

DeKalb County School District Position Specification

Title: Director, Equitable Services (Federal Programs)

DIVISION	Office Continuous Improvement, Accountability		
DEPARTMENT	Federal Programs		
REPORTS TO	Executive Director	FLSA STATUS	Exempt
CLASSIFICATION	Director	GRADE	132
WORKDAYS	246	APPROVED (HR)	3.16.2023

General Statement of Job

Under direct supervision, plans, develops, directs, implements, and monitors state and federal programs to ensure compliance and support of school system improvements efforts.

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.

- Directly supervises and coordinates the use of Equitable Services funds across all Every Student Succeeds Act (ESEA) Federal Programs to support improvement in student achievement.
 - Title I, Part A - Improving the Academic Achievement of the Disadvantaged
 - Title I, Part C - Education of Migratory Children
 - Title II, Part A - Supporting Effective Instruction
 - Title III, Part A - Language Instruction for English Learners and Immigrant Students
 - Title IV, Part A - Student Support and Academic Enrichment
- Develops program plans and budgets that result in improved student achievement for all private schools receiving Equitable Services
- Monitors and administers the district compliance of all components of Equitable Services working collaboratively with other departments, divisions, and the Georgia Department of Education
- Collaborates with Federal Programs Directors on to ensure that all requirements are met
- Collaborates with Metro Districts on Equitable Services consultation meetings
- Maintains Equitable Services reporting portals
- Responds to concerns relative to Equitable Services funded programs
- Performs other Federal Programs Equitable Services duties as assigned

Education and/or Experience

Master's degree in Education, Business Administration, Finance, Accounting or closely related area from a Professional Standards Commission approved accredited college or university is required.

Minimum of five (5) years previous experience with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy, program plan development, budgeting, financial analysis or closely related experience is required.

Certificates, Licenses, Permits

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level SRL-5, NL-5, PL-6 or above required. If a level SRL-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 curriculum guidelines for the school system and state requirements; standardized testing in accordance with school district policies and state laws; DCSD policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill In effective oral, written, and interpersonal communication; preparing assignments and tests for in-school preparation and homework; maintaining order in a classroom setting; administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems.

Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; continue completion of professional courses according to school district and state guidelines, demonstrate patience and appropriate, professional demeanor when interacting with students, especially while presenting information to students that is new or unfamiliar.

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 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 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.