

**DeKalb County School District  
Position Specification**

Title: **Executive Director, Exceptional Education**

**DIVISION:** Curriculum & Instruction  
**DEPARTMENT:** Exceptional Education  
**REPORTS TO:** Chief Academic Officer  
**RETIREMENT:** Teachers Retirement System

**GRADE/SCHEDULE:** 134  
**WORKDAYS:** 246  
**FLSA STATUS:** Exempt  
**APPROVED (HR):** May 1, 2021

**GENERAL STATEMENT OF JOB**

Under general supervision, plans, develops, directs, implements, and monitors all programs and procedures relative to local, state, and federal special education and Section 504 laws and regulations; provides and analyzes data; conducts professional development workshops; and provides guidance to departments, schools, and external stakeholders relative to Individuals with Disabilities Education Act (IDEA), Section 504, Hospital Homebound and due process rights.

**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. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan. Other duties may be required and assigned.

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| <ul style="list-style-type: none"> <li>Ensures all schools are compliant with state and federal laws and resolves issues related to violation of standards</li> </ul>   |
| <ul style="list-style-type: none"> <li>Provides direct supervision for the leaders of special education, Section 504, DeKalb/Rockdale GNETS and Metro East GLRS programs, including systemic planning and implementation of all improvement initiatives and ongoing evaluation of programs</li> </ul> |
| <ul style="list-style-type: none"> <li>Supervises multiple functions with full accountability for effective operation and results</li> </ul>  |
| <ul style="list-style-type: none"> <li>Provides development, leadership, monitoring, and training on specific initiatives designed to increase student achievement</li> </ul>   |
| <ul style="list-style-type: none"> <li>Analyzes data on the performance/enrollment/status of students with disabilities including GNETS students, shares results with principals, teacher groups, and central office personnel</li> </ul>   |
| <ul style="list-style-type: none"> <li>Collaborates with parents, administrators, and school system staff to address issues related to students with disabilities; corresponds with private school systems, parent advocacy groups and private evaluators regarding student issues</li> </ul>         |
| <ul style="list-style-type: none"> <li>Develops, implements, and monitors a continuous plan for improving student achievement for students with disabilities</li> </ul>   |
| <ul style="list-style-type: none"> <li>Collaborates with school system administrators on issues relating to similarities or conflicts between the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Directs the resolution of complaints made to the Georgia Department of Education (GA DOE), the Office of State and Administrative Hearings (OSAH) or Office of Civil Rights (OCR) through due process hearings and mediations.</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Directs the preparation of state and federal reports, in compliance with federal, state, and local mandates; oversees departmental implementation of the District Strategic Plan and Comprehensive LEA Improvement Plan (CLIP)</li> </ul>                      |

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| <ul style="list-style-type: none"> <li>Represents the school system on state and local committees and advisory boards</li> </ul>  |
| <ul style="list-style-type: none"> <li>Provides overall supervision for staff assigned to the Georgia Learning Resources System Materials Production Center and the GNETs Centers</li> </ul>                              |
| <ul style="list-style-type: none"> <li>Collaborates with various departments, schools, and external stakeholders that are related to local, state, and federal special education laws and regulations</li> </ul>          |
| <ul style="list-style-type: none"> <li>Provides direct oversight of departmental budget and ensures that the department's spending levels are consistent with spending targets established for the fiscal year</li> </ul> |
| <ul style="list-style-type: none"> <li>Performs other duties as assigned</li> </ul>   |

### MINIMUM QUALIFICATIONS

- Master's Degree in Special Education, Education Administration, Curriculum Development, Psychology, or closely related area from a Professional Standards Commission approved accredited college or university is required.
- A minimum of five (5) 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 or Support Personnel License from the Georgia Professional Standards Commission (HR applies for SPL upon hire)
- Valid Professional Standards Commission approved director of special education endorsement in addition to L-5 certificate acceptable.

### KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of administration; supervision; research-based curriculum; instructional strategies
- Knowledge of exceptional education laws, rules and procedures; gifted models; continuous improvement monitoring; due process/parental rights
- Knowledge of child development; educational principles and approaches pertinent to children with autism, traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visual, hearing and orthopedically impaired children, children with speech/language impairments, and children with emotional and behavioral disorders
- Skills in oral, written and interpersonal communication, including communications for sight, hearing and speech impaired;
- Skill in establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs
- Skills in educational approaches for planning and implementation of intervention programs for children and families; writing and delivering an effective presentation; organization; and mediation
- Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional, and physical abilities and disabilities
- Ability to provide individual and group instruction in the classroom and specialized facilities; enhance student competence; incorporate formal and informal outside resources into educational processes
- Ability to maintain confidential information; use relevant computer applications, prioritize assignments; and manage multiple tasks simultaneously

### PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

**Light Work:** Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.

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**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.

### **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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