

Preface

The Okaloosa-Walton Community College's Institute for Senior Professionals (ISP) is an organization committed to providing a means for talented retired individuals to continue to make contributions to the community through participation in community problem solving, participation in economic development of the college district, and through volunteer participation in the college's educational programs.

Since its inception over two years ago, the ISP has become involved in such topics as education funding, governmental consolidation, transportation, county fee structure, and the Elderhostel Program, among others. At its request, a major study was completed for the Okaloosa County Commission dealing with facility needs for the future.

This report, *Management of the Okaloosa County School System*, was accomplished by the ISP at the request of the Superintendent of the Okaloosa County School System. It is intended to be helpful in improving the efficiency and cost effectiveness of the Okaloosa County School System in its mission of providing quality education of its students.

The Institute for Senior Professionals is pleased to have had this opportunity to serve the citizens of Okaloosa County through the Superintendent to whom this report is presented.

William B. Maxson
Chairman

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EXECUTIVE SUMMARY

The Superintendent of the Okaloosa County School System (OCSS) requested that the Institute for Senior Professionals (ISP) of the Okaloosa-Walton Community College (OWCC) study the Okaloosa County School System (OCSS) with a view toward improving efficiency and cost

effectiveness. Instructional personnel, procedures, and methods were specifically excluded in the Superintendent's request and were not in any way considered by the ISP.

Based on its analysis of the management structure of the OCSS, the ISP concludes that the present management structure is inappropriate for efficiency and cost effectiveness and may have undesirable effects on the school district's ability to maximize student learning opportunities within available fund limitations.

The ISP finds that major realignment of the OCSS management structure is necessary. It is recommended that the Superintendent concentrate on interactions with the School Board, on establishing administrative directives, and on contacts with agencies/persons exterior to the school system, (i.e. Outside) and that a strong Deputy Superintendent position be established to concentrate on the day-to-day operation of the school system (i.e. Inside). Under the recommended management structure the primary responsibility for direct and detailed supervision of the school principals rests with the two Assistant Superintendents, one for elementary education and one for middle and secondary education. The ISP also recommends major changes in the organization and responsibilities of several staff elements, particularly the Director of Management Information Systems. The OCSS should forthwith initiate economic analyses of in-house versus contract accomplishment in several areas identified in the report with a view toward cost savings. A single administrative complex in the southern portion of the county is required for both efficiency of operation and cost savings. Active participation with the Board of County Commissioners to study the feasibility of a single combined administrative complex is desirable. The practicality of eliminating busing of students living less than two miles from the school they attend should be evaluated and all school buses should be equipped with the capability to communicate with Route Coordinators. There is a clear need to improve financial management, to include centralized purchasing and asset control, which is addressed in the recommended organizational realignment.

I. INTRODUCTION

The Superintendent of the Okaloosa County School System requested that the Institute for Senior Professionals of Okaloosa-Walton Community College study the management and administration structure of the Okaloosa County School System to determine if management efficiency and cost effectiveness could be improved. Teaching positions or methods were specifically excluded from the effort. The Superintendent also asked ISP to examine the desirability of a single administrative complex and recommend its location.

The ISP requested, and was provided, voluminous data on the organizational structure of the school system; all management and administration positions in the school system; descriptions of all applicable positions to include grades and salary structure throughout the school system; student population within each school; and budget and cost data. Members of the ISP met with all Assistant Superintendents and Directors available as well as other supervisory personnel deemed necessary for a thorough understanding of the school system. ISP members have visited both administrative

complexes and several school system locations.

Throughout these deliberations, the ISP focused upon and kept primary in its considerations the fact that the principal, if not the only, function of the Okaloosa County School System is the high quality education of the students committed to its charge. This quality education is, of course, to be done in an efficient, cost-effective manner. All ISP recommendations have these objectives as their goal.

II. RECOMMENDATIONS

A. Primary

The ISP recommends that:

- 1.) The position of Deputy Superintendent be forthwith established and filled with a person with extensive educational management training and experience.
- 2.) The Okaloosa County School System management structure be realigned as shown in Figure 1.
- 3.) Economic analysis of in-house versus contract accomplishment in nine areas be initiated forthwith.
- 4.) A single administrative complex be established and located in the southern portion of the county.
- 5.) A Director of Management Information Systems position be established and staffed with trained personnel.
- 6.) The Okaloosa County School Board actively participate with the Board of County Commissioners to study the feasibility of a single combined administrative complex.

The reader is referred to the body of the report for further details.

RECOMMENDATIONS

B. Secondary

- 7.) A Program Director for Finance position be established and staffed.
- 8.) Rules for budgeting, purchasing, and accounting be promulgated and enforced.
- 9.) The practicality/desirability of eliminating busing of students living less than two miles from the school they attend should be evaluated with full consideration of student safety.
- 10.) The number of support and overhead personnel be markedly reduced.
- 11.) The Superintendent be provided an Attorney Advisor, a Public Information Coordinator, and an Equity Coordinator.
- 12.) A preventive facility maintenance program be initiated forthwith.
- 13.) All student discipline problems on buses be reported by the drivers, and principals take appropriate measures.
- 14.) Management should improve overall productivity levels through the use of performance appraisals directed toward upgrading the capability of marginal/poor performers or replacing them.
- 15.) Facility maintenance headquarters and support operation be centralized at the Bay Area Vo-Tech site.
- 16.) School buses be equipped with communication equipment to permit communication with Route Coordinators.
- 17.) Two student transportation Operation Centrals be established - one in the north county

and one in the south county.

18.) Several persons and functions be reassigned to align their responsibilities to those of the organization.

19.) The blanket statement regarding waiver of minimum qualifications be eliminated from all job descriptions.

The reader is referred to the body of the report for further details.

III. MANAGEMENT STRUCTURE

Information from many sources indicates quite clearly that the present management structure is the result of rapid growth of the school system and that the number of organizational elements and the responsibilities assigned to them have been based primarily on the capabilities, aptitudes, and workload of individuals in high-level positions rather than any logical management philosophy or discipline. It became obvious early in the study that management realignment was not only desirable but necessary if there were to be significant improvements in efficiency and cost effectiveness.

The ISP considered several management structures for the Okaloosa County School System and recommends the structure shown on Figure 1. The basic philosophy of the recommended structure is that the Superintendent would concentrate on matters involving the School Board, in establishing administrative directives, and on contacts with agencies/persons exterior to the school system (i.e. Outside). The Deputy Superintendent would concentrate on the day-to-day operation of the school system (i.e. Inside). The primary responsibility for direct and detailed supervision of the school principals rests with the Assistant Superintendents, each of which is provided with staff for the specifics shown in the chart. (Figure 1) The Directors provide staff support to the Assistant Superintendents and through them to the school principals.

III. (A) DEPUTY SUPERINTENDENT

Functional Description

The Deputy Superintendent is to be responsible for the day-to-day operation of the school system. This person is the immediate supervisor of the two Assistant Superintendents as well as the Directors of the various staff elements. The Deputy Superintendent shall insure that the school system is operated in an efficient and effective manner in accordance with the administrative directives established by the Superintendent.

Observations

The ISP noted that at the present time the Superintendent is responsible for interactions with the School Board, responding to the public and the media, direct supervision of numerous school personnel, and the day-to-day operation of the school system. In fact, there is not a functioning Deputy and the Superintendent becomes enmeshed in a myriad of details thereby limiting her ability to establish administrative directives and severely reducing opportunities for executive management of the school system.

Recommendation

A Deputy Superintendent position be established, the incumbent to be responsible for day-to-day operation of the school system in accordance with the administrative directives established by the Superintendent. Establishing and filling the Deputy Superintendent's position is the most important single action necessary to more efficient management of the Okaloosa County School System.

III. (B) ASSISTANT SUPERINTENDENTS

Functional Description

Core to the management philosophy proposed to insure quality education of students within the OCSS is the centralizing of authority and responsibility for effective and efficient operation of schools in two Assistant Superintendents, one for elementary education and one for middle and secondary education. These Assistant Superintendents report directly to the Deputy Superintendent and are senior to all personnel within the school system except for the Superintendent and the Deputy Superintendent. All school principals, except for Silver Sands, report directly to one of the Assistant Superintendents. This management structure insures that the primary focus of all school employees is the quality education of the students.

Recommendations

- 1.) An Assistant Superintendent for Elementary Education position be established.
- 2.) An Assistant Superintendent for Middle and Secondary Education position be established.

III. (C) MANAGEMENT INFORMATION SYSTEMS (MIS)

Functional Description:

The Directorate of Management Information Systems (MIS) is responsible for the orderly, systematic collection, processing and reporting of all data required to operate the school system. In the Five Year Comprehensive Plan, the MIS objective is stated: "To provide an efficient and

manageable Management Information System to meet all information needs for district decision making and meet all state requirements(s) for the State Reporting Data Base."

At present some 23 staff comprising Program Managers, Computer Specialists, Programmers, and Secretaries perform all the required tasks. They work at the Carver-Hill Administrative Complex in Crestview.

Observations:

- 1.) Organizational or structural concern - What initially struck the ISP was the observation that Management Information Services were interviewed. The reason for the current organization ISP has concluded that organizational realignment is necessary to correct the flow of information.
- 2.) A specific concern regarding the computation of the FTE (Student Full-Time Equivalent individual is capable of performing an important task. A generic answer to this type of problem is cross-training (back-up), in which related staff are trained to cover another
- 3.) Personnel concerns - The thrust in examining the adequacy of current personnel and s Information Services personnel have performed over-time and significant hours of uncompensated work. The exact number of hours was not assessed, but several positions appeared to be significantly overworked. These "hot spots" can be corrected by adding
- 4.) There should be a security guard co-terminus with the work schedule at the Carver-Hill complex. Some workers call home just before leaving the office; i.e., the family should become concerned if they did not arrive home at a reasonable time. One Program Manager made it a point to show the exact spot where a fellow worker was shot.

Recommendations:

- 1.) In order to effect a rational flow of information and data to all MIS activities, a new position of Director of Management Information Systems should be created. (See Figure 2)
- 2.) The current office identified as "Management Information Services" should be renamed as Student
- 3.) The Program Director for Student/Human Resources Information Systems (S/HRIS) should be assigned
- 4.) The Program Director for Programming should be assigned specialists and programmers.
- 5.) The position identified as Help Desk under the Specialist Systems Network should

function at the level of competency as a Secretary I, Pay Grade III. This pay grade adjustment will bring this job into better alignment with other positions in MIS.

- 6.) The MIS organization should be physically located in the new OCSS Administrative Complex.

III. (D) BUSINESS SERVICES

The Finance, Purchasing, Warehousing and Food Services operation of the Okaloosa County School System is located in Crestview at the Carver Hill Complex. A staff of 32 is responsible for the district-wide operation.

The Okaloosa County School System, with a total annual budget of approximately \$160 million plus, is a large operation and one of the largest employers in Okaloosa County. The OCSS receives \$95 million plus from the State of Florida, \$51,727,000 from local taxes, and \$13,273,000 from federal funds.

The total budget for the Finance Department is \$562,000; Purchasing, \$158,000; and Warehousing, \$307,000. At the Carver Hill Complex, total supplies handled by the warehouse is \$370,000; Food Services, \$1,150,000. The Warehouse Department also has six property managers, one carpenter, and two custodians, as well as one systems analyst.

Observations

- 1.) A well-run operation with competent people at the managerial level.
- 2.) An over-worked department that seems to be a catch-all for loose ends in the School System
- 3.) A new software program has recently been installed which should help the department in b
- 4.) Lack of higher-level support to enforce rules in budget preparation, purchasing and spending for those people responsible for the budget.

- 5.) Many recent staffing changes have occurred because of transfers and retirement, but no central plan has been developed for any transfers or filling of these positions.
- 6.) Communication with the Office of the Superintendent is difficult because of the location of the Carver Hill Complex.
- 7.) Meetings have been held with other Northwest Florida County School Districts to explore cooperative purchasing. This has not been communicated to the Superintendent's office for its support.
- 8.) State Department of Education audit reports indicate that the school operation has been satisfactory and meets all requirements.
- 9.) The Carver-Hill Complex is housed in an old facility which is located in a high- crime area. Employees have a substandard and threatening environment in which to work.
- 10.) Food Services Management seems to be operated satisfactorily.
- 11.) Equipment is only put on audit when valued \$500 or more.

Recommendations

- 1.) A position of Budget Specialist should be established.
- 2.) All major management staff have existing personnel trained for back-up in case of their absence or inability to perform.
- 3.) A staffing study and plan be implemented to insure proper employee alignment within the proper departments.
- 4.) All policies and regulations for budgeting, purchasing and equipment audit be enforced.
- 5.) The Superintendent of Schools encourage and explore cooperative purchasing and contract purchasing.
- 6.) A management training program at all levels be mandatory.
- 7.) Equipment accountability be established at \$100 values rather than the current \$500 minimum.
- 8.) A centrally-located facility be leased or built that will house all administrative staff.

III. (E) FACILITY MAINTENANCE AND CONSTRUCTION

Functional Description:

This element of the current organization is responsible for the maintenance and renovation of buildings and grounds of the school system and new construction. There are 42 buildings comprising some 3.5 million square feet that range in age up to 40 plus years. Operations are serviced by five (5) zones and three (3) trade shops staffed by 85 employees. The annual budget is approximately \$3.5 million, plus oversight of \$3.5 million in Capital Outlays. Seventy-five percent of this organization's efforts involve maintenance actions, the remaining 25 percent involve operation, renovation , or new construction. The use of Work Orders for control and statusing provides good visibility of the operation. Efforts such as roofing, painting, carpentry, dry walling, and large paving jobs are sometimes subcontracted. Custodial and stadium personnel are part of each school's budget and are not in this organization. Some plant operators at larger schools are shared employees with the school. The major renovation project at the present time is re-roofing many buildings.

Observations

The ISP visited the Central Maintenance Facility in Fort Walton Beach on two occasions and also met with a high school and an elementary school principal. All management personnel

were courteous and very cooperative, readily providing information requested.

- 1.) The concept of zones of workers serving groups of schools is working well.
Response time is generally good especially for priority needs.
- 2.) There is a void of engineering expertise in the organization considering the range of technical systems being serviced.
- 3.) Vo-Tech Centers have built portable classrooms which is an innovative way to hold down costs.
- 4.) Management of major renovations and new construction is not clearly defined or adequately staffed.
- 5.) Major high maintenance items are air conditioning and alarm systems. In one instance, the Alarm System has been turned off.
- 6.) Preventive maintenance programs are either low in priority or non-existent.
- 7.) There is no flexibility on Change Orders. All must go back to the School Board for approval.
- 8.) Existing organization lacks clarity of authority.
- 9.) School budgets for maintenance are low relative to needs.
- 10.) After-hour school use makes it difficult for the maintenance organization to provide coverage.
- 11.) Personnel in several areas do not appear to have the background for the position to which they are assigned. Additionally, it was noted that marginal performers were not being evaluated in a manner to improve performance or terminated.
- 12.) Current facilities are spread throughout the county with predictable communication and logistic problems.

Recommendations

The ISP recommends the following be adopted or scheduled for further study:

- 1.) Management should improve overall productivity levels through the use of performance appraisals directed toward upgrading the capability of marginal/poor performers or replacing them.
- 2.) A preventive maintenance program should be instituted and supported as it is a proven method for improving operations and reducing costs.
- 3.) School Security and Alarm Systems should receive priority attention as they are a serious safety problem..
- 4.) After-hours school functions pose significant support problems. A plan to establish a level of capability for the system should be established and then communicated and updated on a timely basis.
- 5.) Staffing of the maintenance function should focus on background and training in Maintenance and Construction.
- 6.) Centralize maintenance headquarters and support operations in a new building at the Bay Area Vo-Tech Center.
- 7.) A level of Change Order approval should be delegated to the Program Director.
- 8.) High maintenance systems should be fixed or replaced. The present band-aid repair approach is unacceptable.

III. (F) HUMAN RESOURCES AND STAFF DEVELOPMENT

Functional Description:

This element of the organization is responsible for all functions pertaining to hiring, firing, and administering both instructional and non-instructional personnel and development of contract proposals for Master Contract negotiations. In addition, the functions of long range planning, training and development of staff, and risk management activities are included in this element.

Observations:

All of the functions assigned to the current organization are considered to be appropriate for a human resources organization. The safety portion of Risk Management has been deleted from this element and combined with Asbestos and Health functions in the Director, Facility Maintenance and Construction.

Recommendations:

None

III. (G) EXCEPTIONAL STUDENT EDUCATION

Functional Description:

This element of the organization is responsible for all functions pertaining to the planning, development, delivery, and evaluation of effective appropriate educational programs

for students who cannot sufficiently benefit from general education programs (includes students classified as Educable Mentally Handicapped, Emotionally Handicapped, Specific Learning Disabled, Speech/Language Impaired, Hearing Impaired, Visually Impaired, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Homebound/Hospitalized, Gifted). Provides direct supervision to Silver Sands School and advice and assistance to the Assistant Superintendents of Elementary and Middle and Secondary Education on ESE classes located in the schools under their supervision.

Observations:

The ISP believes that the ESE function is quite self-sufficient as a separate entity since it operates in accordance with well-defined Federal and State Statutes and regulations. At the "Director" level, advice and assistance can be provided to the Assistant Superintendents. It is considered appropriate that the only "all handicapped student school" should be under the direct supervision of the Director, Exceptional Student Education.

Recommendations:

The ESE function be constituted in the new organization at the "Director" level reporting directly to the Deputy Superintendent.

III. (H) STUDENT TRANSPORTATION

Functional Description:

This element's function is to provide timely and safe transportation daily for approximately 18,000 students. An annual budget of \$4 million is required to transport some 12,000 students residing more than two miles from school and 6,000 students residing between

one and two miles from school. An average of 181 buses are used each day, deployed from three storage and service facilities located in Crestview, Niceville, and Fort Walton Beach. Bus maintenance consists of daily inspections by the drivers, monthly inspections by the mechanics and annual inspections under State supervision.

A typical day's schedule:

6 a.m. - 8:45 a.m.	Mechanics and Drivers arrive - buses deployed and
1:45 - 4:15 p.m.	Buses deployed again and return
4:30 - 5:00 p.m.	Mechanics leave

Observations:

The ISP visited all three transportation facilities observing operations and meeting with management personnel all of whom were most courteous and cooperative. A major high school and one elementary school were also visited to ascertain the degree of satisfaction with the service being provided.

The following observations were made:

- 1.) Overall, the Transportation Operation is providing the service required in a timely fashion at an average per student cost of \$230/year. This cost compares favorably with other counties of similar size.
- 2.) Drivers must have a Commercial Drivers' License (CDL).
- 3.) The state provides funding for transportation of students residing more than two miles from school.
- 4.) Safety had been excellent until a recent student fatality.
- 5.) There is currently a shortage of bus drivers. The principal factor appears to be undisciplined students.
- 6.) There are 80 buses in the South system, 40 in the Central, and 60 in the North. Of

these, 25 are mini buses for transportation of ESE students. ESE transportation is specialized, demanding, and expensive. The ESE buses average 6-8 hours' utilization per day compared to 4.5 hours for regular buses and, in addition to the driver, Transportation Assistants are required.

7.) A pool of 20-30 buses is available to the system to handle operational problems. These buses are old, require extensive maintenance and cannot sustain continued operation.

The recent procurement of 18 new buses is a start toward remedying past neglect.

8.) Route schedule management is working well.

9.) A warehouse of transportation parts is maintained in Fort Walton Beach and services all locations.

10.) Buses are not equipped with communication equipment.

11.) Work Orders are used and mechanics sign for requisitioned parts.

12.) The maintenance facility at Niceville has very limited capability and cannot support the full work load of the Central operation.

13.) Studies of centralized maintenance vs. subcontract maintenance have not been conducted.

14.) Extra-curricular transportation and "early out" requirements tax transportation support capability.

15.) There is no formal program for driver or mechanic retraining or retesting. In 1995 a Substance Abuse check will be initiated.

16.) Staffing of management positions is not predicated on experience in the discipline.

Recommendations:

1.) Provide communication equipment on all buses so that drivers can communicate with Route Coordinators.

- 2.) Require monitors on all buses when substitute drivers are used.
- 3.) Establish a volunteer Bus Monitor Program for all problem routes; utilize the PTA, Senior Citizens, or other such organizations.
- 4.) Drivers must report discipline problems on a consistent basis and principals need to respond on a consistent basis.
- 5.) Staffing should emphasize prior experience in people -transportation and maintenance. Knowledge of county, state and federal requirements is also important.
- 6.) Management action is required to upgrade or replace marginal performers. Effective use of training and comprehensive appraisals will facilitate this.
- 7.) Increase the use of subcontracts to lower costs and improve productivity.
- 8.) Upgrade the Niceville maintenance facility to at least two bays with lifts, or transfer the maintenance to the Fort Walton Beach facility.
- 9.) Improve communication, perhaps computerized, throughout the system for extra-curricular transportation. Suggest establishing a level of capability available with visibility as to requested needs and this data communicated to all users.
- 10.) More coordination among principals to resolve transportation schedule conflicts, particularly those which pose delays or safety problems.
- 11.) Combine the South and Central Operations to reflect the geographic make-up of the county.
- 12.) Establish a comprehensive program for training and safety monitoring inspections. An operation of this size transporting 18,000 precious cargo daily must not be short changed.
- 13.) The practicality/desirability of eliminating busing of students living less than two miles from the school they attend should be evaluated with full consideration of student safety. This could reduce the work load by 33 percent and the savings could be used for education.

III. (I) ATTORNEY ADVISOR

Observations:

The actions of the Superintendent are of great interest to large numbers of people throughout the county, and are carefully scrutinized by many, some with an eye toward influencing the Superintendent's decisions/actions, if necessary through legal action. It is therefore important that the Superintendent have available, on an on-call basis, a competent attorney to provide legal advice on critical decisions/actions being contemplated. Due to the sometimes differing points of view/agendas of the Superintendent and the School Board on some issues, the School Board's attorney could well be placed in a conflict of interest position if he were to be the legal advisor to both the School Board and the Superintendent. Since the Attorney Advisor would be on a on-call basis and therefore used only for specific tasks, the added expense for this position would not be significant.

Recommendation:

An Attorney Advisor position be established.

III. (J) PUBLIC INFORMATION COORDINATOR

Observations:

Since the decisions/actions of the Superintendent are of great interest to many people throughout the county, it logically follows that the Superintendent's Office receives a significant number of queries/comments from the public and the media which require timely response. The Superintendent also has a valid requirement for a Public Information Coordinator to insure that the media, and through them, the public are informed of the operations, plans, and status of the Okaloosa County School System. The incumbent must be trained and well qualified in the field of Public Information/Relations. The expense of such a position will be more than covered by diffusing problems/issues before they become critical and therefore consume the time and efforts of the Superintendent and the School Board.

Recommendation:

A Public Information Coordinator position be established and filled with a person trained and well versed in the field.

III. (K) EQUITY COORDINATOR

Observations:

There is a logical requirement for an Equal Opportunity person to insure that all personnel, regardless of race, color, creed, etc., have an equal opportunity for employment in any position for which they are qualified throughout the Okaloosa County School System. Additionally, there are federal and state legal requirements for such a position. The incumbent should be on the Superintendent's staff to insure that equal opportunity matters are considered at the proper level within the Okaloosa County School System. It is understood that within the Florida school system the title of Equity Coordinator applies to such a position.

Recommendation:

An Equity Coordinator position be established.

IV. ADMINISTRATIVE COMPLEX

The use of two administrative complexes (Crestview and Fort Walton Beach) is inefficient, costly, and from every viewpoint, unacceptable. Additionally, both complexes use old schools which are costly to maintain, improperly laid out for the purpose being used and in a poor location. (This is particularly true of the Carver Hill complex.) The Okaloosa County School System should without delay begin actions to obtain one adequate administrative complex located in the southern part of the county. The ISP understands that the Chairman of the Okaloosa County Commission has proposed a study of the feasibility of a joint Okaloosa County government and Okaloosa County School District administrative complex. Reluctance of the School Board to participate in the study has apparently delayed/prevented further action in the matter. This is unfortunate in that it would appear to be economically advantageous to have a joint complex.

V. ECONOMIC ANALYSIS OF IN-HOUSE VERSUS CONTRACTING

Observations:

The mission of the Okaloosa County School System is the quality education of the students committed to its charge. All other efforts of the OCSS are in support of this mission

and are of secondary importance, although some are essential to effective accomplishment of the mission. It has been repeatedly proven, at all levels of government, that many of these support or secondary efforts can be more effectively and economically accomplished by contract with firms in the private sector. The methodology of determining, by economic analyses, the comparative costs of in-house and contract accomplishment of specific efforts are well understood and readily available.

Recommendation:

Economic analyses of in-house and contract accomplishment in the following areas should be undertaken by the OCSS forthwith.

Vehicle maintenance

Bus Drivers

Student transportation in toto (buses, maintenance, and drivers)

Facility maintenance (buildings and grounds)

Food Services

Management Information Systems in toto

Printing and reproduction

Library staffing

Psychological services

It may well be that these analyses will provide insight into ways whereby all or some of these secondary efforts may be accomplished with significant monetary savings, thereby freeing additional funds for the primary mission.

VI. RATIO OF INSTRUCTION TO SUPPORT PERSONNEL

Observations:

Within the Okaloosa County School System the ratio of direct instructional personnel (teachers) to support and overhead personnel is approximately 1:1. This does not translate to approximately equal financial expenditures due to the higher average salaries for instructional personnel. However, the ISP considers this ratio to be out-of-line and indicates the need for significant reduction in the numbers and cost for support and overhead personnel. We believe that this can be accomplished through organizational realignment and contracting for support

efforts in several areas. Recommendations for organizational changes, elimination of high level positions, improved consolidation of facilities and competitive subcontracting should lead to reduction in non-teaching personnel. The ISP did not review data and report requirements levied by federal, state, and local organizations. This are should be studied as it is a fruitful area for marked reductions in support personnel.

Provided the recommendations in this report are implemented, the ISP is convinced that the total number of support personnel will be reduced.

Recommendation:

The number of support and overhead personnel be markedly reduced.

VII. TEACHERS ON SPECIAL ASSIGNMENT

Observations:

The ISP noted that within the Okaloosa County School System there are approximately 16 "Teachers on Special Assignment" of which some ten are assigned to staff organizations and doing administrative/managerial functions. None of the 16 are teaching students. It is understood that the principle behind Teachers on Special Assignment was to select individuals with special skills to fill a short-term need in an administrative/managerial role. At the completion of the short term need (not more than two years) the individual was to be returned to the classroom. In fact, in the vast majority of cases the Teachers on Special Assignment remain

in the administrative/managerial role for prolonged periods of time and may never return to the classroom. This appears to be a significant waste of teaching talent and may well result in excess salary for the administrative/managerial role.

Recommendation:

If Teachers on Special Assignment continue to be required, discipline be installed in the system to insure that the individual teachers are returned to instructional duties not later than two years after assignment to the special assignment.

VIII. JOB DESCRIPTION MINIMUM QUALIFICATIONS

Observations:

It was noted that all job descriptions included under "Minimum Eligibility Requirements for All Applicants" the statement, "Such alternatives to the above requirements as the Board may find appropriate and acceptable in regard to aptitude and competency for assigned responsibilities," or words to that effect.

In the opinion of the ISP this blanket authorization to modify/ignore the established (presumably well thought out) minimum requirements is not proper. Further to assign this authority/responsibility to the Board appears to require the Board to be involved in the minutiae of the personnel process and, at least to some extent, to usurp the prerogatives of the Superintendent.

A blanket authority to modify/negate the minimum eligibility requirements has been characterized as emblematic of a "good old boy" system/network and brings into question the whole process of eligibility requirements, job descriptions, and hiring practices. While it is recognized that in a few instances, the peculiarities of a person's experience may necessitate a modification/exception to the eligibility requirements, this should be the exception and not the rule and the decision left to analyses by the Superintendent with staff advice.

Recommendations:

All job descriptions be cleansed of any statement regarding alternatives to minimum eligibility requirements.

APPENDIX

RECOMMENDED JOB DESCRIPTIONS

TITLE: Deputy Superintendent
REPORTS TO: Superintendent
SUPERVISES: Assistant Superintendent for Elementary Education
Assistant Superintendent for Middle and Secondary Education
Directors

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Master's Degree in Management or Educational Administration.
- 2.) Ten years' experience in management to include at least three years educational administration at the management or supervisory level.
- 3.) Knowledge of Florida statutes and State Board of Education rules relative to school management and operation.

JOB GOAL: To oversee and be responsible for the effective and efficient

RESPONSIBILITIES: 1.) By means of oversight of the Assistant
efficient and cost-effective manner.

2.) Assures that the Directors provide high quality and requests.

3.) By supervision of the Directors assures that their

PAY GRADE: 1

TITLE: Assistant Superintendent for Elementary Education

REPORTS TO: Deputy Superintendent

SUPERVISES: Principals of assigned schools and chiefs of assigned staff agencies

MINIMUM ELIGIBILITY REQUIREMENTS:

2.) Through school principals assures that all assigned manner.

3.) Assures that the assigned staff functions provide

Pay Grade: 2

TITLE: Director of Management Information Systems

REPORTS TO: Deputy Superintendent

SUPERVISES: Program Director of Student/Human Resources Information Systems; Program
Director of Data Processing

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Masters degree in Business Administration, Systems Analysis, or a Master degree in a field related to data analysis.
- 2.) Ten years experience in Data Management with at least five years in Educational Data Management.

JOB GOAL: To oversee and be responsible for the effective and efficient flow of education data and related information for the operation of the county school system.

RESPONSIBILITIES: 1.) Identify and respond to all data requirements as established by the Florida State Department of Education, the Okaloosa County Superintendent of Schools, and others in need of school system data.

2.) Maintain and secure all student data files as well as administrative data related to all aspects of human resources, i.e., personnel and finance.

3.) Provide a conduit for public requests for educational information and respond to these requests in a timely manner.

4.) Conduct timely training of all Okaloosa County School System personnel who are required to manage, process, or manipulate data.

Pay Grade 5

TITLE: Program Director of Data Processing
REPORTS TO: Director of Management Information Systems
SUPERVISES: Specialist, Programming, Data Processing; Specialist, Systems Network, Operations
Manager

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Computer Science from an accredited institution, or
- 2.) Minimum of five years' experience in Computer Operations, preferably in a managerial position.
- 3.) Proficiency in at least two computer languages.

JOB GOAL: To assist the Director of Management Information Systems in administering the Data Processing program efficiently to serve all administrative and student requirements. To utilize the most cost-effective software systems. To keep abreast and apply state-of-the-art developments in computer technology.

- RESPONSIBILITIES:
- 1.) Plans, organizes and controls the overall activities of data processing.
 - 2.) Provides consultant services to those involved in the data collection, transmission and analysis of student and other data.
 - 3.) Provides in-service training for the employees of the school system to accomplish the system objectives.
 - 4.) Evaluates regularly the district's use of data processing procedures and recommends appropriate changes.
 - 5.) Analyzes and provides recommendations to the administration regarding the purchase or lease of equipment.
 - 6.) Maintains routine, cooperative communication with appropriate colleagues and professional in the field, and to investigate possibilities for data processing on a multi-district basis.

Pay Grade: 7

TITLE: Operations Manager
REPORTS TO: Program Director of Data Processing

SUPERVISES: Computer Operators, Day and Night Operators

Minimum Eligibility Requirements:

- 1.) High School Diploma
- 2.) Five years' experience in Computer Operation
- 3.) College degree in Computer Sciences preferred

JOB GOAL: To assist in the efficient operation by managing and directing data processing activities.

- RESPONSIBILITIES:**
- 1.) Coordinates and schedules production.
 - 2.) Manages all incoming and outgoing documents.
 - 3.) Coordinates timetables with users.
 - 4.) Inventories and orders supplies.
 - 5.) Coordinates machine maintenance.
 - 6.) Manages the terminal network.
 - 7.) Schedules and sets priorities for operators.

Pay Grade: 11

TITLE: Specialist for Programming

REPORTS TO: Program Director of Data Processing

SUPERVISES: As Assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Master's Degree in Computer Science from an accredited institution, or
- 2.) Minimum of five years' experience in Computer Operations, preferably in a managerial position.

JOB GOAL: To assist the Director for Data Processing in administering the Data Processing Program efficiently and to the ultimate benefit of students. To assure efficient and effective application of software systems.

- RESPONSIBILITIES:**
- 1.) Provides efficient and secure data processing system and services to meet organizational needs regarding applications of all software systems.
 - 2.) Coordinates acquisition, modification and application and evaluation of software.
 - 3.) Directs personnel, timelines, and schedules for reporting and operational use for student, staff, finance, transportation, food service, purchasing, warehousing and supply, etc. for school system's use.
 - 4.) Assists in providing in-service training for the employees of the department to accomplish department goals.
 - 5.) Supervises and evaluates employees assigned to the programming section of Data Processing.
 - 6.) Guides system development and implementation activities.
 - 7.) Analyzes program specification and applications for completeness and conformance to standards.
 - 8.) Assists the Director for Data Processing in planning data processing activities.

Pay Grade: 9

TITLE: Specialist, Systems Network Telecommunications

REPORTS TO: Program Director of Data Processing

SUPERVISES: Data Technicians (2)

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Computer Science, or

2.) Five years' of managing and maintaining DOS/VSE operating system that includes the following:

- a.) System Allocations (Libraries, Files)
- b.) System Utilities (MSHP, LIBR, DITTO, IDCAMS)
- c.) Power
- d.) ICCF
- e.) Data Base (VSAM)
- f.) CICS
- g.) JCL

3.) Experiences and proficiency in Programming System Design and Modification, System Analysis and supervisory/personnel development functions.

4.) Experience and proficiency in the following: Cobol and RPG languages, DOS/VSE systems and components, 3rd party software, interrelationships of data base management operating system procedures AS/400 or 36/38.

JOB GOAL: To manage and maintain the operating system and it's components.

- RESPONSIBILITIES:**
- 1.) Maintains thorough knowledge and complete responsibility for the operating system and it's components.
 - 2.) Analyzes new and modified software in relation to the current operating system.
 - 3.) Analyzes current system for improvements.
 - 4.) Applies PTF's to existing software.
 - 5.) Assists programmers with system requirements.
 - 6.) Assists programmers with programming techniques and programming standards.
 - 7.) Communicates necessary requirements to programmers in order to accomplish application modifications including system tables, 3rd party software, JCL, Data Base design, and testing.
 - 8.) Assists in planning system/program development and implemented activities.

Pay Grade: 9

TITLE: Program Director of Student/Human Resources Information Systems

REPORTS TO: Director of Management Information Systems

SUPERVISES: Specialist for Student Database; Specialist for Human Resources and Finances;
Specialist for Documents and Florida School Reports

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Master's Degree in Business Management, Education or an Administration-related field.
- 2.) Five years' experience in Administration or Management.
- 3.) Knowledge and experience in computer Systems/Automated Records.
- 4.) Five Years' experience in Reports Writing involving statistical data analysis.
- 5.) Proficient in two computer languages.

JOB GOAL: To administer the Student Finance and Human Resources Information Services Program

efficiently to benefit students, faculty and administration.

- RESPONSIBILITIES:**
- 1.) Coordinates and maintains on a daily basis, a system with Data Processing which gathers, analyzes, and reports data to administrative and educational decision makers at all levels (school, districts, state and federal).
 - 2.) Provides training and technical assistance to school personnel in data collection activities.
 - 3.) Drafts the FTE and other reports by State Department of Education on a timely basis.
 - 4.) Maintains and updates the Forms Management Handbook.

Pay Grade: 7

TITLE: Specialist for Human Resources and Finance

REPORTS TO: Program Director of Student/Human Resources Information Systems

SUPERVISES: Data Technician for Human Resources and Finances

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Computer Science, or
- 2.) Three years' experience as a Programmer
- 3.) Two years' experience in working with an accounting system

JOB GOAL: To assist in the administration and services provided by the system

- RESPONSIBILITIES:**
- 1.) Oversees the financial database requirement and updates.
 - 2.) Oversees the staff database requirement and updates needed to the local system.
 - 3.) Oversees the production of reports and printouts to the various school centers.
 - 4.) Oversees the requests for reports and printouts for the various schools and departments.

- 5.) Oversees the data and schedule for staff reporting during each of the FTE surveys.
- 6.) Monitors FTE forms and reports from schools to verify compliance.
- 7.) Monitors FTE overages and shortages in appropriate groups and the production of reports to district personnel.
- 8.) Coordinates the delivery and receiving of FTE forms, schedules and Assurances from each school center.
- 9.) Oversees the FTE projection programs, and all reports developed from FTE projections.

- 10.) Produces FTE reports for each FTE group on a regular basis to keep each FTE area informed.

Pay Grade: 9

TITLE: Specialist for Student Database

REPORTS TO: Program Director of Student/Human Resources Information Systems

SUPERVISES: Data Technician for Elementary Students; Data Technician for Secondary Students;
Data Technician for Student Records.

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Computer Science, or
- 2.) Three years' experience as a Programmer.
- 3.) Two years' experience as a supervisor or holding a position in a data system.
- 4.) Proficiency in reports writing.

JOB GOAL: To assist in the administration and services provided by the system

- RESPONSIBILITIES:**
- 1.) Oversees and assigns work amounts for programmers working on student database.
 - 2.) Analyzes needs for programs for student database.
 - 3.) Designs programs from local requests and state requirements that affect the student database.
 - 4.) Codes and tests applications of programs and queries from the student database.
 - 5.) Assists in updating of programming needs of the district.
 - 6.) Assists schools and other departments in the retrieval of proper information.

Pay Grade: 9

TITLE: Specialist for Documents and Florida School Reports

REPORTS TO: Program Director of Student/Human Resources Information Systems

SUPERVISES: N/A

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree preferably in Computer Science, or
- 2.) Three years' experience as a Programmer.
- 3.) Proficiency in reports writing.
- 4.) Two years' successful secretarial experience or successful completion of appropriate vocational training program.

JOB GOAL: To assist in the administration and services provided by the system

- RESPONSIBILITIES:
- 1.) Produce procedure manuals for the FIC process.
 - 2.) Produce the district attendance manual for use in the schools.
 - 3.) Produce the district FASTER manual for transmitting school records.
 - 4.) Produce the district VEAR manual for the vocational education and adult teachers.
 - 5.) Produce the Retention and Destruction manual for the district.
 - 6.) Produce a Queries and Report manual so schools can determine which reports produce which report.
 - 7.) Produce the manual of the Honor Graduates and the Scholarships they receive.
 - 8.) Produce the manual for the TERMS Staff and Student databases.
 - 9.) Produce the Florida School Report for each of the School Centers.
 - 10.) Produce forms when needed by the various agencies of the school system.

Pay Grade: 9

TITLE: Director of Business Services

REPORTS TO: Deputy Superintendent

SUPERVISES: Program Director, Finance; Program Director, Purchasing; Manager, Warehousing; and
Manager, Food Services

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Business Administration or Accounting from an accredited institution.
- 2.) Eight years' experience in financial assignments at commercial or public administration offices.
- 3.) Knowledge of budgeting, purchasing, warehousing and food services.

JOB GOAL: To initiate and provide the annual school system budget, provide a comprehensive financial reporting system, and direct the purchasing and distribution system for all school supply and food needs.

- RESPONSIBILITIES:
- 1.) Present the school system annual budget and provide timely status reports to the Deputy Superintendent.
 - 2.) Provide all accounting services for the school system.
 - 3.) Initiate internal audits and submit responses to state and internal audit reviews.
 - 4.) Provide cost effective supply distribution system for all school supplies.
 - 5.) Direct activities of all functions under the assigned responsibilities.

Pay Grade: 5

TITLE: Program Director, Finance

REPORTS TO: Director of Business Services

SUPERVISES: Accountant, Systems Analyst, Accounts Payable and Payroll Clerks, and Budget Specialist

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Business Administration or Accounting.
- 2.) Five years' experience in financial assignments at commercial or public administration offices.
- 3.) Knowledge of accounting and financial record-keeping procedures.

JOB GOAL: To initiate complete and accurate financial plans and records for use by the Director, Business Services at regular intervals.

- RESPONSIBILITIES:
- 1.) Provide accurate payroll records and prepare payroll checks.
 - 2.) Provide financial reports on a monthly basis and special reports when requested.
 - 3.) Provide internal audit services of all school financial accounts.
 - 4.) Maintain an accurate control procedure for Accounts Payable.
 - 5.) Prepare and present an annual financial organization budget.

Pay Grade: 7

TITLE: Budget Specialist

REPORTS TO: Director Finance

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Business Administration.
- 2.) Five years' experience in accounting, purchasing or budgets and planning for a public or business administration office.
- 3.) Have knowledge of the mechanics of financial budget preparation.

JOB GOAL: To provide concise and complete annual budgets for the entire school system in accordance with time schedules.

- RESPONSIBILITIES:
- 1.) Establish clear instructions and procedures to all school departments in a format suitable for presentation of the budgets and within time schedules.
 - 2.) Collect and insert all budget data into the school budget acceptable to the Director, Finance.
 - 3.) Provide periodic reports on budget items to be added, deleted or clarified.

Pay Grade: 9

TITLE: Program Director, Purchasing

REPORTS TO: Director Business Services

SUPERVISES: Buyers, and Accounts Receivable Clerks

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Business Administration or Accounting.
- 2.) Five years' experience in supply or purchasing organizations at business or public offices.
- 3.) Knowledge of Purchasing and Accounts Receivable.

JOB GOAL: To provide an efficient management system for purchasing all supplies required for the operations of the school system as authorized by the budget.

- RESPONSIBILITIES:**
- 1.) Review and/or initiate Purchase Orders for compliance with the budget.
 - 2.) Initiate Purchase Requisitions and determine vendor selection in accordance with school system regulations.
 - 3.) Review all bids to determine Purchase Order compliance and minimum cost determination.

Pay Grade: 7

TITLE: Warehouse Manager

REPORTS: Director Business Services

SUPERVISES: Warehouse Supervisors

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma, Bachelor's Degree in Business Administration desirable.

- 2.) Five years' experience in warehouse operations.
- 3.) Knowledge of receiving, warehousing, and distribution procedures.

JOB GOAL: To provide effective control for the receipt, storage, and distribution of all school supplies.

- RESPONSIBILITIES:**
- 1.) Maintain an accurate inventory of all supplies in the warehouses.
 - 2.) Assure that warehouses are maintained in a safe and orderly manner.
 - 3.) Provide clear and concise instructions for receiving supplies, inspection for damage or defects and documentation of items issued.
 - 4.) Provide prompt response to all requests for supplies.

Pay Grade: 9

TITLE: Manager, Food Services

REPORTS TO: Director Business Services

SUPERVISES: Managers of School Cafeterias

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in Business Administration or satisfactory completion of Food Services related training.
- 2.) Five years' experience in food service supervisory assignments in cafeterias.
- 3.) Hold a health card.

JOB GOAL: To provide a food service program to all students in a clean, efficient facility, with

attractive and nutritious meals.

- RESPONSIBILITIES:
- 1.) Establish procedures for control of cash received for meals.
 - 2.) Review menus to insure that meals are being presented properly and meet federal and state regulations for the delivery of food services to students.
 - 3.) Insure that all cafeterias are operating within operating budgets.
 - 4.) Insure that food supplies are purchased in timely fashion and meet quality standards.
 - 5.) Provide cafeteria managers adequate notice of special events that may impact the cafeteria work schedule.

Pay Grade: 9

TITLE: Director, Facilities Maintenance and Construction

REPORTS TO: Deputy Superintendent

SUPERVISES: Program Director, Maintenance and Repair; Program Director, Renovation and Construction; and Specialist, Safety and Environment Programs/Inspections

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) College degree in an appropriate field of Engineering, Management (or comparable discipline)
- 2.) Ten years experience in Maintenance and Construction, preferably school-related projects.

JOB GOAL: To manage and direct all facility maintenance, repairs, safety, renovation and new construction operations to enable school functions to flow on an efficient, safe and economical basis.

- RESPONSIBILITIES:
- 1.) Satisfaction of school principals relative to the services provided
 - 2.) Quality, timeliness and cost control of major renovations and new construction.
 - 3.) Productivity and safety of work force.
 - 4.) Cost effectiveness of overall operation.

Pay Grade: 5

TITLE: Specialist for Safety and Environmental Program/Inspections

REPORTS TO: Director-Facility Maintenance and Construction

SUPERVISES: Safety and Environmental Personnel/Inspectors

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma
- 2.) Seven years experience in Safety or Environment Control
- 3.) College degree in Engineering or Environment Science preferred

JOB GOAL: Safe and environmentally compliant structures, equipment and procedures throughout the County School System

- RESPONSIBILITIES:
- 1.) Establish, maintain and supervise environmental and safety standards at all facilities

- 2.) Compliance with all local, state and federal requirements
- 3.) Assist principals in maintaining safe operation at all facilities

Pay Grade: 9

TITLE: Program Director - Maintenance and Repair

REPORTS TO: Director-Facility Maintenance and Construction

SUPERVISES: Zone Foremen and Supervisor of Preventative Maintenance

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma
- 2.) Seven years experience in Maintenance/Construction/Repair of institutional and/or commercial facilities

JOB GOAL: To direct the maintenance, preventive maintenance, and repair operations of facilities on an efficient, safe and economical basis.

- RESPONSIBILITIES:
- 1.) Satisfaction of requirements for maintenance and repair of facilities
 - 2.) Quality, timeliness and cost control of maintenance
 - 3.) Supervision of zone foremen
 - 4.) Effectiveness of the preventive maintenance program

Pay Grade: 7

TITLE: Supervisor Preventative Maintenance
REPORTS TO: Program Director - Maintenance and Repair
SUPERVISES: None

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma or equivalent
- 2.) Five years experience in Maintenance/Repair and Preventive Maintenance

JOB GOAL: Improve operational reliability and lower maintenance costs through comprehensive preventive maintenance programs

- Responsibilities:
- 1.) Develop preventive maintenance programs and plans for all major systems and equipment
 - 2.) Provide justification for programs and gain acceptance
 - 3.) Improvement in reliability and cost effectiveness of programs

Pay Grade: 10

TITLE: Zone Foreman

REPORTS TO: Program Director - Maintenance and Repair

SUPERVISES: Craftsman/laborers assigned to zone

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma or equivalent
- 2.) Five years experience in Maintenance/Construction/Repair

JOB GOAL: To maintain, repair and service facilities assigned as directed

- RESPONSIBILITIES:
- 1.) Satisfaction of school principals relative to services provided
 - 2.) Productivity timeliness, safety and quality of the work performed

Pay Grade: 11

TITLE: Program Director - Renovation and Construction

REPORTS TO: Director - Facility Maintenance and Construction

SUPERVISES: Specialists Subcontracted Requirements and Performance; Project Managers as assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) College degree in an appropriate field of Engineering
- 2.) Ten years experience in Renovation/Construction of institutional or commercial facilities

JOB GOAL: To supervise and direct facility renovation and new construction on an efficient, safe and economical basis

- RESPONSIBILITIES:**
- 1.) Oversee all major renovations and new construction
 - 2.) Supervise the securing of bids on projects as directed and in accordance with guidelines
 - 3.) Maintain quality, timely schedules and cost controls on all sub-contractors and work force

Pay Grade: 7

TITLE: Specialist - Subcontracts, Requirements and Performance

REPORTS TO: Program Director - Renovation and Construction

SUPERVISES: Subcontractors

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School Diploma
- 2.) Seven years experience in Renovation/Construction of institutional or commercial facilities, especially as it relates to contract requirements and devaluation

JOB GOAL: Successful acquisition of, performance of, and conclusion of all subcontract work in accordance with requirements for major renovations and new construction

- RESPONSIBILITIES:
- 1.) Prepare bid package requirements for major renovations and new construction
 - 2.) Evaluate proposals for technical, cost, and schedule compliance
 - 3.) Assure compliance with county, state, and federal codes

Pay Grade: 9

TITLE: Director of Human Resources and Staff Development

REPORTS TO: Deputy Superintendent

SUPERVISES: Program Directors of Personnel Services and Planning and Staff Development Services

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Masters degree in Educational Administration or related field.
- 2.) Ten years of successful experience in education to include three (3) years in a supervisory or administrative capacity.
- 3.) Education and/or experience in personnel management or human resources development.

JOB GOAL: To assist the Deputy Superintendent substantially and effectively by providing leadership for planning, development, maintenance, and evaluation of the System's human resources management and development system, employee benefits and assistance programs, and training and development of staff support of successful educational programs throughout the System.

RESPONSIBILITIES: 1.) Provide leadership, oversight, and direction for the overall activities of planning, implementation, and evaluation of the System's comprehensive human resources management and development system.

2.) Oversee the delivery of professional development services to ensure that the System will realize maximum value from each of its employees.

3.) Provides leadership and direction for the System's staff development program.

Pay Grade: 5

TITLE: Program Director, Personnel Services

REPORTS TO: Director of Human Resources and Staff Development

SUPERVISES: Specialist and Support Staff as assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Masters Degree in Educational Administration or related field.
- 2.) Valid Florida Certificate, with coverage in Administration and Supervision, Educational Leadership, or School Principal.
- 3.) Seven years experience in public school education, three of which must be in administration and/or supervision.
- 4.) Training and/or experience in personnel management or human resources development.

JOB GOAL: To administer the planning, operation, and implementation of personnel functions and services in order to maximize effectiveness of human resources toward meeting educational goals for students. To plan, coordinate, and supervise the operation of the personnel services office in such a way as to enhance the morale of school district personnel, promote the overall efficiency of the school system, and maximize the educational opportunities and benefits available to students.

- RESPONSIBILITIES:
- 1.) Administer planning, development, implementation, maintenance, and evaluation of all systems for selection of all types of District employees.
 - 2.) Direct screening, selection, and appointment component of the Human Resources Management Development (HRMD) plan; serve as facilitator/liaison for implementing all components of the HRMD plan; serve as co-representative of the Panhandle Management Development Network.
 - 3.) Serve as personnel contact person for District's Equity Plan and oversee its implementation and progress documentation.

Pay Grade: 7

TITLE: Program Director, Planning/Training and Development Services

REPORTS TO: Director of Human Resources and Staff Development

SUPERVISES: Specialist and Support Staff as assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Masters Degree in Administration or related field
- 2.) Valid Florida Certificate, Administration and Supervision, Educational Leadership, or School Principal
- 3.) Seven years experience in public school education, three of which must have been in Administration and Supervision with emphasis on training and development preferred.

JOB GOAL: To direct the System's long-range planning activities and its training and development activities for all personnel, which will enable the System to improve its effectiveness in meeting the education needs of students.

- RESPONSIBILITIES:**
- 1.) Facilitate long-range planning, research, and development activities for the System, include the Comprehensive Plan.
 - 2.) Direct and coordinate the planning, development, implementation, and evaluation of in-service education activities for the System.
 - 3.) Oversee the establishment of procedures, timetables, documentation, selection of personnel, assignment of sites, and other practical elements of operating the System's training and development activities for all personnel assigned to the System.

Pay Grade: 7

TITLE: Program Director, Risk Management

REPORTS TO: Director of Human Resources and Staff Development

SUPERVISES: Specialist and Support Staff as assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Bachelor's Degree in School or Business Administration (MBA is desirable)
- 2.) Five years of insurance-related experience
- 3.) Experience in school-related risk management preferred.

JOB GOAL: To administer the safety and risk management programs efficiently and to the ultimate benefit of each student. To administer the fringe benefits and payroll deduction program pertaining to insurance and tax-sheltered annuities.

RESPONSIBILITIES:

- 1.) Provide leadership in staff development activities to meet the goals of department and division as warranted for the safety and welfare of students and employees.
- 2.) Develop, coordinate, and administer the risk management program.
- 3.) Coordinate the major insurance programs - General Comprehensive, Liability, Property, Vehicle, and Workman's Compensation.

Pay Grade: 7

TITLE: Director of Exceptional Student Education

REPORTS TO: Deputy Superintendent

SUPERVISES: Exceptional Student Education Staff and support Personnel, and the Principal of Silver Sands School.

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Minimum Masters Degree in Educational Administration or related field.
- 2.) Valid Florida Certificate in one area of Exceptional Student Education and certification in Administration and Supervision, Educational Leadership or School Principal.
- 3.) Seven years experience in public school education, four of which must be in area of Exceptional Student

Education. Administration and supervision experience preferred.

JOB GOAL: To provide leadership and direction to the District's ESE Program which will insure effective, appropriate educational programs for students who cannot sufficiently benefit from general education programs.

RESPONSIBILITIES:

- 1.) Evaluate the existing programs and recommend establishment or elimination of special classes, programs, and services.
- 2.) Prepare financial and program reports required by state and federal agencies/departments.
- 3.) Develop and recommend the annual Special Programs and Procedures for Exceptional Student Education.

Pay Grade: 5

TITLE: Program Director, Exceptional Student Education, Programs and Curriculum

REPORTS TO: Director of Exceptional Student Education

SUPERVISES: As assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Minimum Masters Degree in Educational Administration or related field
- 2.) Valid Florida teaching certificate in at least one area of Exceptional Student Education and certification in Administration and Supervision or Educational Leadership.
- 3.) Three years of teaching in Exceptional Student Education area

JOB GOAL: To assist in providing appropriate educational program for exceptional students and to provide assistance to exceptional student personnel in effectively performing duties of instruction and for assuring appropriate placement of students in programs.

- RESPONSIBILITIES:
- 1.) Assist with coordinating all District programs for exceptional students.
 - 2.) Make Director aware of ESE program matters concerning personnel, finance, facility and instruction.
 - 3.) Provide opportunities for professional growth of ESE personnel through in-service programs, task force meetings, workshops, classroom visitations, individual conferences, and through encouraging advanced student and attendance at professional meetings.

Pay Grade: 7

TITLE: Program Director of ESE Pre-School/Sensory Impaired Programs

REPORTS TO: Director ESE

SUPERVISES: As assigned

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) Minimum Masters Degree in Educational Administration or related field
- 2.) Valid Florida certification in administration and supervision and in an area of exceptional student education.
- 3.) Minimum of three years successful teaching experience in ESE which includes experience in pre-school ESE

JOB GOAL: To provide leadership in planning, developing, delivering, and evaluating pre-school education for exceptional education students.

- RESPONSIBILITIES:
- 1.) Design and coordinate plan for expansion of pre-school in the System and transition of pre-school students from community programs to school system programs.

2.) Analyze need for additional facilities, coordinate developing of educational specifications, and make recommendations regarding facilities for pre-school programs.

3.) Coordinate developing of an in-service training program designed to assist teachers, aides, parents, and others to work more effectively with pre-school students.

Pay Grade: 7

TITLE: Program Director - Student Transportation

REPORTS TO: Deputy Superintendent

SUPERVISES: Supervisor - Subcontract Requirements and Performance; Supervisor - CDL Training Safety Programs, Route Coordinators, Shop Foremen

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) College degree in Management/Transportation (or comparable discipline)
- 2.) Ten years experience in Management/Operation and Maintenance of People Transportation Systems

JOB GOAL: To manage and direct all student transportation operations to enable school functions to flow on an efficient, safe and economical basis.

- RESPONSIBILITIES:
- 1.) Satisfaction of transportation requirements.
 - 2.) Safe and timely transportation of students.
 - 3.) Cost effectiveness of transportation operations.

Pay Grade: 7

TITLE: Supervisor - Subcontracts and Performance

REPORTS TO: Program Director - Student Transportation

SUPERVISES: Subcontractors of transportation products and services

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma or equivalent
- 2.) Seven years experience in Vehicle Service, Purchasing and Purchase Contract Negotiations/Performance

JOB GOAL: Successful performance of, and conclusion of all subcontract work or services related to transportation

- RESPONSIBILITIES:**
- 1.) Evaluate transportation subcontract needs based on efficiency and economy. Compare in-house work vs. farmed-out relative to cost, schedule and safety.
 - 2.) Prepare technical and schedule requirements for bid packages and evaluate proposals.
 - 3.) Provide quality, timeliness and safety oversight of subcontract work.

Pay Grade: 10

TITLE: Supervisor - CDL Training Safety Programs

REPORTS TO: Program Director - Student Transportation

SUPERVISES: Any personnel assigned to help in driver training and implementation of safety programs

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma.
- 2.) Seven years experience in School Transportation and Safety Programs.
- 3.) Complete knowledge of CDL training guidelines and transportation safety requirements.

JOB GOAL: To supervise and direct superior CDL training and safe operation of student transportation.

- RESPONSIBILITIES:**
- 1.) Establish and implement programs for training, checking and upgrading drivers and maintenance personnel.
 - 2.) Train and maintain high level of competence for all drivers.
 - 3.) Safe and timely transportation of all students.

Pay Grade: 10

TITLE: Route Coordinator

REPORTS TO: Program Director - Student Transportation

SUPERVISES: Bus Drivers, Stand-By Drivers and Transportation Assistants

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma.
- 2.) Five years experience in Student Transportation.
- 3.) Complete knowledge of school routes and transportation procedures.

JOB GOAL: Safe, timely, and efficient transportation of students.

- RESPONSIBILITIES:
- 1.) Assign bus drivers, stand-by drivers and transportation assistants.
 - 2.) Maintain effective and timely schedules.
 - 3.) Satisfaction of school principals relative to safe and timely transportation.

Pay Grade: 12

TITLE: Shop Foreman

REPORTS TO: Program Director - Student Transportation

SUPERVISES: Mechanics, Laborers, Leader Man (Niceville), Parts Man (South - County Wide)

MINIMUM ELIGIBILITY REQUIREMENTS:

- 1.) High School diploma or equivalent.
- 2.) Five years experience as Mechanic.

JOB GOAL: Safe and reliable buses available to meet transportation requirements.

- RESPONSIBILITIES:
- 1.) Supervise and direct all shop personnel.
 - 2.) Maintain safe and attractive vehicles.
 - 3.) Comply with all school board, state and federal guidelines for inspections and safety.
 - 4.) Quality, timeliness and cost control as it relates to vehicle maintenance.

Pay Grade: 11