

**DeKalb County School District
Position Specification**

Title: Executive Director, Student Assignments

DIVISION: Equity
DEPARTMENT: Student Assignments
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, oversees all aspects of the student assignment department, including registration, student enrollment, student withdrawal, school choice, student records, student enrollment data, enrollment projections, and school boundary review and changes as stated in the board policy. Instrumental in analyzing annual enrollment projections to collaboratively determine enrollment at each school and boundary needs related to enrollment actuals and projections.

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"> • Develop a comprehensive and annual process to address identified and needed student assignment changes and produce an equitable distribution of students among different schools.
<ul style="list-style-type: none"> • Convenes system-wide and community-wide committee meetings to share ideas and to improve the student assignment process.
<ul style="list-style-type: none"> • Works with other departments as needed to ensure a smooth flow of processes.
<ul style="list-style-type: none"> • Manage or implement redistricting software that creates versatile mapping solutions which include several student factors that help analyze district boundaries.
<ul style="list-style-type: none"> • Use data from a master facility and district strategic plan to aid in the student assignment decision process.
<ul style="list-style-type: none"> • Effectively manages processes related to School Choice, Inter-District Transfers, School Lotteries and School Transfers and other district/state processes.
<ul style="list-style-type: none"> • Interprets, prepares, and disseminates information regarding school choice, enrollment, and registration in relation to school policy.
<ul style="list-style-type: none"> • Advises local school administrators, parents, and students as to the correct procedures and addressing complaints regarding enrollment, school choices, and records.
<ul style="list-style-type: none"> • Ensure the team adheres to District policy, State and Federal mandates for all enrollment and school choice programs.
<ul style="list-style-type: none"> • Works closely with Homeless Programs and the McKinney Vento Liaison to assist families with removing barriers to enrolling in school.
<ul style="list-style-type: none"> • Ensures records management complies with Federal and State laws and regulations.
<ul style="list-style-type: none"> • Assists the local schools with residency verifications and working with the residency investigations officers.

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<ul style="list-style-type: none"> • Provides staff development on student assignment, records, school choice, enrollment, and registration.
<ul style="list-style-type: none"> • Continuously reviews policies, procedures, and practices and makes data-driven recommendations for changes in accordance with school district best practices.
<ul style="list-style-type: none"> • Work with data related to school capacities and district demography projections to identify specific areas experiencing overcrowding and underutilization.
<ul style="list-style-type: none"> • Communicates, plans, and implements current and emerging district and school enrollment trends.
<ul style="list-style-type: none"> • Leads and participates in long and short-range student assignment visioning and direction.
<ul style="list-style-type: none"> • Performs other duties as assigned.

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 or public relations 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 and experience with leading Redistricting and Student Assignment planning.
- Knowledge of organizational and department planning and operational procedures; the organization of specifically assigned areas; budgeting and spending, labor issues, and efficiencies.
- Knowledge of innovations to include revising the school choice application and selection process, administering student assignments, and interpreting and explaining program policies and procedures.
- 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 strategic direction of the department and supports the district in being good fiscal agents by adjusting based on enrollment.
- 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; establish objectives and procedures governing the performance of assigned activities among employees
- Ability to communicate effectively with students, staff and the public from diverse cultural, social, economic, and educational backgrounds.
- Ability to research program documents and narrative materials, and to compile reports from information gathered.
- Ability to interpret policy and procedures.

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- Ability to develop and understand financial and/or operating reports; maintain confidential information; learn and use relevant computer applications.
- Ability to 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.

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 sharp focus), 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.

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 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 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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