

# DeKalb County School District

## Position Specification

Title: **Executive Director, Student Advancement**

**DIVISION:** Wrap Around Support & Intervention (SS & I)  
**DEPARTMENT:** Student Support & Intervention  
**REPORTS TO:** Chief Officer  
**RETIREMENT:** Teachers Retirement System

**GRADE/SCHEDULE:** 134  
**WORKDAYS:** 246  
**FLSA STATUS:** Exempt  
**APPROVED (HR):** October 2023

### GENERAL STATEMENT OF JOB

Under limited supervision, plans develop, directs, implements, and monitors compliance and support of Post-Secondary Transition Plan, Counseling and Mentoring, Check & Connect, and other Student Support programs.

### 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"> <li>• Develops strategic plan, budget, improvement plan, and comprehensive plans for the Post-Secondary Transition, and Student Support program.</li> </ul>
<ul style="list-style-type: none"> <li>• Administers and develops collaborative projects with Curriculum &amp; Instruction, and local and state agencies, including but not limited to the Georgia Department of Education, and other transition agencies for Post-Secondary Transition, and Student Support program.</li> </ul>
<ul style="list-style-type: none"> <li>• Develops and supervises the planning, development, delivery, and evaluation of programs, course segments, and implementing procedures attendant to the school district’s comprehensive menu of professional learning opportunities for school system personnel.</li> </ul>
<ul style="list-style-type: none"> <li>• Develops and supervises the planning, development, and delivery of prevention/intervention strategies to support preparation needed to meet academic and post-secondary goals.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages, develops, continuously monitors, and improves the school district’s college and career readiness programs and services.</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinates the creation and implementation of a Student Success Center which includes developing and fostering relationships with colleges, universities, military, and workforce related agencies, and increased student access to community services.</li> </ul>
<ul style="list-style-type: none"> <li>• Communicates and collaborates with other administrators, counselors, school district personnel, and community-based organizations to coordinate activities and programs and exchange of current college access information</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinates professional development for school district and school staff involving topic such as college-going culture specifics and support for students and families in academic preparation, college application and financial aid options for post-secondary education and training to promote college and career readiness.</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluates effectiveness of partner relationships and delivery of college and career readiness programs.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborates with staff at institutions of higher education to create and disseminate information for middle school and high school communities to build a college and career culture in schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Designs and implements broad initiatives to build more community resources and program options for college and career readiness.</li> </ul>

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<ul style="list-style-type: none"> <li>Increases accountability by capturing and analyzing data to track student success and participation in the college-going culture, while increasing access to college admission requirements and awareness to students and families.</li> </ul>
<ul style="list-style-type: none"> <li>Organizes, facilitates and/or attends variety of meetings; represent the District in collaborative/partnerships/task forces with a variety of stakeholders, i.e., institutions of higher education, business/industry partners and human services agencies.</li> </ul>
<ul style="list-style-type: none"> <li>Promotes student programs, activities, contests, and recognitions on a District-wide basis for assigned subjects encouraging students to do their personal best.</li> </ul>
<ul style="list-style-type: none"> <li>Writes grants and applications for funding of assigned programs and support services.</li> </ul>
<ul style="list-style-type: none"> <li>Collects, prepares, and analyzes data relative to program area; make timely recommendations for programmatic changes to area under supervision to provide students a variety of educational opportunities to engage in school and learn at grade level and beyond.</li> </ul>
<ul style="list-style-type: none"> <li>Maintains programs, opportunities for students and budgets as necessary to provide for the financial viability of the District.</li> </ul>
<ul style="list-style-type: none"> <li>Develops department goals, assessment of services, student learning outcomes, and analyzed reports, self-awareness, career exploration.</li> </ul>
<ul style="list-style-type: none"> <li>Establish and coordinate Check &amp; Connect Program implementation procedures.</li> </ul>
<ul style="list-style-type: none"> <li>Provide technical assistance to schools, coordinate collection of evaluation data, and monitor implementation with a focus on ensuring fidelity of implementation of the Check &amp; Connect Program.</li> </ul>
<ul style="list-style-type: none"> <li>Performs other duties as assigned</li> </ul>

### **MINIMUM QUALIFICATIONS**

- Master's degree from a Professional Standards Commission approved accredited college or university is required.
- Minimum of seven (7) years previous experience with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy required.
- 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 organizational and department planning and operational procedures; the organization of specifically assigned areas; budgeting and spending, labor issues, and efficiencies.
- Knowledge of DCSS policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services
- Knowledge of curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws
- Knowledge of school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.
- Skilled in oral, written, and interpersonal communication; coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities.
- Skilled in administration and management skills gained through increasingly responsible management positions, recruiting, training, and motivating employees.
- Skilled in delegations; planning; public relations; public speaking; budgeting; conflict resolution; and mediation
- 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.
- Ability to develop and understand financial and/or operating reports; maintain confidential information; learn and use relevant computer applications.

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- Ability to prioritize assignments; and manage multiple tasks simultaneously.

### **PHYSICAL REQUIREMENTS AND WORKING CONDITIONS**

**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 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.

**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.

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## **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.

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