

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR III – SCHOOL PLANNING FACILITIES PLANNING DEPARTMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional and administrative tasks to organize and perform work within the Facilities Planning Department. Work involves close coordination with the work of the Program Administrator III – Planner/Demographer and the Facilities Planning Director and organizing, maintaining and updating facilities data, real estate data, subdivision data, and a street-level assignment database, as well as coordinating the use of this data with other staff and departments. Work includes considerable use of Geographic Information Systems and database manipulation in the analysis of student attendance boundaries, real estate searches, county subdivision development tracking, and the geocoding of student data. Work also involves the annual development of data and analysis related to the use of mobiles in the school district, including analysis used to designate recipient school sites. This position is also responsible for the coordination of right-of-way and easement projects, working with the district's legal counsel and the Facilities Planning Director. Employee must also exercise considerable tact and courtesy in contacts with the public, various school system staff, Board members, contractors, vendors, and other local government employees. Reports to the Facilities Planning Director.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Organizes and maintains all facilities data, real estate data, and a street-level assignment database so it is usable and available when needed.

Crosschecks student assignment queries from staff and the public related to the street-level assignment database.

Provides reports, analyzes data and updates street assignment database.

Assists Program Administrator III – Planning/Demographer with all facets of redistricting and the development of district projections.

Utilizes Geographic Information Systems in the analysis of student attendance boundaries, real estate searches, county subdivision development tracking, and the geocoding of student data, among other tasks.

Assists in the preparation of maps for various Planning projects and needs.

Prepares and provides data for the yearly analysis of mobile needs.

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Coordinates right-of-way and easement projects, working with the district's legal counsel and the Facilities Planning Director.

Coordinates and oversees the gathering, analysis and use of student assignment data with other departments.

Supervises a subordinate staff; advises and consults staff, assisting with non-routine situations as they arise.

Reads various publications and attends various workshops, seminars, etc., to continuously upgrade professional knowledge.

Prepares and presents oral and written reports and analysis to superiors, school officials, and the public.

Calculates and evaluates Guilford County Schools' capacities annually in conjunction with school projections.

Assist school administrators and committees in the planning and design of school-identified, facility revitalization or new construction projects.

Assist in the development of construction documents.

Work with the Maintenance, Planning, and Fixed Assets departments to establish and maintain the District's Real Property Accounting Database.

Works with Architects and engineers for various levels of needs assessment and project design services and reviews their work for completeness, quality, and consistency with the District's objective.

Develops and annually updates a five-year facility space-programming plan.

Develop school facility needs assessment reports, which outline building modifications/additions, mobile relocations necessary for the effective delivery of specific educational programs.

Develops and recommends project plans which address the most critical building/site deficiencies associated with existing building/site/facilities space programming.

Meet with principals, teachers, and department heads to study needs regarding program, space, and systems requirements for facility programming.

Work with other departments to investigate the condition of existing school facilities and evaluates the building's ability to effectively delivery specific educational programs consistent with the District's current facility baseline standards.

Work with Authorities Having Jurisdiction to determine appropriate level of compliance with code requirements for facilities projects.

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Develops and maintains consistent, district-wide standards and specifications for facilities.

Develops and maintains a database and master filing system of standards and specifications for facilities.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's Degree in Planning, Statistics, Geography, Business Administration, Public Administration, Computer Science, or a related field, and 5 years of related experience with a public planning agency; or any equivalent combination of training and experience which provides the required skills, knowledge, and abilities. Working knowledge of GIS applications required. Experience with Access and/or SQL Server preferred. Masters Degree in Planning, Statistics, or Geography preferred.

SPECIAL REQUIREMENT

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, facsimile machines, audio-visual equipment, copies, calculators, printers, copiers, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors. Also includes giving instructions, assignments or directions to subordinates or assistants.

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Language Ability: Requires the ability to read a variety of correspondence, reports, forms, billing statements, evaluations, etc. Requires the ability to prepare correspondence, reports, forms, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the principles of statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of planning principles and practices including demographic analysis, strategic organization planning, and the dynamics of community participation planning.

Thorough knowledge of Geographic Information Systems and their application to the planning process.

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Thorough knowledge of regulations and procedures regarding redistricting and/or revising school attendance zones.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of programming techniques, programming languages, operating systems, capabilities and limitations, and service requirements of computers and auxiliary equipment currently employed in the school system.

Considerable knowledge of the operation of a computer and all peripheral equipment.

Considerable knowledge of the techniques used in systems analysis and design.

Considerable knowledge of the principles of organization, and administration.

Considerable knowledge of the current literature, trends and developments in the field of school planning.

Skill in the use of computer hardware and software.

Skill in recognizing, analyzing, and providing solutions to difficult data processing problems.

Ability to interpret and apply federal, state, local, and school system policies and regulations regarding planning and student assignment.

Ability to work in an environment that is periodically “high pressure” with tight deadlines.

Ability to exercise considerable independent judgment and initiative in independently performing assigned projects.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.