

ADMINISTRATOR OF EQUITY & STUDENT ENROLLMENT & TRANSFER

Classification: Administrator

Location: Assigned Building

Reports to: Supervising Administrator

FLSA Status: Exempt

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Serves as a school and educational leader responsible for contributing to the development, implementation, supervision, and evaluation of the district student enrollment and transfer processes. Carries out duties and responsibilities in accordance with board policies, statutory requirements, administrative rules and regulations, collective bargaining agreements, and under the direction of the Executive Director of Equity, Community Engagement, and Communications.

Part II: Supervision and Controls over the Work:

Works under the general supervision of the Executive Director who is responsible for carrying out the guidance and direction of the Superintendent and the Board of Directors.

Part III: Major Duties and Responsibilities:

The administrator supports and shares fully with the Executive Director in:

Student Enrollment and Transfer Processes

1. Coordinating and overseeing the district student transfer and appeals process, communicating timelines with school administrators, and communicating with stakeholders (through district communication lanes), about the district protocols and processes for the student transfer process in the district, the timelines, and the appeals processes ensuring alignment to state law, district policy, and the district equity stance.
2. Coordinating and overseeing the district school choice application and lottery process, communicating timelines with school administrators, and communicating with stakeholders (through district communication lanes), about the school choice and lottery process in the district, the timelines, and the appeals process ensuring alignment to state law, district policy, and the district equity stance.
3. Working with the department administrative assistant in coordinating the timelines for school choice, lottery processes, intradistrict, and interdistrict transfer applications, and appeal processes ensuring alignment to state law, district policy, and the district equity stance.

4. Serving as the district administrator who hears the appeals to the school choice, lottery, and transfer processes ensuring alignment to state law, district policy, and the district equity stance.
5. Working effectively with district choice and charter programs on communications, advertising, and the public relation needs of their programming, assuring alignment to state law, district policy, and the district equity stance.
6. Tracking and use enrollment and trend data to make recommendations on enrollment slots.

Equity:

1. Demonstrating a commitment to equity and the district's equity principles and stance and continue in professional learning for one's self and the organization.
2. Working with the Executive Director on the development and delivery of equity-focused professional development for staff.
3. Working with the Executive Director on refining the district Equity Incident Response Protocol and the training of district administrators on the established processes.
4. Working with the Executive Director and other Executive Leadership in support of schools' School Improvement Plan Equity Goals.
5. Working with the Executive Director on protocols and practices for administrators and instructional leaders to coach staff on instructional coaching through equity.
6. Working with the Executive Director and other Executive Leadership on equity-based problems of practice at the school district, and community level.
7. Working with the Executive Director and other Executive Leadership on the development and delivery of communication tools and professional learning for administrators to communicate with stakeholders through equity-based practices.
8. Working with the Executive Director in coaching district administrators and staff on issues of equity, both in large group professional learning environments and individual coaching.

Leadership and Governance:

1. Leading by example with a level of professional conduct that is above reproach. Consistently demonstrating high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensuring proper conduct goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right.
2. Creating a professional environment by ensuring that personal and staff interactions with others in the school, community, and Board are conducted with utmost respect and

professionalism. Honoring the ideas of others even when in disagreement with those ideas. Working collaboratively to resolve disagreements and seek mutually respectful solutions.

3. Actively participating in meetings, workshops, and conferences that involve decisions affecting the district and/or schools related to the school choice and transfer process. Using the district equity lens to guide decision-making. Respecting, supporting, and implementing decisions once made, and taking action to ensure that staff is equally supportive.
4. Participating in district activities related to school choice and school transfers, including but not limited to, representing the district and programs at open house and community events, monitoring and participating in the school lottery process events, and sharing information with district office staff and the School Board upon request.
5. Participating in leadership in activities related to equity, including but not limited to, the development and delivery of professional learning for classified, certified, and administrative job groups and responding to equity-based incidents.
6. Demonstrating a leadership commitment to, and requiring all staff members to embrace and support, statutes, laws, school and Board policies, collective bargaining agreements, as well as the equity values of the school and the district.

Communications and Information Sharing:

1. Actively contributing to and possibly leading meetings that allow for timely sharing and dissemination of information as well as meaningful input to and discussion of needs and actions for effective delivery of the educational program and operation of the district enrollment, school choice, and transfer processes as well as district equity goals and initiatives.
2. Maintaining effective communications with the Executive Director and, as appropriate, district staff and keeping them informed of progress; advocating for the needs of the district; and ensuring timely and substantive notification of issues and concerns that could have a significant impact on achieving the district's vision and goals.
3. Contributing to a district-community information program that creates support and enthusiasm for the school and district vision and mission, and keeps parents and community members informed of the challenges, accomplishments, and involvement in enrollment, school choice, and transfer activities as well as district equity activities and initiatives.
4. Modeling and promoting trust, enthusiasm, rapport, respect, and openness among faculty, staff, students, and members of the community. Celebrating successes and recognizing the achievements of others.

Human Resource Management:

1. Developing the competencies required for each assigned subordinate staff member in order to fully meet job expectations and contribute effectively to the achievement of the vision. Screening and recommending the selection of staff members consistent with job and

qualification requirements, Board policies, legal requirements, and provisions of the collective bargaining agreement(s).

2. Assisting in the induction of staff members ensuring that new members understand the vision and goals of the school, duties, and responsibilities of the position, performance requirements and expectations, school and corporate policies and procedures, and available support and assistance.
3. Assisting in the professional development of staff members based on personal, professional, and organizational needs. Collaborating with staff members on the identification of needs, opportunities, resources, and methods of providing professional development. Monitoring and assessing the results of professional development to ensure the desired outcome.
4. Fostering self-reflection of each staff member and administrator for which assigned supervisory and evaluation responsibility. Monitoring individual performance, and providing feedback and coaching to support success and continuous growth. Evaluating assigned staff members consistent with the approved evaluation process. Taking timely action to address performance concerns and deficiencies, and providing plans of improvement and necessary support to correct performance concerns.
5. Monitoring behavior and addressing incidents or allegations of misconduct through timely and effective investigation and corrective disciplinary action consistent with legal requirements, corporate policy, and provisions of the collective bargaining agreement(s).

Organization and Operations:

1. Ensuring school compliance with applicable statutes, federal laws, regulations, contractual provisions, and other governance parameters.
2. Supporting a safe and healthy environment for students by effectively managing physical security, facilities maintenance, health services, food service operations, and custodial services. Maintaining effective student discipline and positive behavior support systems to foster an effective learning environment.
3. Promoting a positive climate for learning and an atmosphere of caring and respect for all students, staff, and members of the school community.

Financial Management:

1. Assisting in developing the school financial program consistent with the approved budget.
2. Ensuring an effective and legally compliant accounting for financial resources. Ensuring adequate documentation and document retention in support of all financial transactions. Ensuring compliance with purchasing and expenditure requirements.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Incumbents must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Incumbents must have successful experience in coaching culturally diverse staff and staff from the dominant culture on instructional/educational equity.
3. Possess or ability to obtain Oregon administrative license.
4. Three to five (3-5) years of successful years of teaching experience.
5. Demonstrated leadership skills through prior leadership experience. Experience may have been in administrative or teacher leader capacities (or industry equivalent).
6. Ability to create a safe, orderly, positive school climate for students, staff, and community.
7. Ability to foster growth, creativity, and flexibility using a variety of techniques.
8. Ability to facilitate the resolution of complex interpersonal issues and use effective communication skills that are culturally responsive.
9. Demonstrated successful experience in shared decision-making, program development, staff supervision, and evaluation.
10. Knowledge and skill in fiscal management, staff development, and human relations.
11. Ability to work with the State of Oregon's educational and assessment programs.
12. Knowledge and demonstrative skills in the use of technology for teaching and learning.
13. Managerial skills in planning, organizing, delegating and listening.
14. Ability to gain and demonstrate knowledge of District and state laws that govern budget procedures and expenditures.
15. Knowledge about laws, rules, and regulations governing the operation of public schools, including school reform legislation.
16. Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, and cooperative learning.
17. Qualified (or be willing to qualify) to operate personal or district-owned vehicles to transport students when necessary.

18. Ability to react in emergency situations to include intervening and, as necessary, consistent with District policy, restraining students.
19. Valid state driver's license.

Part V: Desired Qualifications:

Bilingual skills in languages appropriate to the district's demographics.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employees may be required to perform extensive work at a computer display terminal.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The noise level in the work environment is usually moderate but can be loud on occasion.

6/30/21