

DeKalb County School District Position Specification

Title: Coordinator III, Student Engagement

DIVISION: Accountability and Continuous Improvements	GRADE: 130
DEPARTMENT: Continuous Improvement	WORK DAYS: 246
REPORTS TO: Chief of Accountability & Continuous Imp.	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HR): July 15, 2023

General Statement of Job

Under general supervision, the School Engagement Coordinator III support the optics of Horizon Schools to ensure the aesthetics and feel of the school building both internally and externally comply with the expectations of the DeKalb County Schools District. The position is responsible for creating a positive and engaging environment for students, teachers, staff, families, and the broader community. The Schools Engagement Coordinator III will also provide valuable administrative support to help address culture challenges within the schools.

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.

Horizon Schools Look and Feel:
Leads efforts to create an inclusive, welcoming, and positive school environment.
Collaborates with school leadership to develop strategies and programs that enhance the appearance and ambiance of the school building.
Coordinates the implementation of initiatives aimed at improving the overall look and feel of the school, both internally and externally.
Maintains an up-to-date knowledge of the latest trends and best practices in school aesthetics and environment design.
Stakeholder Engagement:
Develops and implements strategies to foster positive relationships and effective communication channels with students, teachers, staff, families, and the broader community.
Collaborates with school administration, teachers, and staff to organize engaging events, workshops, and activities that encourage stakeholder involvement and promote a sense of community.
Acts as a liaison between the school and external organizations, businesses, and community groups to form partnerships and increase engagement opportunities.

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Administrative Support for Culture Challenges:
Assists school leadership in identifying culture challenges and developing plans to address them effectively.
Provides administrative support for initiatives related to fostering a positive and inclusive school culture.
-Collaborates with the school administration to develop and implement cultural diversity training programs for faculty and staff.
Assists in maintaining documentation related to culture challenges and their mitigation strategies.
Performs other duties as assigned

Education and/or Experience

Master's degree in Education, Psychology, Sociology, or a related field from a Professional Standards Commission approved accredited college or university is required.

Minimum five (5) years of experience in education, community engagement, or a related field 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.

Knowledge, Skills & Abilities:

Knowledge of project management; design thinking methodologies; culturally-responsive pedagogy; literacy/reading education; maximizing student voice in the design process; developing and expanding community partnerships, qualitative methods of research and teacher education organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; all relevant available public and private resources and services; curriculum guidelines for the school district and state requirements; standardized testing in accordance with school district policies and state laws; school district policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment

Skill in coordinating and collaborating, and project management. Excellent interpersonal and communication skills, with the ability to interact effectively with individuals from diverse backgrounds. administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; and effective oral, written, and interpersonal communication. Proficiency in using computer software and technology for communication, documentation, and creative design purposes

Ability to identify and address culture challenges in an educational setting. Lead initiatives through the lens of diversity, equity and inclusion; 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

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operating reports; maintain confidential information 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 other 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. 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 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 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 precise directions relative to work steps or the final project.

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

Decision Making: Ability to make appropriate business decisions.

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.

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