

WATERBURY PUBLIC SCHOOLS

Meeting Agenda

Group/Team:	BOE School Personnel Committee			
Location:	Date of Meeting:	Start Time:	Finish Time:	
Virtual via ZOOM 1-646-876-9923 ID: 999 6131 6086	April 12, 2021	5:30 p.m.		

Team Norms:

1. All Meetings will start on time
2. All issues will be approached with a positive attitude
3. A specific agenda will be set for all meetings
4. All team members will agree to stay on specific agenda topics
5. Decisions regarding future directions will be based upon actual data

Purpose of Meeting – Instructional Focus:

--

Agenda Items – (Items should reflect next steps from previous meeting.)

[illegible]

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

Director of Equity and Inclusion

DEPARTMENT

Grants

INCUMBENT NAME**BARGAINING UNIT CLASSIFICATION**

None

REPORTS TO:

Superintendent or his/her designee

FLSA DESIGNATION

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable to lead equity and inclusion work throughout the district and ensuring that all students have access to safe, supportive and positive school cultures and view all district operations through an equity lens. They will lead work to reduce chronic absenteeism, in-school arrests, out-of-school suspensions, and other exclusionary discipline practices. They will build knowledge and skills among key school professionals to recognize and manage behavioral health crises in the school, and accessing needed community resources, and creating a system to link youth who are at-risk of arrest to appropriate school and community-based services and supports.

PART II - QUALIFICATIONS

1. Three (3) year experience providing services for school-aged children in climate and attendance support or other educational capacity.
2. At least three years of administrative or leadership experience at the school or district level.
3. Experience in promoting a school culture of equity, inclusion, social justice and anti-racism.
4. Ability to work with a variety of stakeholder groups including students, families, staff, and community.
5. Possession of a Bachelor's Degree in Sociology, Psychology, Social Work or Education from an accredited college or university; and
6. Connecticut Certificate for Administration and Supervision (092) *
7. Knowledge of data collection and computer skills including Microsoft Office suite; Google Suite

* WPS will consider applicants who do not have an 092 certification but who have leadership experience in equity work in other settings (corporate, non - profit, government, higher education). Interested persons with such experience are encouraged to apply and to outline skills transferable to a public school setting in their cover letter

Incumbents in this class may be required to possess and retain a current Motor Vehicle Class D Operator License.

PART III - DUTIES & RESPONSIBILITIES (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities)

- In collaboration with a variety of stakeholders, views all district operations through an equity lens and develops a strategic plan for promoting a districtwide culture of equity, inclusion and anti-racism throughout Waterbury Public Schools.
- Lead the District Equity Leadership Team
- Work closely with Human Capital Department on recruitment and hiring strategies to increase the racial, ethnic, and linguistic diversity of district staff.
- Facilitate the delivery of professional development related to cultural competency and anti-bias training for certified and non-certified staff.
- Identify community partnership opportunities.
- Facilitate opportunities for student voice in matters related to diversity, equity, and inclusion.
- Promote best practices related to culturally responsive curricula, teaching practices, and districtwide initiatives.
- In conjunction with the academic office, examines texts and other curricular resources for diverse representation (including, but not limited to race, culture, gender, religion, LGBTQ+)
- Support the integration of restorative discipline practices
- Examine access to rigorous coursework, ensuring equitable outcomes for all students
- Monitors and assists in tracking and decreasing out-of-school suspension rates;
- Assists school leadership teams in planning, monitoring, and maintaining school-wide Tier 1 interventions aligned to the structures and systems in place to promote a positive school culture;
- Collaborates with National Alliance of Mental Illness to provide training to staff and students;

- Collaborates with school administrators and teachers in consistently maintaining Districtwide expectations, systems, and structures for promoting a positive climate and culture within the schools;
- Collaborates with Waterbury Youth Services on Safe Place presentations to middle and high school students;
- Communicates effectively with school staff members to ensure consistent implementation and adherence to the District's Student Code of Conduct;
- Consistently monitors discipline data for the school and collaborate with teachers, school leaders, students, and families to address identified needs and monitor the progress of students who are frequently suspended;
- Coordinates and trains administrators and staff in restorative practices by developing a districtwide implementation plan, train staff in school climate and restorative practices, acting as the liaison with the Connecticut State Department of Education;
- Coordinates with school leaders, teachers, and staff to ensure District schools efforts to significantly reduce the number of incidents that lead to missed instruction and/or out-of-school suspension, in alignment with District goals and priorities;
- Customizes professional development in mental health and juvenile justice for administrators and staff;
- Develops strategies and supports for schools around ways to increase attendance and decrease absenteeism and truancy;
- Implements the District's re-entry protocol for students returning to school from out-of-school suspension or incarceration;
- Leads the District as the Safe School Climate Coordinator by meeting with building climate coordinators, revising "bullying" forms as needed, collecting monthly bullying logs, provide training to the building level school climate investigator, developing School Climate Surveys and Plans;
- Monitors Behavior Technicians/Prevention Specialists by collecting and reviewing monthly data, providing professional development, and review building level data and develop SMART goals;
- Provides annual notification to administrators on Bullying Training, Department of Children and Families mandated reporting, Sexual Abuse and Prevention;
- Reduces chronic absenteeism by lead the District's chronic absenteeism team, collaborating with administrators to hire school attendance counselors, scheduling of counselors and reviewing monthly data to plan for professional development, drafting, editing and revising truancy forms/letters, and collaborating with Waterbury Youth Services serving on building based Truancy Juvenile Review Board;
- Serves as District liaison to the RED (Racial and Ethnic Disparities) Committee;
- Serves as representative on City's Sensitivity Task Force;
- Supports District schools in facilitating delivery of services for students who have experienced loss or trauma;
- Works Closely with the Director of College and Career readiness on SEL initiatives.
- Works closely with all constituents and community supports to improve access to mental health services and supports;
- Works with key constituents to ensure school disciplinary policies align with diversion values, including a graduated response model for school discipline;
- Supervises the Family Community Engagement Manager and oversees the coordination of related programs for the Welcome Center and staff.
- Performs related duties as required.

PART IV- POSITION SUPERVISES

May provide supervision to attendance counselors and behavior technicians.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

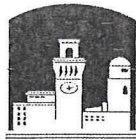
NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving	X			
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		

Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

The Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the City when necessary.

Prepared on: March 27, 2021



WATERBURY
Public Schools
Today's Students, Tomorrow's Leaders

District Climate and Attendance Coordinator **Job Description**

GENERAL STATEMENT OF DUTIES:

The Climate and Attendance Coordinator will be expected to meet the following goals:

1. Reduce chronic absenteeism
2. Reduce use of in-school arrests, out-of-school suspensions, and other exclusionary discipline practices
3. Build knowledge and skills among key school professionals to recognize and manage behavioral health crises in the school, and access needed community resources
4. Create a system to link youth who are at-risk of arrest to appropriate school and community-based services and supports.

SPECIFIC EXAMPLES OF DUTIES:

1. Coordinate and train administrators and staff in restorative practices
 - A. Develop districtwide implementation plan
 - B. Train staff in school climate and restorative practices
 - C. Act as the liaison for the Connecticut State Department
2. Lead the district as the Safe School Climate Coordinator
 - A. Meet with building climate coordinators
 - B. Revise "Bullying" forms as needed
 - C. Collect monthly Bullying logs
 - D. Provide training to building level school climate investigator
 - E. Lead the district with School Climate Plans
 - F. Lead the district with the School Climate Survey
3. Reducing chronic absenteeism
 - A. Lead the district chronic absenteeism team
 - B. Collaborate with administrators to hire school attendance counselors
 - C. Scheduling of counselors and reviewing monthly data to plan for professional development
 - D. Edit and revise truancy forms/letters
 - E. Collaborate with Waterbury Youth Services on building based Truancy Juvenile Review Board
4. Monitor Behavior Technicians/Prevention Specialists
 - A. Collect and review monthly data
 - B. Provide professional development
 - C. Review building level data and develop SMART goals
5. Provide annual notification to administrators on Bullying Training, Department of Children and Families mandated reporting, Sexual Abuse and Prevention
6. Coordinate district in-school suspension support
7. Collaborate with National Alliance of Mental Illness to provide training to staff and students

SPECIFIC EXAMPLES OF DUTIES (Continued):

8. Collaborate with Waterbury Youth Services on Safe Place presentations to middle and high school students
9. Representative on city's Sensitivity Task Force
10. Customizes professional development in mental health and juvenile justice for administrators and staff
11. Facilitate in obtaining resources related to the flow of students removed from the class or school
12. Coordinates the Safe School Team
13. District liaison to the RED (Racial and Ethnic Disparities) Committee
14. Work closely with all constituents and community supports to improve access to mental health services and supports
15. Works with key constituents to ensure school disciplinary policies align with diversion values, including a graduated response model for school discipline
16. Communicate policies and protocols to families, community and staff
17. Perform other duties as assigned by the Supervisor of Support Services and Attendance

MINIMUM QUALIFICATIONS:

1. Bachelor's Degree from an accredited college
2. Seven (7) years of working in the Educational Profession
3. Certification in Physical Management Training procedures
4. Experience in an urban school district and/or a multi-cultural environment
5. Bilingual preferred

SALARY/BENEFITS/WORK YEAR:

Salary \$60,000-80,000 depending upon level of experience. This is a non-union, grant funded position that exists as long as funds are available.

BOE
approved
9-20-18