, experience in research, marketing and/or sales, and successful experience meeting financial targets.

ADDITIONAL QUALIFICATIONS

REQUIRED: Combined experience to include school-based, district, charter schools and/or business administrative/supervisory experience. Excellent negotiation and procurement of contract skills. Strong writing and presentation skills.

PREFERRED: Demonstrated knowledge and experience of charter schools and/or charter school operations. Bilingual skills are preferred.

REPORTS TO: Director, Innovative Programs Design/Support

SUPERVISION:

SUPERVISES: This position supervises eEmployees as assigned.

POSITION GOAL: The Assistant Director, Venture Design is instrumental in the development and execution of programs and services to assist existing or new charter schools and private schools. The position ensures that all program and services are

offered with appropriate, competitive terms and conditions and meet all required state educational laws.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Assistant Director, School/Venture Design Support shall: carry out the performance responsibilities listed below.

1. ~~D~~develop strategies and provide leadership in implementing procedures for contract-managed services to existing or new charter schools ~~and/or private schools~~.
2. ~~R~~review all ~~D~~istrict services and assist in developing fee-for-service modules to be included in contracted managed services.
3. ~~E~~nsure alignment of all local policies as well as state and federal requirements to all services by engaging in frequent communications with the community, legal counsel, senior management, school leadership and governing board leadership.
4. ~~W~~rite, edit, recommend, and coordinate highly technical service contracts and analyze price comparisons with market trends, economy and availability of services to determine the contract negotiating process for providing the most suitable product and service at the lowest and best price to the client/~~charter or private school~~.
5. ~~W~~rite, edit, recommend and coordinate the charter school application process on behalf of The School Board of Broward County, Florida for new schools when appropriate.
6. ~~W~~ork with committees of curriculum specialists, finance and reporting staff, principals, and district department heads in formulating fees for services, contract specifications, and district-submitted charter applications.
7. ~~P~~repare timely recommendations to the School Board for approval as the contracted educational service provider and/or as a new charter school applicant.
8. ~~A~~ssume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
9. ~~D~~develop strategies and procedures for monitoring approved contracted educational services for charter schools ~~and/or private schools~~.
10. ~~E~~nsure that all designed services and/or charter applications meet the state's education accountability system, ESE requirements, ESOL requirements and all other state education laws, where applicable.
11. ~~R~~eport department and charter school progress towards established contract specifications to the Charter/Private School and its Governing Board.
12. ~~E~~stablish, monitor and report revenue procurement processes.
13. ~~E~~nsure that technical assistance is provided to the charter school principal and the Governing Board relating to all questions associated with the contracted services.
14. ~~M~~aintain all records, files and other such data for all contracted services as may be generated for compliance with laws for charter schools ~~or private schools~~.
15. ~~P~~erform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
16. ~~P~~articipate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
17. ~~R~~evue current developments, literature and technical sources of information related to job responsibility.

18. Ensure adherence to ~~good~~ safety rules and procedures.
19. Follow ~~f~~Federal and ~~s~~State laws, as well as School Board policies.
20. Perform other duties as assigned by Director, Innovative Programs Design/Support or designee.

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

Act as a liaison between the public schools system the charter schools ~~and private schools~~ in order to provide educational products and services at a suitable cost. Interact with all levels of District and schools personnel, parents, community and federal and state agencies.

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:

The 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: 08/07/2012

Board Adopted: 09/19/2012

Point Factor Listing
Assistant Director, School/Venture Design Support
Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Assistant Director, School/Venture Design Support
Point Range: 1045 - 1214

Position Factors

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



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, <u>District</u> Community Relations Engagement
CONTRACT YEAR:	Twelve Months
PAY GRADE:	27
BARGAINING UNIT:	BTU - TSP

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution with a major in education, communication media, journalism, public relations or related field is preferred.

EXPERIENCE: A minimum of five (5) years of experience in the field related to the title of the position is preferred.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from accredited institution with a major in education, communication, media, journalism, public relations or in a related field is required.

EXPERIENCE: A minimum seven (7) years of progressively more responsible administrative experience in public relations or related area; experience with strategic planning process is required.

ADDITIONAL REQUIREMENTS

Preferred & Minimum Qualifications:

Preferred experience to include four (4) years of administrative experience at the school or district level; experience with the strategic planning process, public relations, or field related to the title of the position. Computer skills as required for the position. Bilingual skills are preferred.

REPORTS TO: Director, Marketing & Communications

SUPERVISIONES: None

POSITION GOAL: To maintain positive community relations with area businesses, community leaders, parents and other members of the educational community. To assist the District in establishing and maintaining strong business relationships partnerships.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, District Community Relations Engagement shall: carry out the performance responsibilities listed below.

1. Work to establish and maintain strong relationships partnerships between the school system and local businesses, community agencies, parent groups and other governmental agencies.
2. Conceive, implement and evaluate public relations programs which promote positive reactions to Broward County School DistrictSystem policies, programs, and operations.
3. Work as assigned with community organizations and government agencies, businesses, and chambers of commerce on public relations campaigns for promoting relationships partnerships between those entities and the school Districtsystem.
4. Disseminate information about the school District system to both internal and external constituencies.
5. Prepare speeches, documents, presentations and appropriate reports regarding specific program issues to enhance the positive image of the school District system.
6. Act as liaison between district, area, schools and parent/community groups for the dissemination of information leading related to increased awareness, involvement and participation across the District. school improvement and the business partnership efforts.
7. Perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
8. Participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
9. Revue current developments, literature and technical sources of information related to job responsibility.
10. Ensure adherence to good safety rules and procedures.
11. Follow federal and state laws, as well as School Board policies.
12. Perform other duties as assigned by Director, Marketing & Communications or designee.

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

Act as liaison between the school system and local businesses, community agencies, parent groups and other governmental agencies in order to promote, establish and maintain strong relationships ~~partnerships~~ between those entities and the school District ~~system~~.

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:

The 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: 4/26/94 &
Adopted: 6/7/94
Dept. Realigned: 3/19/96
Dept. Realigned: 5/6/97
Organizational Chart: 4/13/99
Organizational Chart: 5/9/00
Title Change: 5/01/2001; 4/01/03
Board Adopted: 12/16/03
Revised: 01/22/10
2009-2010 Organizational Chart
Reporting Change: 07/01/2011
Revised: 2/21/2012
2012-2013 Organizational Chart
Title Change: 6/24/14

Position Factor Listing
Coordinator, District Community Relations
Point Range: 945-994

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Coordinator, District Community Relations
Point Range: 945-994

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B2	C3	C	C	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Senior Plans Examiner, Mechanical
CONTRACT YEAR:	Twelve Months
PAY GRADE:	26
BARGAINING UNIT:	BTU-TSP

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of three (3) to five (5) years, of experience in the field related to the title of the position.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution. Degree majors in Architecture or Engineering required.

EXPERIENCE: A minimum of seven (7) years, of experience in the field related to the title of the position; at least two (2) years required in a supervisory capacity.

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience with permitting process; e.g., county/municipal building departments, traffic/roads, South Florida Water Management,

local drainage district, health department, and environmental compliance requirements. Ability to read and interpret contract documents. Ability to communicate effectively both orally and in writing. Knowledge of current computing technologies and software applications appropriate to the position's responsibilities is required. Current registration as an architect (Building specialty) or professional engineer with a specialty in civil engineering (Civil specialty), mechanical engineering (Mechanical specialty), or electrical engineering (Electrical specialty) in the State of Florida. Computer skills as required for the position.

PREFERRED:

Demonstrate expert knowledge of local, state and federal regulatory standards and requirements applicable to the work, as well as District policies, procedures and guidelines. Bilingual skills are preferred.

REPORTS TO:

Chief Building Official

SUPERVISION:

The position supervises staff as assigned.

POSITION GOAL:

To participate in the Building Department process ensuring thorough building plans review and compliance with the Florida Building Code, Prevention Code and all applicable laws, regulations and requirements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Senior Plans Examiner, Mechanical shall carry out the performance responsibilities listed below.

1. Conduct, in area of specialty, design and code review of building/construction plans, specifications, and the work of contracted architects and engineers or District personnel engaged in projects for the School Board of Broward County, Florida
2. Plan, supervise and review the work of certified (Florida Statute Part XII 468) building plans examiners.
3. Meet with project designers and contractors as required for code and standards clarification.
4. Analyze changes to the documents for code compliance.
5. Conduct inspections and assist with code interpretation as needed.
6. Work collaboratively with District and department staff in planning and

- implementation of function, program, and/or project initiatives and objectives.
7. Develop and actively monitor operational procedures on a daily basis.
 8. Keep current on applicable laws and regulatory codes pertaining to construction and design.
 9. Perform other assigned duties consistent with the goals and objectives of this position.
 10. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
 11. Participate in training programs to enhance the individual skills and proficiency related to the job responsibilities.
 12. Review current developments, literature and technical sources of information related to job responsibilities.
 13. Ensure adherence to safety rules and procedures.
 14. Follow federal and state laws, as well as School Board policies.
 15. Perform other duties as assigned by the Chief Building Official or designee.

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

Works with the Chief Building Official, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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:

The 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
Seniors Plans Examiner, Mechanical
Point Range: 895 - 944

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Seniors Plans Examiner, Mechanical
Point Range: 895 - 944

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	C	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Program Administrator, Workers' Compensation
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of three (3) years of experience, within the last five (5) years, providing oversight of, consulting with and/or managing a workers' compensation department or functional areas (i.e. Claims, Case Management, Operations, etc.).

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in a related field from an accredited institution.

EXPERIENCE: A minimum of five (5) years of experience, within the last eight (8) years, providing oversight of, consulting with, and/or managing a workers' compensation department or functional areas (i.e. Claims, Case Management, Operations, etc.).

ADDITIONAL QUALIFICATIONS

REQUIRED: Experience in governmental agency workers' compensation administration with demonstrated knowledge in matters related to all aspects of criteria-based, comprehensive and integrated workers' compensation program performance management.

PREFERRED: An earned credential or certification in relevant subject area i.e. Associate Risk Management (ARM) Associate in Claims (AIC), Certified Workers' Compensation (CWC), etc.). Operational familiarity or experience with the workers' compensation Criteria-based Model™ (CBM™).

REPORTS TO: Chief of Staff ~~Director, Risk Management~~ or designee

SUPERVISION: The position supervises ~~s~~Staff as assigned

POSITION GOAL: Provide strategic leadership and operational oversight of the District's self-administered workers' compensation program to achieve desired outcomes. Design, develop and implement innovative workers' compensation strategies to meet the needs of the District's strategic plan. Build stakeholder awareness, alignment and relationships in order to advance positive programmatic performance.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Program Administrator, Workers' Compensation shall: carry out the performance responsibilities listed below.

1. Serve as the custodian of the intellectual integrity of the District's workers' compensation program core principles.
2. Create and execute ~~on~~ plans to manage the District's workers' compensation program.
3. Direct and manage multiple administrative functions and multi-disciplinary team of professional and technical experts as a business operations unit, including; medical consumerism, claims adjudication, financial management, litigation management, statutory/ regulatory compliance and general workers' compensation administration.
4. Conduct data analysis through measurement and data analytics to monitor program effectiveness and guide decision-making for present and future performance.
5. Establish, implement and reinforce on an ongoing basis, workers' compensation operational policies and procedures to improve the overall operation and effectiveness of the program.
6. Develop ongoing revision of the operational structure and plan for continual improvement of operational effectiveness.
7. Serve as chief workers' compensation spokesperson & liaison for the District, assuring proper representation and integration of the District to the community, including, but not limited to; medical, legal, regulatory, judiciary, school districts and consortiums, municipalities, the employer community, industry service providers, etc.

8. Build awareness, perspective and alignment throughout the internal stakeholder community including the Board, senior leadership, departmental entities, unions and the district's employees.
9. Plan, develop, organize, implement, direct and evaluate workers' compensation program fiscal and programmatic performance.
10. Participate in the development of the District's related plans and programs as a strategic partner, (e.g., safety/loss prevention, business continuity, IT, legal, wellness, etc.)
11. Evaluate and advise on the impact of the District's long range planning as it relates to workers' compensation program, introduction of new workers' compensation initiatives/strategies and potential regulatory action.
12. Establish credibility throughout the organization as an effective developer of solutions to business challenges.
13. Provide technical workers' compensation advice and knowledge to others internally within the District as well as externally, e.g., within the School Board/municipality community, reinsurers, insurance brokers, actuaries, etc.
14. Provide strategic input and leadership on decision making issues affecting the District relative to impact to the workers' compensation program; i.e., evaluation of and positioning for potential workers' compensation system statutory/regulatory and legal challenges.
15. Direct and oversee recruitment, negotiation and selection of strategic partner (vendor) contractual relationships.
16. Maintain technical competency and currency through continuous and regular review of relevant industry developments, literature, and other technical sources of information, as well as participation in conferences and other continuing education opportunities.
17. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
18. Ensure compliance with Florida statutory and regulatory self-insurance and self-administration requirements.
19. Participate successfully 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 rules and procedures.
22. Follow all applicable federal and state laws, as well as relevant School Board policies.
23. Perform other duties as assigned by the Chief of Staff ~~Director, Risk Management~~ or designee.

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

Interact with contracted service providers to ensure the District's Workers' Compensation program is consistent with SBBC's strategic direction, policies, and procedures; communicate strategically with location administrators, Board, clinician community, legal community, judiciary, regulators, legislators to

promote and reinforce the District's workers' compensation program strategic direction.

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:

The 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 6/11/13

Board Adopted 7/23/13

Point Factor Listing
Program Administrator, Workers' Compensation
Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Program Administrator, Workers' Compensation
Point Range: 945 - 1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	C



SBBC: NEW

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Specialist, Professional Standards, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	B
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of four (4) years, within the last eight (8) years, experience and/or training in the field related to the title of the position.

OR

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of six (6) years, within the last ten (10) years, experience and/or training in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Computer skills as required for the position.

PREFERRED: Preferred degree major in personnel administration, personnel relations or a related field. Bilingual skills are preferred.

REPORTS TO: Chief of Staff

SUPERVISION: This position supervises staff as assigned.

POSITION GOAL: To assist District administration in the investigation and discipline process of employees in a fair and equitable manner. To assist in the collection of data and information, the development of necessary materials, and the presentation of facts in employee discipline proceedings.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Specialist, Professional Standards shall carry out the performance responsibilities listed below.

1. Assist District and school-based administration in the investigation of certified employees alleged to have engaged in inappropriate conduct.
2. Prepare and conduct training for appropriate administrators on proper investigation and documentation processes associated with allegations against employees.
3. Research and compile information from various data systems. Have familiarity with District data systems, including employee performance evaluation models.
4. Participate in the development of necessary materials and the presentation of facts in employee disciplinary proceedings.
5. Ensure adherence of all applicable investigations to state Department of Education reporting requirements.
6. Interact with parents, outside agencies, businesses and community to enhance understanding of District initiatives and priorities and to elicit support and assistance.
7. Advise District administrators on matters related to Professional Standards.
8. Serve as School Board representative with employment and training programs sponsored by federal, state, or local agencies.
9. Respond to inquiries and concerns in a timely manner as directed by the Chief of Staff.
10. Represent the Office of the Chief of Staff at various meetings and/or committees.
11. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
12. Participate successfully in training programs offered to increase the individual skills and proficiency related to the assignments.
13. Review current developments, literature and technical sources of information related to job responsibility.
14. Ensure adherence to safety rules and procedures.

15. Follow federal and state laws, as well as School Board policies.
16. Perform other duties as assigned by the Chief of Staff or designee.

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

Frequent interaction with District and school-based administrators to assist in the investigation and discipline of employees. Frequent interaction with the Superintendent's Administrative Counsel to assist with the collection of data and information, the development of necessary materials, and the presentation of facts in employee discipline proceedings.

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:

The 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
Specialist, Professional Standards
Point Range: 845 - 944

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Specialist, Professional Standards
Point Range: 845 - 944

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C2	C	C	B



SBBC: Z-019

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Personnel Administrator (Professional Standards)
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

QUALIFICATIONS:

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

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL REQUIREMENTS: Preferred degree major in personnel administration, personnel relations or a related field. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Chief of Police, Broward District Schools Police
Department Director, Risk Management

SUPERVISION: Under general supervision is responsible for supervising a group or section concerned with various professional standard activities.

POSITION GOAL: To assist in assigned Professional Standards functions in employee discipline and reporting. To operate with appreciable latitude for unreviewed action or decision. To be responsible for the operations of the department in the absence of the Chief of Police. (Work is normally not reviewed.)

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Personnel Administrator (Professional Standards) shall carry out the performance responsibilities listed below.

1. Assist the Chief of Police in coordinating the teacher assessment program so that principals may effectively evaluate the job performance of teachers.
2. Assist employees, directors, managers, supervisors, principals, ~~area superintendents~~ and other administrators with their employee discipline concerns.
3. Monitor investigation timeliness on all Professional Standards/Special Investigative Unit cases. Review investigative reports prior to submitting to Standards Committee. Validate correctness of reports; those that do not meet standards should be returned to the Investigator.
4. Monitor and coordinates the drug and psychological testing. Make decisions on who should be sent for drug, physical and psychological testing. Manage all requests and follow up for psychological evaluations.
5. Provide training to administrators related to employee assessment, employee due process rights and related rules, regulations and statutes.
6. Interact with parents, outside agencies, businesses and community to enhance understanding of District initiatives and priorities and to elicit support and assistance.
7. Oversee grants of one (1) million dollars; work with granting agencies and other individuals as required.
8. Advise District administrators on matters related to Professional Standards.
9. Disseminate information and current research to appropriate personnel.
10. Monitor employee self-reporting procedures and follow-up with police agencies.
11. Assist in gathering case data for legal concerns.
12. Monitor administratively placed personnel to include attendance, personnel action forms, evaluations.
13. Assist in the review of data reports.
14. Monitor all employee assistance program referrals for compliance and employee compliance with disciplinary actions.
15. Maintain up-to-date files on all Professional Standards/Special Investigative Unit open cases.
16. Serve as School Board representative with employment and training programs sponsored by federal, state, or local agencies.
17. Respond to inquiries and concerns in a timely manner as directed by the Chief of Police.
18. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
19. Participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.
20. Revue current developments, literature and technical sources of information related to job responsibility.
21. Ensure adherence to good safety rules and procedures.
22. Follow Federal and State laws, as well as School Board policies.

23. ~~P~~perform other duties as delegated by Chief of Police. ~~Director, Risk Management~~

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force 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. ~~district board~~.

PUBLIC RECORDS EXEMPTION:

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

FLSA OVERTIME CATEGORY:

The 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 6/19/2001 &
Adopted 7/17/2001
Org. Chart Change 4/01/03
Board Adopted 12/16/03
Revised 5/19/06
10/15/2012
Organizational Chart 2012-2013

Point Factor Listing
 Personnel Administrator, Professional Standards
 Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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.)
 Personnel Administrator, Professional Standards
 Point Range: 945 - 1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	D	C

SBBC: C-045



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Employee Evaluations
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

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

EXPERIENCE: A minimum of six (6) years, within the last ten (10) years of experience in the field related to the title of the position.

OR

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of eight (8) years, within the last twelve (12) years of experience in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Certification in administration/supervision, administration (K-6 or K-12), educational leadership, school principal or professional principal. Computer skills required for the position.

PREFERRED: Progressively more responsible professional educational experience with at least three (3) years of experience with instructional/administrative employee evaluation, assessment, observation, and contract issues. Ability to communicate effectively within all levels of district personnel, specifically, as it relates to instructional, non-instructional, and administrative employee performance issues. Ability to design and deliver training to administrators. Current and working knowledge of contracts, Florida Statute, and due process as it relates to

instructional/administrative employee performance issues. Bilingual skills are preferred.

REPORTS TO: Chief Talent Development Officer ~~Director, Performance Evaluations & Teacher Incentive Fund~~

SUPERVISIONES: The position supervises ~~s~~Staff as assigned.

POSITION GOAL: To direct all activities associated with implementation of all evaluation instruments within the District; School-Based Administrators, District-Based Administrators, Classroom Teachers, Non-Classroom Teachers, Non-Instructional, and Paraprofessionals. Direct all activities associated with the instructional, non-instructional, and administrative employee evaluations and performance. To direct and assist with the instructional, non-instructional and administrative evaluation plans at all charter schools. To monitor changes in employee contracts and Florida Statute as it relates and impacts employee evaluations.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, Employee Evaluations shall: carry out the performance responsibilities listed below.

1. Develop and implement performance evaluation systems for all employee groups.
2. Enhance evaluation instruments by collaborating with the unions, working with focus groups, and seeking input from stakeholders.
3. Serve as the liaison between the District and state in developing and submitting evaluation systems.
4. Provide an annual orientation to the evaluation instrument for all school-based administrators as well as continual updates to all supervisors regarding requirements for evaluation systems.
5. Provide on-going feedback to supervisors to ensure that they are implementing evaluation systems with fidelity.
6. Provide support for staff assigned in providing support administrators in the development of Performance Improvement Plans (PIPs) for administrators.
7. Provide support for staff assigned in providing support for administrators in the development of Performance Development Plans (PDPs).
8. Ensure staff assigned maintains a database for the purpose of complying with due process issues as they relate to employee performance.
9. Provide support to staff assigned in giving assistance to administrators regarding due process, contractual compliance issues, and the development of employee performance goals and objectives.
10. Direct and facilitate teacher and administrative evaluation committees, District committees, and other committees to review and make recommendations for

refining the evaluation systems to meet employee evaluation needs and make recommendations.

11. ~~P~~prepare and submit annually the state required ~~D~~district evaluation plans and/or enhancements made to the plans.
12. ~~M~~mediate complaints or problems with employee performance concerns and make recommendations as needed.
13. ~~S~~serve on committees as assigned.
14. ~~A~~assist in representing ~~T~~the School Board of Broward County, Florida in employee performance issues.
15. ~~P~~participate in inter-agency planning and communicating.
16. ~~P~~perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
17. ~~P~~participate successfully in training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
18. ~~R~~review current developments, literature and technical sources of information related to job responsibilities.
19. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
20. ~~F~~ollow federal and state laws, as well as School Board policies.
21. ~~P~~perform other duties as assigned by the Chief Talent Development Officer ~~Director~~, or designee.

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

Communicate with senior leaders, directors, principals and labor groups to ensure that evaluation systems are in compliance with state and local requirements.

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:

The 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 5/21/13

Board Adopted 6/25/13

Point Factor Listing
 Director, Employee Evaluations
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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
Director, Employee Evaluations
Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	C4	D	D	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Coordinator, Leadership Development, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution in Educational Leadership or Administration and Supervision and a Florida Certificate indicating level two Principal certification. Doctorate preferred.

EXPERIENCE: A minimum of four (4) years within the last eight (8) years of administrative experience in a field related to the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in administration and supervision or educational leadership. Experience as a school-based administrator. Demonstrated knowledge of adult learning principles and strategies and their use in developing, implementing, and monitoring targeted professional learning for aspiring and current educational leaders. Demonstrated knowledge of designing and monitoring outcome measures to evaluate program success. Computer skills are required for the position.

Possess strong interpersonal skills with the ability to communicate effectively with a variety of audiences in written and oral form.

PREFERRED: Bilingual skills are preferred. Grant writing experience is preferred.

REPORTS TO: Director, Leadership Development

SUPERVISION: This position supervises staff as assigned

POSITION GOAL: Primary responsibility is to design and facilitate leadership development programs, and professional learning for district and school-based personnel as well as evaluates and monitor the effectiveness of professional learning provided.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Leadership Development shall carry out the performance responsibilities listed below.

1. Collaborate with the Director of Leadership Development, to design and execute a comprehensive strategy for the professional learning of school and District leaders in alignment with current research and the District's Strategic Plan.
2. Assist in developing, monitoring, and coordinating on-going professional learning opportunities for aspiring administrator, school and district leaders that are consistent with the District's needs and initiatives.
3. Coordinate leadership and mentoring programs and induction programs for newly appointed administrators.
4. Implement leadership recruitment, succession planning, and retention strategies for high performing leaders.
5. Communicate with governmental agencies, institutions of higher education, and professional organizations in the area of leadership development.
6. Assist in providing supervision and leadership in developing and conducting the assessment and evaluation of leadership courses and programs.
7. Research and develop grant proposals to support innovations in leadership development.
8. Develop administrative procedures and policies for leadership development in alignment with Florida Statutes and Administrative Rules.
9. Review current developments, research, and technical sources of information related to job responsibilities to determine leadership demands and benchmark programs with other districts.
10. Maintain professional relationships and communication with school and District leaders.
11. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
12. Participate successfully in training programs offered to enhance skills and proficiency related to job responsibilities.
13. Perform other duties as assigned by the Director of Leadership Development or their designee.

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

Works with aspiring leaders and school-based administrators, to ensure high quality leadership development programs and professional learning for school-based and District personnel.

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:

The 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
Coordinator, Leadership Development
Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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
Coordinator, Leadership Development
Point Range: 945 - 1044

Position Factors

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



SBBC: C-037

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Professional Development <u>Standards &</u> Support
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned doctorate degree from an accredited institution.

EXPERIENCE: A minimum of five (5) years, within the last ten (10) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum seven (7) years, within the last twelve (12) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in Administration and Supervision or Educational Leadership or program certification in an area of Human Resource Development or Human Capital Systems Management. Demonstrated expertise in the planning, delivery, and evaluation of programs for adults. Technology skills are required for the position.

PREFERRED: Florida certification in an academic area and Educational Leadership or other appropriate certification relevant to Professional Development or Human Capital Systems Management. Bilingual skills are preferred.

Research and assessment experience, grant writing experience and progressively more responsible, successful administrative experience.

REPORTS TO: Chief, Talent Development Officer

SUPERVISION:

SUPERVISES:

This position supervises sStaff as assigned to the Department of Professional Development Standards & Support.

POSITION GOAL:

Provide leadership in the development, support, communication and continuous improvement of high quality research-based professional development. In addition, to ensure all professional development is delivered, implemented, monitored, and evaluated at the highest levels of quality, as determined by its impact on students and/or job performance.

Ensure the quality of professional development by overseeing a research and standards based Broward Professional Development System which is aligned to Standards from Learning Forward (national professional learning organization) and the Florida Professional Development System Evaluation Protocol. Ensure the Professional Development Management System supports the Professional Development System (Learning System) with access to professional learning, coordinated records and reporting structures.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, Professional Development Standards & Support shall: carry out the performance responsibilities listed below.

1. Assist in formulating and instituting policies and standards applicable to all employees by directing the continuous improvement of the Broward Professional Development System which includes the Master Inservice plan and ensuring alignment with national and state standards.
2. Ensure quality control of professional development by overseeing the application of established processes and guidelines, monitoring and subsequent improvements to the Broward Professional Development System.
3. Ensure the quality of professional development throughout the District through implementing and managing a Professional Development Management System that centralizes development offerings, manage communication of available development resources, and centralizes storage of employee development history.

4. Facilitate the Professional Development Providers to support the development of high quality learning experiences and influence department services to improve alignment of professional learning with District development needs and intended outcomes.
5. Ensure continuous improvement in the development and support of school and District department Professional Development Teams by consulting with and obtaining feedback from teams and school-based and/or district administrators..
6. Oversee and monitor the support for professional learning communities at every school.
7. Provide leadership to the district in the use of appropriate technology tools to support professional development.
8. Ensure the effectiveness of assigned staff by developing and communicating department goals aligned to District priorities, work standards; monitoring work progress against goals, and providing performance feedback.
9. Establish and develop relationships with local, regional, state and national educational institutions, organizations and agencies that demonstrate leadership in professional development.
10. Prepare an annual budget, monitor and report expenditures.
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 in the training programs offered 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 rules and procedures.
15. Follow federal and state, as well as School Board policies.
16. Perform other duties as assigned by the Chief Talent Development Officer.

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

Works with all levels of employees, up to and including senior management, and collaborates with local, regional, state and national educational institutions, organizations and agencies to ensure the quality of professional development opportunities which support the delivery of quality education for students of Broward County Schools.

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:

The 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 12/16/03*

Board Adopted 2/20/07

Board Approved 5/6/14

Board Adopted 6/9/14

DRAFT

Point Factor Listing
 Director, Professional Development, Standards & Support
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Professional Development, Standards & Support

Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	C2	D	D	D



SBBC: C-048

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Supervisor, Professional Development <u>Standards & Support</u> , unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION:	An earned master's degree from an accredited institution.
EXPERIENCE:	A minimum of six (6) years, within the last eight (8) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.

MINIMUM QUALIFICATIONS

EDUCATION:	An earned bachelor's degree from an accredited institution.
EXPERIENCE:	A minimum eight (8) years, within the last twelve (12) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED:	Florida certification in Administration and Supervision or Educational Leadership or program certification in an area of Human Resource Development or Human Capital Systems Management. Demonstrated expertise in the planning, delivery, and evaluation of programs for adults. Technology skills are required for the position.
PREFERRED:	Florida certification in an academic area and Educational Leadership or other appropriate certification relevant to

Professional Development or Human Capital Systems Management. Bilingual skills are preferred.

Research and assessment experience, grant writing experience and progressively more responsible, successful administrative experience.

REPORTS TO: Director, Professional Development Standards & Support
~~or designee~~

SUPERVISION: This position supervises staff as assigned to the Department of Professional Development Standards & Support.

POSITION GOAL: Provide leadership in the development, support, communication and continuous improvement of high quality research-based professional development. In addition, to ensure all professional development is delivered, implemented, monitored, and evaluated at the highest levels of quality, as determined by its impact on students and/or job performance.

Ensure the quality of professional development by overseeing a research and standards based Broward Professional Development System which is aligned to Standards from Learning Forward (national professional learning organization) and the Florida professional Development System Evaluation Protocol. Ensure the Professional Development Management System supports the Professional Development System (Learning System) with access to professional learning, coordinated records and reporting structures.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Supervisor, Professional Development Standards & Support shall carry out the performance responsibilities listed below.

1. Assist in formulating and instituting policies and standards applicable to all employees by directing the continuous improvement of the Broward Professional Development System which includes the Master In-~~S~~ervice ~~P~~lan and ensuring alignment with national and state standards.
2. Ensure quality control of professional development by overseeing the application of established processes and guidelines, monitoring and subsequent improvements to the Broward Professional Development System.
3. Ensure the quality of professional development throughout the ~~D~~istrict through implementing and managing a Professional Development Management System

- that centralizes development offerings, manage communication of available development resources, and centralizes storage of employee development history.
4. Facilitate the Professional Development Providers to support the development of high quality learning experiences and influence department services to improve alignment of professional learning with District development needs and intended outcomes.
 5. Ensure continuous improvement in the development and support of school and district department Professional Development Teams by consulting with and obtaining feedback from teams and school-based and/or district administrators.
 6. Oversee and monitor the support for professional learning communities at every school.
 7. Provide leadership to the District in the use of appropriate technology tools to support professional development.
 8. Ensure the effectiveness of assigned staff by developing and communicating department goals aligned to District priorities, work standards; monitoring work progress against goals, and providing performance feedback.
 9. Establish and develop relationships with local, regional, state and national educational institutions, organizations and agencies that demonstrate leadership in professional development.
 10. Prepare an annual budget, monitor and report expenditures.
 11. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
 12. Participate in the training programs offered 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 safety rules and procedures.
 15. Follow federal and state, as well as School Board policies.
 16. Perform other duties as assigned by the Director, Professional Development Standards & Support.

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

Works with all levels of employees, up to and including senior management, and collaborates with local, regional, state and national educational institutions, organizations and agencies to ensure the quality of professional development opportunities which support the delivery of quality education for students of Broward County Schools.

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:

The 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: 5/21/13

Board Adopted: 6/25/13

Point Factor Listing
Supervisor, Professional Development, Standards & Support
Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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
Supervisor, Professional Development, Standards & Support
Point Range: 945 - 1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	D	C



SBBC: C-029

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Director, Teacher <u>Professional Learning & Growth Development</u>
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum of five (5) years of experience and/or training in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

Certification in school Administration and Supervision or other appropriate degree relevant to Human Resource Development. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Chief Talent Development Officer

SUPERVISION:
SUPERVISES: This position supervises Instructional Development Staff, Teacher Induction Program Instructors, Field Service Coordinator, Coalition of Essential school staff and other staff as assigned.

POSITION GOAL: To provide a continuum of instructional staff development services from pre-service through National Board certification. To provide a continuing series of result-driven staff development activities which support Innovation Zone initiatives.

To provide instructional staff development programs to empower teachers to be change agents and active participants in the development of school culture.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, Teacher Professional Learning & Growth Development shall: carry out the performance responsibilities listed below.

1. Serve as the Executive Director of the Professional Educators Network (PEN).
2. Develop, coordinate, monitor, and evaluate the effectiveness of the following programs and to ensure that the quality control of all training is aligned with the appropriate competencies for the following:
 - (a) Teacher Induction Program
 - (b) National Board Certification Preparation Program
 - (c) Teacher Substitute Training Program (including Pool Substitutes)
 - (d) Field Experience Program for college/university preservice students
 - (e) Teachers as Leaders Program
 - (f) New Teacher Orientation Program
 - (g) Broward Guild of Teachers Program
 - (h) University Bridge Project
 - (i) Coalition of Essential Schools Program
 - (j) Other instructional staff development programs as assigned
3. Provide instructional staff support and activities for Innovation Zones & School Improvement Plans to ensure that District Initiatives are being implemented.
4. Consult with Innovation Zone leadership to develop results-driven staff development through a cadre of instructional coaches.
5. Facilitate a variety of instructional based committees to ensure that the instructional staff development programs meet the needs as identified by the committee.
6. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
7. Participate, successfully, in the training programs offered to increase the individual's skills and proficiency related to job responsibility.
8. Review current developments, literature and technical sources of information related to job responsibility.
9. Ensure adherence to good safety rules and procedures.
10. Perform other duties as assigned by the Chief Talent Development Officer or designee.
11. Follow federal and state laws, as well as School Board policies.

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:

The 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: 4/20/78

Revised: 8/20/79

ER80-12 Approved: 10/2/80

Revised: 12/16/82 &

Adopted: 1/6/86

Item G-7: 11/6/86

Retitled: 4/12/94

Realignment of Department: 3/19/96

Revised 4/21/98 &

Adopted 5/19/98

Department Realigned: 4/7/98, 4/13/99; 5/9/2000

Alignment Title Change: 5/01/2001

Title Change: 3/19/02

Board Adopted: 12/16/03*

Revised: 5/18/06

Title Change: 7/1/06

Reporting Change: 7/1/2014

Point Factor Listing
 Director, Teacher Professional Learning & Growth Development
 Point Range: 1045- 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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, Teacher Professional Learning & Growth Development

Point Range: 1045- 1214

Position Factors

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

JOB DESCRIPTION

POSITION TITLE:	Supervisor, Teacher <u>Professional Learning & Growth Development</u> , unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned doctorate degree from an accredited institution is preferred.

EXPERIENCE: A minimum of two (2) years, within the last eight (8) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution is required. Doctorate preferred.

EXPERIENCE: A minimum of four (4) years, within the last eight (8) years, of administrative experience in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED: Florida certification in Administration and Supervision or Educational Leadership. Demonstrated knowledge of adult learning principles and their use in developing, monitoring and implementing targeted professional learning, coaching, mentoring, and teaching. Demonstrated knowledge of designing outcome measures to evaluate professional learning. Computer skills as required for the job.

PREFERRED: Grant writing experience and progressively more responsible, successful administrative experience.

Experience as school based administrator. Bilingual skills are preferred.

REPORTS TO: Director, Teacher Professional Learning & Growth Development or designee

SUPERVISION: This position supervises sStaff as assigned.

POSITION GOAL: Provide quality leadership in working with staff and overseeing implementation of district professional learning strategic initiatives involving teacher development for high quality instruction; planning and maintaining professional growth structures and systems that enable and encourage optimum performance of instructional personnel.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Supervisor, Teacher Professional Learning & Growth Development shall: carry out the performance responsibilities listed below.

1. Collaborate with internal staff and external shareholders, specifically higher education partners for the purpose of implementing and/or maintaining services and programs for teacher development.
2. Compile and analyze data from a variety of sources for the purpose of ongoing evaluation of teacher development professional learning programs and initiatives, and related services; recommending decisions for program enhancement and for the purpose of achieving outcomes in relation to strategic objectives for high quality instruction, continuous improvement and effective communication.
3. Assist Director, Teacher Development in developing and managing budget expenditures and related financial activities for the purpose of ensuring that allocations are accurate, revenues are documented, and expenses are within budget limits and fiscal practices and aligned to strategic plan objectives.
4. Work closely with other Departments to shape and effectively execute the strategy for improving teacher effectiveness to achieve District's student achievement goals.
5. Facilitate committee work, meetings, and seminars involving community shareholders and higher education and prepare presentations and financial reports pertaining to work of the department.
6. Support staff in a structured protocol to identify issues and develop recommendations for solutions.
7. Assist the Director, Teacher Development, in evaluating policies, procedures and current practices that are related to assigned program components for the purpose of ensuring that professional learning programs and services meet teacher needs and are aligned to District priorities and policies, sState statutes and guidelines.

8. Facilitate appropriate professional learning to enhance teacher content knowledge, pedagogical skills and build capacity of teachers and teacher leaders to increase student achievement.
9. Analyze the needs of the new teacher for the purpose of developing materials, services, and programs that will support and enhance the new teacher in various aspects i.e. delivery of high quality instruction, evaluating student performance and classroom management.
10. Coordinate programs targeting coaches, mentor teachers, and other identified initiatives for the purpose of developing effective teacher leaders within the schools.
11. Research a variety of topics for the purpose of keeping abreast of current trends, technology and tools related to professional learning and educational improvement.
12. Responsible for the development and execution of appropriate projects related to the delivery of professional learning for all instructional personnel.
13. Prepare written documents in alignment with state statutes and School Board policies.
14. Supervise personnel of the Teacher Development department including staff assistants, clerical support, and others as assigned.
15. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
16. Participate successfully in training programs offered to enhance the individual's skills and proficiency related to job responsibilities.
17. Revue 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 the Director, Teacher Development or designee.

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

Assists the Director, Teacher Development, in serving as the District's liaison to the Florida Department of Education on Teacher Development Standards as documented in the Florida Educator Accomplished Practices (Rule 6A-5.065). Frequent and necessary communication, coordination, and collaboration with District staff, state of Florida DOE representatives, and school personnel in planning, implementing, and monitoring the effectiveness of professional learning to meet instructional personnel needs and state guidelines.

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:

The 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: 5/21/13

Board Adopted: 6/25/13

DRAFT

Point Factor Listing
Supervisor, Teacher Professional Learning & Growth
Point Range: 945 - 1044
Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. 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

<u>Required skill level</u>	<u>*Organization Contact 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.)
Supervisor, Teacher Professional Learning & Growth
Point Range: 945 - 1044

Position Factors

- 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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	C4	D	D	C

JOB DESCRIPTION

POSITION TITLE:	Director, Coaching and Induction
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

EDUCATION: An earned doctorate degree from an accredited institution is preferred.

EXPERIENCE: A minimum of five (5) years within the last ten (10) years of progressively more responsible leadership experience and/or experience in the field related to the title of the position is preferred.

MINIMUM QUALIFICATIONS

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

EXPERIENCE: A minimum seven (7) years, within the last twelve (12) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position is required.

ADDITIONAL QUALIFICATIONS

REQUIRED: Hold Florida certification in administration and supervision, educational leadership, school principal or professional school principal. Excellent analytical, interpersonal, and evaluation skills. Computer skills as required for the position.

PREFERRED:	Degree majors in education, educational leadership, public administration, or related field. Bilingual skills are preferred.
REPORTS TO:	Chief Talent Development Officer
SUPERVISES:	The position supervises staff as assigned.
POSITION GOAL:	Provide leadership in the development, support, communication and continuous improvement of high quality research-based coach development and Teacher Incentive Fund (TIF) initiatives. Ensure induction coaches, school-based instructional coaches, and instructional coaches in high priority schools are supported and monitored. In addition, ensure all coach professional development is delivered, implemented, monitored, and evaluated at the highest levels of quality, as determined by its impact on students and/or job performance.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Coaching and Induction shall carry out the performance responsibilities listed below.

1. Provide leadership in planning, developing, scheduling, implementing, and evaluating all aspects of the Teacher Incentive Fund (TIF), Teacher Induction and Instructional Coach Development and Credentialing programs.
2. Provide oversight and monitoring of Induction Coaches, Instructional Facilitators, Instructional Coaches, Principal and Teacher Mentors, and Instructional Coaches of high priority schools.
3. Design and conduct periodic program evaluations.
4. Support data collection and data analysis of coaching, induction and TIF initiatives for improvement.
5. Support school principals and school-based coaches.
6. Coordinate and provide continuous, ongoing professional learning and support for coaches and TIF mentors.
7. Convene stakeholders on a regular basis for quality, consistency, and alignment.
8. Oversee and administer budget, operations, procedures related to coaching and TIF initiatives.
9. Collaborate with school and District administrators for alignment of support.
10. Develop, coordinate, monitor, and evaluate the effectiveness of coaching and induction programs.
11. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
12. Participate in training programs to enhance the individual 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 safety rules and procedures.
15. Follow federal and state laws, as well as School Board policies.
16. Perform other duties as assigned by the Chief Talent Development Officer.

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

Works with district leadership at all levels, school leaders, school-based instructional coaches, to develop, and supervise school-based instructional coaches and induction coaches to improve student achievement, deliver quality instruction, and create a positive and safe school environment and effective communication for students of Broward County Public Schools.

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:

The 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
 Director, Coaching and Induction
 Point Range: 1045 - 1214

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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
Director, Coaching and Induction
Point Range: 1045 - 1214

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	D2	E	D	D

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE:	Principal Coach
CONTRACT YEAR:	Twelve Months
SALARY CATEGORY/STEP:	School-based Administrators' Salary Schedule
BARGAINING UNIT:	Broward Principals and Assistants Association (BPAA)

MINIMUM QUALIFICATIONS

- EDUCATION:** An earned master's degree from an accredited institution in an educational field and a valid Florida Certificate in an academic area and in school principal, educational leadership or administration & supervision. Doctorate preferred.
- EXPERIENCE:** A minimum of five (5) years of experience as a K-12 school principal and/or principal supervisor within the last eight (8) years.

ADDITIONAL QUALIFICATIONS

- REQUIRED:** Hold a Broward Instructional Development and Growth Evaluation System (BrIDGES) Observer credential. Computer skills as required for the position.
- Possess strong interpersonal skills with the ability to communicate effectively with a variety of audiences in written and oral form. In addition, demonstrate the ability to:
- employ effective coaching and facilitation skills to lead school leadership teams to plan for and respond to learning across content areas;
 - reflect and apply knowledge from current research on best practices for improving school culture and learning environments;

- collaborate with others and facilitate groups to consensus; and
- demonstrate knowledge and understanding of the Florida Standards and Broward's school administrator and instructional evaluation systems and instructional framework.

PREFERRED: Bilingual skills are preferred.

REPORTS TO: Director, Coaching and Induction

SUPERVISION: The position supervises staff as assigned.

POSITION GOAL: The Principal Coach is responsible for supporting high quality school leadership and instruction by coaching school principals and leadership teams. This includes developing the knowledge, skills and abilities in these teams to effectively implement District priorities; providing differentiated support to specific school leaders; and monitoring efforts to ensure implementation that will lead to student success. Also responsible for working collaboratively with the Offices of Academics, School Performance & Accountability and Talent Development to facilitate support between the District offices and schools.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Principal Coach shall carry out the performance responsibilities listed below.

1. Provide coaching and support to principals that focuses on instructional leadership, school culture, data-analysis and data-driven decision-making, and community and family engagement.
2. Provide guidance to school leaders to develop or enhance processes and procedures to ensure fidelity of implementation of District initiatives and school priorities.
3. Lead school administrator teams in conducting classroom observations to calibrate observation skills and provide actionable feedback.
4. Assist school leadership teams in creating collaborative learning environments and climates for students, staff, and stakeholders.
5. Assist school leaders in building the capacity of school staff to promote standards-driven instruction and professional growth within professional learning communities.
6. Facilitate opportunities for school leaders across school sites to collaborate and learn from one another.

7. Assist with the coordination of instructional programs and services to ensure efficient implementation and avoid duplication or overlap of efforts, and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.
8. Collaborate with the Offices of Academics, School Performance & Accountability and Talent Development to provide targeted support and services for assigned schools.
9. Assist in analyzing and interpreting student data, performance metrics, and teacher and administrator observation and evaluation data to improve leadership and teacher practices.
10. Assist schools in making connections between Florida Standards and the District's instructional framework (teacher evaluation system).
11. Establish and maintain a trusting, confidential and non-evaluative relationship with principals.
12. Provide input in the development and implementation of the curricular and accountability goals associated with the School Improvement Plan (SIP).
13. Design and facilitate research-based professional learning for school administrators.
14. Participate successfully in ongoing professional learning to increase the individual skills and proficiency related to the assignments.
15. Demonstrate high standards of honesty, integrity, flexibility and responsiveness.
16. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
17. Review current developments, literature and technical sources of information related to job responsibilities.
18. Ensure adherence to safety rules and procedures.
19. Follow federal and state laws, as well as School Board policies.
20. Perform other duties as assigned by the Director, Coaching and Induction.

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

Works with school-based administrators, leadership teams and District administrators to ensure improved leadership and instructional practices aligned with district and state initiatives for high quality instruction and leadership.

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:

The 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:

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	Supervisor, Coaching and Induction, unless otherwise certified by the Public Employers Relations Commission
CONTRACT YEAR:	Twelve Months
SALARY BAND:	C
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

EDUCATION:	An earned master's degree from an accredited institution. Doctorate preferred.
EXPERIENCE:	A minimum of four (4) years within the last eight (8) years of school-based or district administrative experience in the field related to the title of the position.

ADDITIONAL QUALIFICATIONS

REQUIRED:	Must hold a Florida certification in Administration and Supervision or Educational Leadership. Demonstrated knowledge of adult learning principles and their use in developing, monitoring and implementing targeted professional learning, coaching, mentoring, and teaching. Demonstrated knowledge of designing outcome measures to evaluate professional learning and support structures. Computer skills as required for the job.
PREFERRED:	Grant writing, grant management experience and progressively more responsible, successful administrative experience. Experience as school-based administrator. Bilingual skills are preferred.
REPORTS TO:	Director, Coaching and Induction or designee
SUPERVISION: POSITION GOAL:	The position supervises staff as assigned Provide quality leadership in working with staff, and overseeing implementation of District professional learning strategic initiatives, involving teacher development for

high quality instruction. Planning and maintaining professional growth structures and systems that enable and encourage optimum performance of instructional personnel.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Supervisor, Coaching and Induction shall carry out the performance responsibilities listed below.

1. Plan, develop, schedule, implement, and evaluate professional learning, coaching, induction and grant initiatives.
2. Coordinate and deliver, as needed, professional learning for instructional coaches and mentors.
3. Provide consistent supervision and monitoring of Induction Coaches, Instructional Facilitators, Instructional Coaches, Principals, Teacher Mentors, and Instructional Coaches of high priority schools.
4. Collect and analyze data for program improvement.
5. Monitor coaching data and provide feedback to participants.
6. Assist the Director, Coaching and Induction in developing and managing budget expenditures and related activities for the purpose of ensuring that grant expenditures are accurate, and expenses are within budget limits and fiscal practices and aligned to strategic plan objectives.
7. Assist the Director, Coaching and Induction, in evaluating policies, procedures and current practices that are related to assigned program components for the purpose of ensuring that professional learning programs and services meet instructional coach needs and are aligned to District priorities and policies, state statutes and guidelines.
8. Facilitate appropriate professional learning, to enhance instructional coach content knowledge, pedagogical skills and build capacity of instructional coaches to increase student achievement.
9. Analyze the needs of new teachers for the purpose of developing materials, services, and programs that will support and enhance the new teacher in various aspects i.e. delivery of high quality instruction, evaluating student performance and classroom management.
10. Coordinate programs targeting coaches, mentor teachers, and other identified initiatives for the purpose of developing effective teacher leaders within the schools.
11. Research a variety of topics for the purpose of keeping abreast of current trends, technology and tools related to professional learning and educational improvement.
12. Prepare written documents in alignment with state statutes and School Board policies.
13. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
14. Participate in training programs to enhance the individual 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 safety rules and procedures.
17. Follow federal and state laws, as well as School Board policies.
18. Perform other duties as assigned by the Director, Coaching and Induction.

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

Works with District leadership at all levels, school leaders, school-based instructional coaches, to develop and supervise school-based instructional coaches and induction coaches to improve student achievement. Deliver quality instruction; create a positive and safe school environment and effective communication for students of Broward County Public Schools.

PHYSICAL REQUIREMENTS:

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EVALUATION:

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Point Factor Listing
Supervisor, Coaching and Induction
Point Range: 945 - 1044

Position Factors

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

<u>Education</u>	<u>Experience Range - Years</u>		
	<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

<u>Required skill level</u>	<u>*Organization Contact 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
 Supervisor, Coaching and Induction
 Point Range: 945 - 1044

Position Factors

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. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	C2	D	C	D