

DeKalb County School District Position Specification

Title: Chief Community Engagement and Innovative Partnerships

DIVISION: Superintendent's Office

GRADE: DPC

DEPARTMENT: Superintendent's Office

WORK DAYS: 246

REPORTS TO: Superintendent

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 1, 2020

General Statement of Job

Under limited supervision of the Superintendent, oversees comprehensive strategy and implementation of all community partnership and engagement initiatives on behalf of the District. Creates a collaborative team based approach to enhance community engagement and lifelong learning in DCSD. Develops strategies for utilizing a wide array of partnerships with community-based organizations, programmatic partners, corporations, governmental agencies and cultural institutions to further the District's goals towards improving student outcomes.

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. Other duties may be required and assigned.

<ul style="list-style-type: none"> Serves as primary liaison in supporting, nurturing existing and creating new partnerships between DCSD and the community (businesses, nonprofits, other organizations)
<ul style="list-style-type: none"> Develops, guides, and monitors implementation of comprehensive strategy for community partnerships and engagement initiatives on behalf of the District's schools and programs to include: direct family outreach programming; support for school-based family outreach; coordination of partnerships; and parent leadership, empowerment, and advocacy
<ul style="list-style-type: none"> Serves as primary partner liaison for principals in schools and programs, engaging in constant dialogue to ensure that the District's community partnerships and engagement strategies reflect the needs of schools
<ul style="list-style-type: none"> Provides leadership for the development, management, implementation and evaluation of a comprehensive community engagement strategy that supports achieving the mission, vision and strategic direction outlined by the Superintendent in the District's Strategic Plan and in a manner consistent with the District's Core Values
<ul style="list-style-type: none"> Maintains relationships with community stakeholder organizations including but not limited to; community-based organizations, advocacy organizations, Parent Advisory Council (PAC) and other critical internal and external stakeholders
<ul style="list-style-type: none"> Develops district community empowerment policy and communication strategies which includes regular updates to parents and community members on system-

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wide initiatives
<ul style="list-style-type: none"> Serves as a conduit to address emerging stakeholder issues, and improve coordination and communication between the district and external partners to ensure key issues are resolved in a timely and effective manner
<ul style="list-style-type: none"> Provides oversight and direction, ensuring that adequate translation and interpretation is provided throughout the district to support Multilingual Learner families and communities
<ul style="list-style-type: none"> Evaluates the design, development and readiness of all new, innovative school models and programs while ensuring that the District adheres to any and all legal and regulatory requirements
<ul style="list-style-type: none"> Expands or initiates and formalizes school-based activities that increase student and family engagement through relationship and community building which are a crucial element in fostering trust and a sense of purpose
<ul style="list-style-type: none"> Directs and assists district leadership, department leaders and school principals in developing community engagement plans and activities.
<ul style="list-style-type: none"> Assists community representatives with connecting with DCSD information, resources and personnel.
<ul style="list-style-type: none"> Performs other duties as assigned

Education and/or Experience

Master’s degree from a Professional Standards Commission approved accredited college or university is required.

Minimum ten (10) years of professionally responsible experience in internal and external relations, partnership development, parent and community advocacy, communications and marketing, or in other closely related fields; or a satisfactory equivalent is required.

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 or Support Personnel License from the Georgia Professional Standards Commission.

Knowledge, Skills & Abilities

Knowledge of design and the implementation of innovations, learning strategies, instructional models across a school system; principles of effective communications and mass media; community and economic development, and governmental relations; DeKalb County School District’s (DCSD) policies and procedures.

Skill in high level communication to include but not limited to public speaking, writing and editing, telecommunications, conventional and social media; 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; strategic planning; research design;

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systems analysis; data interpretation; data collection and retention; problem solving; negotiating; and conflict resolution.

Ability to think strategically to design and implement large-scale organizational initiatives plan, organize and effectively present ideas and concepts to groups; coordinate the programs and services of a non-profit educational and/or service organization; assimilate information from a variety of sources; analyze information and recommend courses of actions to be taken; demonstrate patience while working with children and adults; properly store, use and maintain equipment; 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.

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 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.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into field of vision (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. sharp focus),

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

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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 works 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.

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