

**ORANGE COUNTY SCHOOL DISTRICT
CLASS DESCRIPTION**

POSITION TITLE: PROGRAM COORDINATOR

GENERAL DESCRIPTION OF DUTIES

Under general direction, the purpose of the position is to perform district and school-based duties associated with program coordination. Duties may be associated with safety, adult migrant, or other programs. Employees in this classification function at an assistant level capacity and provide guidance, maintain records, and verify adherence to current state laws, state board rules, and school board policies. This position also provides guidelines for school based projects. Performs related work as directed.

SPECIFIC DUTIES AND RESPONSIBILITIES

EXAMPLES OF ESSENTIAL FUNCTIONS

Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.

May investigate and answer questions pertaining to program.

May interpret and communicate code for Maintenance Technicians and School Administrators.

May conduct inspections of individual campuses to ascertain the current status of fire, casualty, and sanitation discrepancies.

May conduct training classes for employees on program related topics.

May conduct follow-up inspections on Comprehensive Safety Inspection Reports and/or provide technical assistance to the Administrator and Safety Specialists.

Analyzes and verifies individual files for adherence to current state laws, state board rules, and school board policies.

Must be familiar with current state laws, state board rules, and school board policies as they relate to programs.

Creates and updates program related reports which may include inspections reports, plan versus actual performance summary, etc.

May take applications for enrollment in programs; gather and process applicant information.

May determine eligibility of applicants by analyzing required program information which may include work history, family income, and other required documentation.

Reports program budget information to district office.

Prepares participation reports to assure compliance with current state laws, state board rules, and school board policies; formulates attached documentation as a guide to administrators.

Prepares guidelines for implementation of program related projects.

Advises program participants on projects and submission of records for update of individual files.

Schedules and conducts group and/or one-on-one instructional session with personnel.

Provides informational sessions to district managers and administrators; produces visual materials and handouts.

Types and prepares correspondence, memos, reports, and other documents.

PROGRAM COORDINATOR

Operates a computer to enter, retrieve, review, or modify data; utilizes word processing, database, and software programs.

Operates a variety of machinery, equipment, and tools associated with department activities, which may include a laminator, copy machine, or fax.

Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.

Responsible for timely and accurate information they maintain as part of their job responsibilities.

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

MARGINAL FUNCTIONS

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

Performs related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

Associates Degree supplemented by vocational training in related field supplemented by a minimum 1 to 2 years previous experience and/or training in an instructional capacity, program management, or any equivalent combination of related education, training and experience which provides the required knowledge, skills and abilities to perform the essential job functions.

PERFORMANCE APTITUDES

Data Utilization: Requires the ability to review, classify, categorize, prioritize, and/or analyze data and/or information. Includes exercising discretion in determining data classification, and in referencing such analysis to established standards for the purpose of recognizing actual or probable interactive effects and relationships.

Human Interaction: Requires the ability to apply principles of persuasion and/or influence.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, and/or advisory data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.

Functional Reasoning: Requires ability to apply principles of rational systems. Ability to interpret instructions furnished in written, oral, diagrammatic, or schedule form. Ability to exercise independent judgment to adopt or modify methods and standards to meet variations in assigned objectives.

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Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity in situations involving a variety of generally pre-defined duties which are often characterized by frequent change.

ADA COMPLIANCE

Physical Ability: Tasks involve the ability to exert light physical effort in sedentary to light work, but which may involve some lifting, carrying, pushing and/or pulling of objects and materials of light weight (5-10 pounds). Tasks may involve extended periods of time at a keyboard or work station.

Sensory Requirements: Some tasks require visual perception and discrimination. Some tasks require oral communications ability.

Environmental Factors: Tasks are regularly performed without exposure to adverse environmental conditions, such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature and noise extremes, machinery, vibrations, electric currents, traffic hazards, animals/wildlife, toxic/poisonous agents, violence, disease, or pathogenic substances.

The Orange County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.