

**DeKalb County School District
Position Specification**

Title: **Director, GNETS**

DIVISION: Curriculum & Instruction
DEPARTMENT: Exceptional Education
REPORTS TO: Chief Academic Officers
RETIREMENT: Teacher Retirement System

GRADE/SCHEDULE: 132
WORKDAYS: 246
FLSA STATUS: Exempt
APPROVED (HR): July 1, 2020

GENERAL STATEMENT OF JOB

Under limited supervision, plans, develops, directs, implements, and monitors the Georgia Network for Educational and Therapeutic Services (GNETS) center-based and outpost programs and procedures; administers personnel, budget, building maintenance, and purchasing; provides advice to school system principals on Individuals with Disabilities Education Act (IDEA) rules related to Individualized Education Programs, due process, discipline, and confidentiality; participates in mediation sessions, due process hearings, and litigation proceedings; serves on various system-wide committees.

SPECIFIC DUTIES AND RESPONSIBILITIES

Essential Functions:

The following duties are representative of 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. Other duties may be required and assigned.

<ul style="list-style-type: none"> • Directs procedures to ensure implementation of the GNETS program for elementary, middle, and secondary operations in compliance with relevant laws, policies, and procedures
<ul style="list-style-type: none"> • Directs procedures to ensure the provision of due process rights regarding students, parents, and staff
<ul style="list-style-type: none"> • Directs or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the program’s administration
<ul style="list-style-type: none"> • Prepares and submits the GNETS and local program’s budgetary requests and monitors expenditure of funds as designated under IDEA and DCSD
<ul style="list-style-type: none"> • Directs and supervises the center principals and staff
<ul style="list-style-type: none"> • Prepares departmental reports in response to correspondence from the Georgia Department of Education, as well as proposals for oversight of the centers
<ul style="list-style-type: none"> • Attends statewide GNETS meetings
<ul style="list-style-type: none"> • Communicates with other GNET Directors, Mental Health Providers, and other service providers to facilitate program services for students
<ul style="list-style-type: none"> • Provides leadership to principals and staff in defining a common mission, vision, and goals for the program
<ul style="list-style-type: none"> • Represents Exceptional Education, GNETS, and the school system in mediation sessions and due process hearings
<ul style="list-style-type: none"> • Consults with the State Department of Education for implementation of state and federal rules
<ul style="list-style-type: none"> • Performs other duties as assigned

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MINIMUM QUALIFICATIONS

- Master's degree in Education, Special Education, Education Administration, or closely related area from a Georgia Professional Standards Commission approved accredited college or university required.
- Minimum five (5) years of managerial/administrative level or school-based closely related experience in the field of special education required. Experience with several emotional and behavioral students preferred. Supervisory and diagnostic experience also preferred.
- 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 or meet the eligibility requirement for a Support Personnel License from the Georgia Professional Standards Commission.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of DCSD policies and procedures, organizational planning, and operational procedures
- Knowledge of the organization of specifically assigned areas, budgeting and spending, labor issues, and efficiencies
- Knowledge of workforce and facilities requirement forecasting
- Knowledge of all relevant available public and private resources and services
- Knowledge of curriculum guidelines for the school system and state requirements
- Knowledge of standardized testing in accordance with school district policies and state laws
- Knowledge of school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment
- Effective oral, written, and interpersonal communication
- Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities
- Skilled in counseling students with academic difficulties and behavioral problems.
- Skilled in administering the school district's discipline policies; and maintaining order in a classroom setting.
- Ability to plan and develop courses of study suitable for specific grade levels
- Ability to develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers, and the internet
- Ability to use relevant computer applications, prioritizes tasks, and manage multiple assignments simultaneously

PHYSICAL 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 other sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

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 using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

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

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Vision: The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to the eye to bring an object into sharp focus), the field of vision (the area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

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 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 a 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 people who may be angry, demanding, or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise 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 system. 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.

Environmental Factors: Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.); Atmospheric conditions (fumes, odors, dust, gases, poor ventilation); Travel

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