

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: CHIEF INFORMATION OFFICER**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, plans, coordinates, and directs the district-wide technology program for Guilford County Schools. Functional areas include: computer skills curriculum training; computerized business applications; central mainframe computer facility management and maintenance; student information management; networking and technical support, communication installations, wide area network; distance learning systems; and computer repair service and maintenance. Responsibilities also include overseeing and developing a comprehensive student support plan for GCS for evaluation of personnel and programs in such areas as Special Education; ESOL, School Psychological Services; Speech and Language Services; Athletics, Driver's Education; and Attendance. Reports to the Superintendent.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Oversees the management of System's technology services and staff personnel.

Works with the Director of Technology to develop a district-wide technology plan in accordance with state requirements and direction, coordinates assistance to educators in implementing the plan; and makes changes and improvements based upon research and/or recommendations and input from Director of Technology, BOE, Superintendent, cabinet members.

Works with the Director of Technology to plan, develop and implement staff development activities and training that support the use of technology in all areas of education.

Works with the Director of Technology to determine and implement appropriate uses of technology for instruction in various subject areas and to provide courseware and materials for the computer skills curriculum.

Works with Executive Director-Assessment & Evaluation to organize, and set goals for the division and plan program, to coordinate program evaluation services (development, administration, interpretation, and reporting) for the school system; to design surveys and other data collection instruments; and broker evaluation services between schools and external evaluators.

Provides materials for presentation to the Board of Education, principals, teachers, parents and community groups; attend regular meetings of Board; conducts senior staff meetings; attends other related meetings.

## **CHIEF INFORMATION AND SPECIAL SERVICES OFFICER**

Works with the Executive Director-Exceptional Children to set goals and provide guidance, coordination, planning, and monitoring progress for the division's school psychologists and exceptional children's services.

### **ADDITIONAL JOB FUNCTIONS**

Maintains an awareness of technological innovation and promotes the effective and efficient utilization of a wide variety of equipment as it relates to technological advances.

Possesses knowledge of the operating characteristics, capabilities, limitations, and service requirements of computers and auxiliary equipment currently employed by the GCS.

Sets goals for the GCS's data processing, instructional technology, information management, information highway program, technical support, and computer repair.

Implements strategies to achieve organizational goals and objectives and to maximize the performance of computer systems for GCS.

Ensure that backup/recovery plans and security standards exist and are followed for all systems.

Prepares and delivers written and oral presentations on GCS's information system and technology services to the Board of Education, principals, teachers, parents, and community groups.

Attends regular meeting of the Board; conducts senior staff meeting; attends other related meetings.

Conducts special projects as requested; serves as a guest speaker at various school system and/or community functions; makes presentations as required.

Maintains various records and creates summary reports of progress in the department.

Assumes leadership role on the Superintendent's Cabinet; assist with long-range strategic planning; assists with developing system-wide budget, plans, policies and activities.

Supervises and conducts personnel administration duties for direct reports subordinates, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Performs other related work as required or requested by the Superintendent and/or the Chief of Staff.

## CHIEF INFORMATION AND SPECIAL SERVICES OFFICER

### MINIMUM TRAINING AND EXPERIENCE

Master's Degree in computer science, information management, or related field, with an advanced degree/doctorate preferred, and 12 years or more progressively responsible of experience in the area of technology, education, public, or business administration and management, or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

### SPECIAL REQUIREMENT

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, adding machines, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communications:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

**Language Ability:** Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

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**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology. Include as necessary any professional languages, i.e. medical, accounting, personnel, and child nutrition.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the theories of algebra/statistics.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width, and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of GCS's long-range technology plan, development methodology and development standards

Thorough knowledge of federal, state and local policies and procedures regarding instructional technology.

Thorough knowledge of the appropriate uses of technology for instruction and the requirements of the NC student computer skill curriculum.

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Thorough knowledge of computer hardware and common hardware and common software applications.

Thorough knowledge of networking hardware and software applications, capabilities and limitations, service requirements and associated costs.

Thorough knowledge of communication installations, capabilities and limitations, service requirements and associated costs.

Thorough knowledge of cabling infrastructure and electronic components required for networking.

Thorough knowledge of the capabilities, limitations and service requirements of mainframe computers and auxiliary equipment.

Thorough knowledge of computer programming techniques and system development methodology.

Thorough knowledge of current literature, trends, and development in the technology field.

Thorough knowledge of educational research methodology, including research design, program evaluation and data analysis.

Thorough knowledge of exceptional children services offered by GCS.

Considerable knowledge of the principles of supervision, organization and administration.

Ability to make administrative decisions in accordance with laws, ordinances, regulations and GCS policies and procedures.

Ability to analyze and interpret policy and procedural guidelines, and to formulate, develop and present recommendations to resolve problems and questions.

Ability to maintain department standards and procedures.

Ability to organize work flow and coordinate activities.

Ability to provide leadership in the planning, development and establishment of new modified and/or improved programs, services and activities.

Ability to analyze technical data and to prepare clear and concise reports based on it.

Ability to research data and to compile narratives or reports from information gathered.

## **CHIEF INFORMATION AND SPECIAL SERVICES OFFICER**

Ability to express ideas effectively both orally and in writing.

Ability to make oral presentations before large or small audiences.

Ability to establish and maintain effective working relationships and to exercise sound independent judgment in planning, directing, and coordinating the work of a technical and professional staff.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.