



**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA**

PCSB: 6828  
Pay Grade: E04

FLSA: Exempt  
PTS

**COORDINATOR, SUSTAINABILITY AND ENERGY MANAGEMENT**

**REPORTS TO:**

General Manager Operations

**SUPERVISES:**

Not Applicable

**QUALIFICATIONS:**

Bachelor's degree from an accredited college or university in environmental science, environmental engineering, urban planning, business or public administration, science education, or a closely related field.

**PREFERRED:**

Master's degree in any of the above fields. Experience in managing large scale energy or resource conservation programs or in recycling/waste reduction programs. Designation as a Certified Energy Manager (CEM) and/or LEED AP (Leadership in Energy and Environmental Design Accredited Professional) certification. Two (2) years of experience implementing environmental or conservation programs or in educating/training individuals in one of the following areas: clean air, renewable energy, environmental education, energy and/or water conservation, green building design and/or operations, public outreach, recycling and waste reduction, grid-neutral programs, grades 6-12 or college-level science education.

**MAJOR FUNCTION**

Strategic Planning and Implementation – Coordinate the development and implementation of a district sustainability program; report on implementation of the program to executive leadership, schools, and the community; establish a resource committee and reoccurring meetings to support and give input on initiatives; identify and implement measures to reduce energy consumption across the district; and implement a recycling and waste reduction program at each school.

Research, Assessment, and Policy – Establish benchmarks and determine a sustainability index to measure future success of the sustainability program at the school and district level; investigate and report on the feasibility (cost/benefit analysis) of renewable energy; and research and report on any advancements in the areas of sustainability and conservation.

Purchasing, Financial Planning, and Budgeting – Create a preferred environmental purchasing program which addresses a cost/benefit analysis of certain consumable and durable goods; and determine a cost/benefit analysis of potential environmental initiatives and research potential funding sources to implement such initiatives.

Networking, Collaboration, and Community Engagement – Develop strategies to engage school communities in the district sustainability plan; and engage the community in the district sustainability plan through the support of the plan by municipalities and neighborhood groups.

**ESSENTIAL RESPONSIBILITIES**

- Develops and implements procedures and practices to enhance the viability of sustainability programs and evaluates the success of each program at the district and school level.
- Coordinates with design teams of all new construction, major renovations, and capital improvement projects to ensure that projects meet state conservation and sustainability guidelines and best practices in green building design.
- Manages efforts to optimize the district's existing operations in the areas of recycling, waste reduction, energy efficiency, water efficiency, and environmental sustainability.

**COORDINATOR, SUSTAINABILITY AND ENERGY MANAGEMENT**

| <b>ESSENTIAL RESPONSIBILITIES (Continued)</b>   |
|---|
| <ul style="list-style-type: none"><li>• Provides up-to-date information about energy and environmental sustainability in district facilities to all bodies and organizations within the district and to the local community, as needed.</li><li>• Researches and disseminates best practices information relating to district sustainability projects/policies.</li><li>• Develops and executes communications aimed at raising internal and external awareness of and support for district sustainability programs and activities.</li><li>• Participates with district stakeholder groups in development and annual review of a sustainability plan.</li><li>• Writes project proposals, grant applications, or other documents in pursuit of funding for environmental initiatives.</li><li>• Evaluates the cost effectiveness, environmental risk, technical feasibility, and integration capability of sustainability projects and initiatives.</li><li>• Evaluates and recommends new sustainability programs, concepts, and technology.</li><li>• Develops in cooperation with instructional staff and the division of Teaching and Learning Services an age-appropriate educational program focusing on sustainability for K-12 students.</li><li>• Provides training and educational outreach to staff in support of the district's sustainability education program.</li><li>• Performs other related duties as required.</li></ul> |
| <b>TERMS OF EMPLOYMENT</b>  |
| <p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the district.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>  |
| <b>HISTORY OF JOB CLASSIFICATION</b>  |
| ISSUED: 07/15/19 LM; BOARD APPROVED: 10/22/19   |

**COORDINATOR, SUSTAINABILITY AND ENERGY MANAGEMENT**

| <b>WORKING CONDITIONS &amp; PHYSICAL EFFORT:</b>  | Seldom<br>Or<br>Never | Monthly | Weekly | Daily | Hourly |
|---|-----------------------|---------|--------|-------|--------|
| 1. Lift objects weighing up to 20 pounds  |                       |         | X      |       |        |
| 2. Lift objects weighing 21 to 50 pounds  |                       | X       |        |       |        |
| 3. Lift objects weighing 51 to 100 pounds   | X                     |         |        |       |        |
| 4. Lift objects weighing more than 100 pounds   | X                     |         |        |       |        |
| 5. Carry objects weighing up to 20 pounds   |                       |         | X      |       |        |
| 6. Carry objects weighing 21 to 50 pounds   |                       | X       |        |       |        |
| 7. Carry objects weighing 51 to 100 pounds  | X                     |         |        |       |        |
| 8. Carry objects weighing 100 pounds or more  | X                     |         |        |       |        |
| 9. Standing up to one hour at a time  |                       |         |        | X     |        |
| 10. Standing up to two hours at a time  | X                     |         |        |       |        |
| 11. Standing for more than two hours at a time  | X                     |         |        |       |        |
| 12. Stooping and bending  |                       | X       |        |       |        |
| 13. Ability to reach and grasp objects  |                       |         |        | X     |        |
| 14. Manual dexterity or fine motor skills   |                       |         |        |       | X      |
| 15. Color vision, the ability to identify and distinguish colors  |                       |         |        | X     |        |
| 16. Ability to communicate orally   |                       |         |        |       | X      |
| 17. Ability to hear   |                       |         |        |       | X      |
| 18. Pushing or pulling carts or other such objects  |                       | X       |        |       |        |
| 19. Proofreading and checking documents for accuracy  |                       |         |        |       | X      |
| 20. Using a computer to enter and transform words or data   |                       |         |        |       | X      |
| 21. Using various technology tools  |                       |         |        |       | X      |
| 22. Working in a normal office environment with few physical discomforts  |                       |         |        |       | X      |
| 23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions              |                       |         | X      |       |        |
| 24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions                     |                       |         | X      |       |        |
| 25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls | X                     |         |        |       |        |
| 26. Operating automobile, vehicle, or van   |                       |         | X      |       |        |
| 27. Other physical, mental or visual ability required by the job  | X                     |         |        |       |        |