

**EXECUTIVE DIRECTOR OF EQUITY AND INSTRUCTIONAL SERVICES/  
TITLE IX COORDINATOR**

Classification: Administrator

Location: District Office

Reports to: Assistant Superintendent, Education

FLSA Status: Exempt

Employee Group: Executive Exempt

The 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:**

Provides leadership and strategic vision in coordinating, developing, implementing, and evaluating the District's instructional services focused on ensuring the district has highly effective curriculum and instruction in all educational programs. Provides leadership and strategic vision in coordinating, developing, implementing and evaluating District equity initiatives and professional development.

**Part II: Supervision and Controls over the Work:**

Serves under the broad guidance and administrative supervision of the Assistant Superintendent of Education. Is responsible for results in terms of effectiveness of planning, policies, programs, and for achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, operational direction of the Assistant Superintendent, and compliance with state and local regulatory agencies.

**Part III: Major Duties and Responsibilities:**

Program Leadership: The Executive Director of Equity and Instructional Services oversees and supervises Services for English Learners, Federal Programs, Bilingual Education, Talented & Gifted Education, Translation & Interpretation Services, Instructional Services and other assigned programs and staff.

1. Planning and Programming: Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies

and programs that respond effectively to anticipated needs and the changing profession.

2. Equity: Plans, directs, coordinates, assists and is the internal consultant to the superintendent, executive leadership team, directors, and principals regarding equity, social justice and diversity matters concerning staff, students and families. Provides coordination, consultation, guidance, support, and assistance to schools, departments and teams in working with parents and families. Guides district decision making processes through a lens of equity. Serves as Title IX district coordinator.
3. Services for English Learners: Provides for the language acquisition needs of students learning English. Manages and oversees the Services for English Learners program to include program development and implementation, student testing and identification, administrator/teacher/instructional assistant training and support in program delivery.
4. Talented and Gifted: Manages and oversees the talented and gifted program to include program development and implementation, student testing and identification, teacher training and support in program delivery.
5. Bilingual Education: Manages and oversees the program development and implementation, teacher training and support in program delivery. Coordinates program expansion and monitors community interest and trends.
6. Federal Programs: Manages and oversees the implementation of the Title I, Title IIA (private school) Title III, Title IX and Migrant education.
7. Translation & Interpretation Services: Manages and oversees the translation and interpretation services district-wide. Facilitates the implementation of community outreach to culturally specific groups focused on increasing parental engagement and involvement.
8. Financial Management and Strategic Planning: Advises the Superintendent on the financial needs and implications of the instructional services and equity programs. Administers programs within approved budget parameters including allocation of staff (FTE) resources. Oversees and/or participates in preparation of staffing analysis and reports. Takes action to determine allocation and redirection of FTE and to level caseloads.
9. Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement educational goals and objectives and to assure effective implementation and operation of assigned programs.
10. Program Direction and Staff Supervision: Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across program functions. Approves position structures and operating practices essential to the development and delivering of quality programs and services. Recruits and assigns staff ensuring that they possess and practice the values necessary to achieving the level of program delivery and

customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates communication, collaboration and coordination processes that assure all staff is timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.

11. Program Evaluation, Analysis and Feedback: Establishes a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to relevant stakeholders to share the program evaluation results.
12. Serves as the District's Title IX Coordinator.
13. Serves as first responder to emergency and after hour situations.

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. Possess or ability to obtain Oregon administrative license.
3. Minimum of five (5) years of educational leadership experience.
4. Successful experience as a teacher or other school-based professional.
5. Strong analytical and problem solving skills, and understanding of "client-centered" support and services.
6. Excellent oral, written, and interpersonal communication skills.
7. Ability to work both independently and cooperatively.
8. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
9. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

10. Experience in a highly unionized environment.
11. Demonstrated leadership and supervisory ability.
12. Valid state driver's license.

**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 the essential functions.

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

The employee must occasionally lift and/or move 25 to 50 pounds.

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

The employee may sit or stand for longer than two (2) hours at a time, may lift objects repeatedly, and may undertake repeated motions.