

DeKalb County School District Position Specification

Title: Chief of Student Services

DIVISION: Student Services

GRADE/SCHEDULE: DPC

DEPARTMENT: Superintendent

WORKDAYS: 246

REPORTS TO: Superintendent

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): August 1, 2023

GENERAL STATEMENT OF JOB

Under limited supervision, plans, organizes and directs Pre-K Services, English Language Learners Programs, Special Education Programs and Student Services; assists in the planning, development, implementation and maintenance of all programs and Student Services related operational policies and regulations; maintains student files and records; assures compliance with applicable district rules and policies, and State and Federal laws, IDEA, codes and regulations; supervises and evaluates the performance of assigned personnel; and conducts other related duties as directed.

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"> • Provide leadership, vision and strategic direction for Pre-K programs, English Language Learners, and Special Education Services and Programs.
<ul style="list-style-type: none"> • Supports the planning, organizing, and supervising the overall functioning and management of the programs and collaborate, coach and provide supervision to in meeting identified instructional goals of the District.
<ul style="list-style-type: none"> • Identifies plans and establishes goals and objectives related to the programs district-wide.
<ul style="list-style-type: none"> • Assists in identifying instructional priorities for development/improvement of programs and Student Services programs
<ul style="list-style-type: none"> • Provides leadership and guidance to promote high expectations and standards for quality teaching and learning of ELL students and students with special needs.
<ul style="list-style-type: none"> • Facilitates the design, coordination, development, establishment and implementation of assessment procedures that produce accountability for achievement of students in said programs
<ul style="list-style-type: none"> • Uses systems data to lead the improvement of the district to positively impact students and staff
<ul style="list-style-type: none"> • Builds needs and create processes and procedures that most effectively support students.
<ul style="list-style-type: none"> • Conduct program evaluations and make recommendations for improvement in what and how we provide services to students along our the robust continuum of services for programs
<ul style="list-style-type: none"> • Collaborate with the Chief Academic Officer on building a cohesive system which supports students post-secondary success, both academically and social-emotionally

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<ul style="list-style-type: none">• Oversee the implementation of services; ensure guidelines, procedures, and instruction are in compliance with state and federal laws, rules and regulations, and Board Policy and align with the District's mission and goals.
<ul style="list-style-type: none">• Supervise and coordinates with other District administrators to monitor student placements and transitions to and from outplacements
<ul style="list-style-type: none">• Works in close collaboration with the Chief Academic officer to plan, direct, and review the activities and operations programs, including assessing needs, developing programs, and implementing services to coordinate assigned activities with other departments and outside agencies.
<ul style="list-style-type: none">• Collaborates with the Chief Academic Officer in planning of activities, monitoring of programs, and preparing professional development.
<ul style="list-style-type: none">• Performs other duties as assigned

EDUCATION AND/OR EXPERIENCE

Master's degree in Educational Leadership from a Georgia Professional Standards Commission approved accredited college or university required.

Minimum 10 (ten) years of previous work experience with demonstrated successful advancement through the teaching and/or school or district-level administrative hierarchy 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 for persons who have current school administration experience and no previous training and development or human resources management experience at the time of hire. 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 Principles, trends, methods, strategies, practices and procedures pertaining to Special Education and Student Services, including instruction, assessment and resource allocations. • State and Federal educational program requirements. • Special Education, Student Services programs and laws, codes, rules and regulations related to areas of responsibility. • Legal mandates, applicable sections of the Education Code, District policies and regulations, laws, practices and procedures, and financial and statistical record-keeping techniques. • Effective personnel management principles. • Modern data management, storage and retrieval systems. • Effective communication and public and human relations strategies, methods and techniques. • Effective classroom, behavioral and instructional practices.

Skill In Communicate effectively both orally and in writing including preparation and delivery of oral presentations. • Maintain confidentiality of records and privileged communications. • Accurately interpret and administer legal mandates, policies and regulations. • Read, interpret, apply and explain rules, regulations, policies and procedures. • Effectively serve as a resource to the Superintendent, administration and employees pertaining to Special Education and Student Services related issues. • Ability to establish and maintain effective relationships with a wide variety of groups and individuals. • Train, supervise and evaluate assigned staff.

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Ability to Plan, organize, direct and manage a comprehensive student and educational services system. • Assure compliance with applicable district policies, regulations, rules and procedures and State and Federal laws, codes and regulations • Prepare, administer and monitor assigned budgets. • Maintain current knowledge of program rules, regulations, requirements and restrictions. • Analyze situations accurately and adopt an effective course of action. • Work independently with little direction. • Meet schedules and timelines. • Operate a computer terminal to enter data, maintain records and generate reports.

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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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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