

Assistant Superintendent of Student Equity and Access

Purpose Statement

The job of Assistant Superintendent of Student Equity and Access is done for the purpose/s of focusing on educational outcomes and the allocation of resources to ensure that every learner is purposefully engaged and is provided rigorous instruction, meaningful supports and relevant educational experiences; serving as an advocate and champion for educational equity across all programs associated with the school organization; collaborating with district and school leaders, as well as internal and with external partners to shape, promote, implement the District's strategic plan; leveraging equity leadership capacity in support of the District's strategic efforts to build an inclusive school organization where all staff, students and families feel a sense of belonging; guiding efforts to assess, define, and cultivate diversity as a valued institutional and educational resource; providing direction and leadership in strategic equity action planning within every school and department of the organization; serving as a member of Cabinet and Strategic Leadership Team.

This job reports to the Superintendent of Schools

Essential Functions

- Administers the Department of Student Equity & Access budget, including any grants awarded for district-wide equity initiatives for the purpose of monitoring spend.
- Attends Board meetings and prepares reports for the LPS Board of Education as the Superintendent may request for the purpose of sharing information.
- Builds District capacity for identifying and addressing equity challenges within systems of the organization, collaborating with the Business Services Department for the purpose of ensuring resource allocations promote equitable practices of access and inclusion.
- Collaborates with all members of the Strategic Leadership Team and Cabinet for the purpose of ensuring the alignment of District priorities with the LPS vivid vision and strategic plan.
- Coordinates stakeholder engagement opportunities with families to solicit feedback and input on continuous improvement of educational programming for the purpose of better supporting the academic, behavioral and social-emotional needs of learners.
- Leads the Department of Student Equity & Access for the purpose of ensuring that PK-12 learners have equitable access to educational opportunities through programs, resources, and services provided by the District.
- Monitors the progress of equity action plans with district and school leaders for the purpose of developing and implementing strategic goals that are specific, measurable, actionable, relevant, timely, inclusive and equitable.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Participates in district-level committees with key stakeholders for the purpose of maintaining high performance while closing equity gaps for PK-12 learners.
- Provides professional development, coaching and support to district leaders and school-based teams for the purpose of addressing equity issues through a cycle of inquiry and root cause analysis.

- Researches, reads key publications, and networks with subject matter experts for the purpose of staying current with the scholarship, pedagogy and theoretical underpinnings of equity of educational experience for PK-12 learners, as well as efforts taking place at the local, state, and national levels.
- Supervises the Director of Special Services Department for the purpose of overseeing core functions including: Connect Program; BEST Autism Program; Essential Skills Classroom (ESC) Program; Visual Impaired (VI) Program; Residency Services (R2) Program; ECC Sped Program; Resource Support; and IDEA Compliance.
- Supervises the Director of Special Programs Department for the purpose of overseeing core functions including: 504 Plans; Gifted Education; Guidance & Counseling; Social Work Services; Homebound Services; Titles I, II, III, and IV; English Learners; Clay County Children's Services Fund; ALL53 (Academic Support); Seal of Biliteracy and Pathway to Biliteracy.
- Supervises the Director of Student Services Department for the purpose of overseeing core functions including: Enrollment and Residency Verification; McKinney Vento-homeless students; Student Discipline Hearings; Student Transfer Requests; Long-Term Suspensions; and Missouri Safe Schools Act compliance.
- Supports the Innovation & Learning Department, and district and school leadership teams for the purpose of monitoring student data and evaluating district-wide progress toward addressing: growth to readiness, achievement disparities and equity gaps between student groups.
- Supports the Human Resources Department, and district and school leadership teams in the implementation of equitable recruitment and retention practices for the purpose of building a diverse and dynamic workforce.
- Supports the Communication & Marketing Department for the purpose of ensuring district-wide communication outlets are easily accessible, and stories shared are inclusive of members of a diverse LPS school community.
- Supports the Operations Department in the development of leaders for the purpose of cultivating inclusive work environments that foster a sense of belonging for team members and positively impact student learning experiences in every school building.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; and principles of best teaching practices and learning styles.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups;

work with data of varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; determining the use of funds. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 10% walking, 40% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is required.

Education (Minimum): Masters degree in job-related area.

Education (Preferred):

Equivalency: 3-5 years as a principal and earned doctorate is a preferred qualification.

Required Testing

None Specified

Certificates and Licenses

Applicable DESE Required Certification

Continuing Educ. / Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

7/1/2023

Salary Grade

See Administrator Salary Schedule

Revised Date

The purpose and utilization of job descriptions in Liberty Public School District #53 are to ensure the essential functions of each position are articulated in order to create a clear understanding of job expectations for the incumbent while also providing a framework through which the recruiting, hiring, and retaining of employees may be enhanced.