

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: Director -Diversity, Equity, and Inclusion

Classification: Certificated
Management

Reports to: Assistant Superintendent, Educational Services

Range: Certificated Management
Salary Schedule

EDUCATION AND EXPERIENCE

- Minimum three years successful administrative experience supporting marginalized communities;
- Minimum three years teaching experience in K-12 setting.

Licenses and other Requirements:

- Valid driver's license
- California Administrative Credential
- California Teaching Credential-
- Bilingual preferred

SUMMARY

Under the supervision of the Assistant Superintendent of Educational Services or designee, the Director, of Diversity, Equity, and Inclusion will guide, facilitate, direct and lead activities and initiatives that promote inclusion, equity, access, and an acknowledgement and value for diversity throughout the District; accountable for developing policy and program changes to improve student achievement for all students, with emphasis on improving equity and access to district programs, as well as improving options for students upon graduation; organize and implement training and professional development programs which advance cultural competence and supports a climate of equity and inclusion; support the evaluation and development of curriculum, practices, and procedures to inform decision-making and change which continuously improves equity, access, and inclusion; and provide guidance and leadership in addressing, resolving and remedying issues and incidents involving issues of racism, discrimination, and other forms of inequity.

SPECIFIC RESPONSIBILITIES

1. Guide, facilitate, direct, and lead activities and initiatives that promote inclusion, equity, access, and an acceptance and appreciation for diversity among staff and students.
2. Provide input, guidance, and leadership in the evaluation and development of curriculum and student support systems that promote acceptance, access, equity, and inclusion.
3. Collaborate with District and site-level administrators to examine and evaluate existing data, practices, procedures, and protocols, such as course placement and achievement patterns, for their impact in supporting inclusion, access, and equity; provide recommendations to improve student achievement and prepare career ready graduates.

4. Plan, develop, organize, and implement districtwide and site-based training and professional development for staff members, students, and other educational partners, promoting cultural competence and understanding and a climate of equity and inclusion.
5. Participate in district level decisions such as staffing and curriculum selection in pursuit of improving student performance and promoting a climate of equity.
6. Communicate with other administrators, district personnel, contractors, and educational partners to coordinate activities and programs, resolve issues and conflicts and exchange information.
7. Develop partnerships with post-secondary educational partners, city, and county representatives, local educational agencies, and other outside groups, effectively representing the District to promote, support, and strengthen diversity, equity and inclusion.
8. Attend or chair a variety of meetings; represent the district in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial, law enforcement agencies, and the media to increase student access to programs and postsecondary opportunities and civic engagement opportunities.
9. Establish and maintain a positive climate of interaction, communication, and collaboration among superiors and colleagues with District and site staff, students, families, and other educational partners in promoting equity, access, and inclusion across the District.
10. Propose changes or new policies and administrative regulations to improve equity and access to District programs for all student populations.
11. Remain current and informed about contemporary research and best practices for promoting and achieving educational equity, access and inclusion by attending conferences and workshops, reading professional literature, joining professional organizations, and establishing and maintaining professional networks.
12. Ensure effective parent engagement strategies are in effect at every K-12 school site in order to ensure parents are knowledgeable participants in achieving educational equity, access and inclusion.
13. Develop and oversee the annual budget to support diversity, equity and inclusion programs.
14. Perform related duties as assigned.

SPECIFIC QUALIFICATIONS

Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintenance of confidentiality and ability to work cooperatively with others. Should also possess highly developed organizational skills, be detail oriented, and have the ability to deal with frequently changing laws and regulations.

Knowledge of:

- Current educational administration principles and practices.
- Educational programs, curriculum and instructional practices related to developing and supporting a climate of equity and inclusion.
- Employee organization contracts.

- Change process, strategic planning and coaching.
- Group process and consensus building.
- District organization, operations, policies and objectives.
- Oral and written communication skills.
- Principles and practices of leadership.
- Applicable laws, codes, regulations, policies and procedures.

Ability to:

- Support and monitor the delivery of educational programs at assigned school sites.
- Modify strategies based on supervision and observations to increase student access and improve student achievement.
- Supervise, and assess, culture, learning supports, and staff capacity.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Communicate effectively both orally and writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Analyze and interpret data sets.
- Analyze situations accurately and adopt an effective course of action in concert with site administration.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work efficiently.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Analyze and respond appropriately in an emergency situation.

WORKING CONDITIONS

Environment:

Indoor and outdoor work environment; driving own vehicle to conduct work; contact with dissatisfied individuals, parents and students; home visits.

Physical Abilities:

The physical demands 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 regularly required to speak, stand, talk, walk, stoop, kneel and crouch. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, and use fine motor skills.