

# Leon County Public Schools Classification Specification

Salary Grade 25

## Summary Information:

<b>Classification Title:</b>	Coordinator, Community Education Services	<b>Date Prepared:</b>	06/2005
<b>FLSA Status:</b>	Exempt	<b>Authorized Location:</b>	District Level Only

## Typical Decisions and Recommendations Provided to Others:

This position requires decision-making which addresses major problems and policies which impact numerous organizational units, schools and/or the entire District. The position provides significant leeway to set objectives and determine methodology or techniques to accomplish results.

## Activity Identification

### Activity Name

134A	Community Education Program - Coordination/Management	Develop, coordinate and/or manage programs to investigate student problems arising from the home, school, or community. Also provides counseling to students, parents, and school staff.
133A	Home School Counseling	Coordinate and/or manage program to investigate student attendance problems and counsel with students, parents, and school staff.
247A	Curriculum Development and Dissemination	Select, develop (or assist in the development of), revise, and disseminate new programs, curricula, materials, and standards for area of specialty. Includes preparing and conducting staff development sessions and conducting needs assessments in specialty areas.
192	Networking with Community Resources	Identify school and community services appropriate to the special needs of students and families, and make referrals. Maintain open communication between schools and community agencies.
191	Parent Involvement	Assist families in understanding their children's educational needs and the resources available within the school. Mobilize parent support for students' educational programming.
157	Student Recruitment	Publicize available student programs and identify/contact specific target students.
235A	Community Education – Student Placement	Facilitate the appropriate placement of students identified through community education programs and services.
237A	Parent Coordination	Enlist, coordinate, and provide training for parents. Includes volunteer activities, instructional personal development training, and policy-making.
242	Instructional Staff Consultation	Observe and assist teachers and instructional support staff in area of specialty. Conduct Workshops and demonstrations on therapy techniques, curricula, materials, and resources.
239	Student Support Services (Work-Site Learning Options)	Arrange for support services for student participants in work site learning options.

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### Activity Name (cont.)

077	Technical Assistance	Provide consultation and assistance regarding specific matters within identified area of expertise.
007	Short-Term Planning	Develop plans to deal with specific circumstances (0-1 year) including goals, objectives, and priorities for a school, department, program, or the district.
006	Long-Range Planning	Develop long-range (3 to 5 years) goals, objectives, and priorities for a school, department, program, or the district.
001	Direct Supervision	Control, review, verify, observe, and manage the work of people reporting directly to you.
320A	Budget Preparation – Programs/Projects	Conduct tasks related to the preparation of the annual budget for programs or projects.
322A	Budget Monitoring – Department/School	Monitor expenditures and adjust school/department budgets, as needed.
074	Develop Administrative Procedure and Practices	Develop, maintain, interpret, and execute administrative procedures and practices. (These procedures and practices do not require Board review or approval, although they may involve implementation of Board-approved policies.) This activity includes developing and maintaining manuals regarding policies, procedures, rules, bylaws, and standards for the district.
005	Staff Coordination	Coordinate the activities of one or more staff. Assist in scheduling and administrative requirements.
999	Assigned Duties	Perform other duties as assigned.

### General Classification Specification Factors:

<b>Education/Experience:</b>	B.A. Degree or B.S. Degree with six years related experience.
<b>Supervisory Responsibility:</b>	Yes
<b>Type of Supervision:</b>	Supervision applies to one or more <u>organizational units</u> with <u>full responsibility</u> for results in terms of costs, methods, and personnel administration.
<b>Board Approval Date:</b>	<b>07/12/2005</b>

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## Skill Identification (cont.)

Managerial/Supervisory Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Developing Multi-year Strategic and/or Operational Plans</li> <li>• Developing Annual Budgets</li> <li>• Policy Development</li> <li>• Controlling Expenses</li> <li>• Coordinating Resources</li> <li>• Interpersonal (working with groups)</li> <li>• Negotiating and/or persuading others to take action</li> <li>• Promoting safety</li> <li>• Supervising, coaching and developing employees</li> </ul>		

  

Office Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Checking grammar/punctuation</li> <li>• Filing</li> <li>• Perceiving detail in checking information/forms</li> <li>• Reading comprehension (high school level)</li> <li>• Operating word processing software</li> <li>• Operating a computer terminal for data entry</li> <li>• Operating automated spreadsheet software</li> <li>• Scheduling appointments and/or travel</li> <li>• Taking and distributing messages</li> <li>• Taking dictation and meeting minutes</li> <li>• General mathematical - adding, subtracting, multiplying, etc.</li> </ul>		

  

Professional and Technical Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Accounting - high school level</li> <li>• Accounting/finance - college level</li> <li>• Advanced math - algebra, statistics, geometry</li> <li>• Architecture</li> <li>• Computer operations</li> <li>• Computer programming</li> <li>• Contract interpretation</li> <li>• Craft skills (electrical, etc.)</li> <li>• Drawing-figures/drafting</li> <li>• Engineering - civil</li> <li>• Engineering - electrical</li> <li>• Engineering - environmental</li> <li>• Engineering - mechanical</li> <li>• Graphic arts</li> <li>• Landscaping</li> </ul>		

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### Skill Identification (cont.)

Communication Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Oral communication--exchanging or expressing ideas by means of the spoken word</li> <li>• Presentations--transmitting information in a formal setting</li> <li>• Foreign communication--using a language other than English to communicate in writing or orally</li> <li>• Written communication--preparation of manuscripts, speeches, detailed plans, letters, policies, etc.</li> <li>• Editing written documents for content</li> <li>• Reading comprehension - understanding technical or scientific blueprints and charts</li> <li>• Public speaking</li> </ul>		

Physical Demands	Important	Not Important
<ul style="list-style-type: none"> <li>• Balancing - maintaining body equilibrium to prevent falling when walking, standing, or crouching</li> <li>• Carrying - transporting an object, usually holding it in the hands or arms or on the shoulder</li> <li>• Climbing - ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms</li> <li>• Color - Match or discriminate colors</li> <li>• Fingering - picking, pinching, or other-wise working with the fingers primarily (rather than with the whole hand or arm as in handling)</li> <li>• Feeling - perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of fingertips</li> <li>• Handling - seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved)</li> <li>• Hearing - perceiving the nature of sounds by the ear or receiving detailed information through oral communication, or making fine distinctions in sound</li> <li>• Lifting - raising or lowering an object from one level to another (includes upward pulling)</li> <li>• Pulling - exerting force upon an object so that the object moves toward the force (includes jerking)</li> <li>• Pushing - exerting force upon an object so that the object moves from the force (including slapping, striking, kicking, and treadle actions)</li> <li>• Reaching - extending the hands and arms in any direction</li> <li>• Seeing - obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects or people</li> </ul>		