

DeKalb County School District

Position Specification

Title: Executive Director, School Climate and Culture

DIVISION: Student Support & Intervention (SS & I)	GRADE: 134
DEPARTMENT: Student Support & Intervention	WORK DAYS: 246
REPORTS TO: Deputy Superintendent, SS & I	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HCM): September 1, 2019

General Statement of Job

Under minimal supervision, oversees the alignment, implementation, and analysis of the District's student support and intervention programs. The Executive Director of School Culture and Climate works with executive leadership, building strong collaborative relationships, and plays a vital role in facilitating executive decisions regarding wrap around/student support initiatives. The Executive Director will work with staff to integrate initiatives, provide resources and communication, and ensure effective implementation of the District's school wraparound and general support, overseeing work in the areas of: student support, student relations, English learner services and school choice options.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

• Coordinates with staff across departments and functions who are responsible for implementing the District's wrap around strategies to ensure seamless integration of initiatives across schools
• Identifies, recruits and coordinates with external partners to assist with the implementation and delivery of key services to schools and students
• Collaborates with central office and school-based leadership to develop, implement and/or obtain and provide needed resources, services, and materials for students in alignment with the District's student support and intervention programs
• Manages directly or indirectly staff members who have key responsibilities associated with implementing wrap around and student support strategy
• Facilitates regular steering committee and task force meetings to ensure accountability and effective implementation of student support and intervention division programming
• Prepares, administers, and monitors appropriate department budgets
• Utilizes data to assess performance and drive goals and decision-making

• Maintains a current knowledge base in the areas of wrap around support, federal programming, school climate, curriculum and instruction, best practices in education, special education, strategies for school improvement and closing achievement gaps, effective management and communication strategies, all applicable federal and state regulations, and all local district policies and procedures
• Responds in a timely manner to parent and community concerns about wrap around, school climate and safety initiatives and related issues upon request and/or as needed
• Provides regular updates to senior executive staff on division and district initiatives and goals
• Performs other duties as assigned by appropriate administrator

Education and/or Experience

Master's Degree in Education, Education Administration, Curriculum, Counseling or closely related field from a Professional Standards Commission approved accredited college or university is required.

Minimum of seven (7) years of district level managerial experience in Education Administration, Psychology, Counseling, or closely related area and a minimum of seven (7) years of experience in the area of community partnership building/retention is required. Experience as a clinical mental health professional (with licensure) is highly preferred.

Certificates, Licenses, Permits: Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

Mental health professional licensure is preferred.

Knowledge, Skills & Abilities

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; effective training and delivery models for adult learners; and linkage between student achievement and position-embedded professional learning

Skill in coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; data analysis; and group facilitation techniques

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for adult learners; develop and implement a comprehensive plan; demonstrate sufficient physical stamina to deliver training programs; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school district. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.