MT. DIABLO UNIFIED SCHOOL DISTRICT

ASSISTANT DIRECTOR, EQUITY

was ADMINISTRATOR OF EQUITY AND DISPROPORTIONALITY

Summary Definition
Under the general direction of the Director of Curriculum and Instruction, the Assistant Director of Equity will assume oversight and responsibility for the facilitation of the equity teams, implementation and monitoring of the Coordinated Early Intervening Services (CEIS) Plan, professional development, and data collection and reports.

Directly Responsible To
Director of Curriculum & Instruction

Supervision
A multidisciplinary team who will provide direct support to site level staff and also assist in the development of appropriate practices and strategies that can be implemented districtwide to employ with students.

Examples of Duties (to include, but not limited to:)

E: Essential Functions (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements).

1. Administer the continuing development, implementation, and monitoring of the District Coordinated Early Intervening Services (CEIS) Plan. **E**
2. Coordinate, monitor, and assess effectiveness of District programs to address the issues around equity and disproportionality. **E**
3. Work collaboratively with regular and special education educators to coordinate activities designed to reduce and eliminate disproportionality. **E**
4. Serve as a liaison with district administrators to ensure the implementation of the District Coordinated Early Intervening Services (CEIS) Plan. **E**
5. Assist in the continuing development and implementation of Response to Intervention for academic and behavioral supports.
6. Supervise staff assigned to provide services and supports addressing the issues of equity and disproportionality. **E**
7. Provide direct service to staff on site to improve the capacity of staff to manage students with challenging behaviors.
8. Chair the Equity Leadership Team and Equity Advisory Team meetings and provide summaries of outcomes of these sessions and other forums related to equity and disproportionality. **E**
9. Plan and coordinate professional development activities for all groups as designated in the District Coordinated Early Intervening Services (CEIS) Plan and subsequent revisions.
10. Serve as the liaison with CDE, and any other consultants and Technical Advisors (TA) to support data collection, implementation of the District Coordinated Early Intervening Services (CEIS) Plan and professional development. **E**

11. Conduct ongoing data collection and analysis to inform decisions regarding program development and to evaluate their effectiveness. **E**
12. Distribute disaggregated school data reports on disproportionality and discipline at principal and district meetings.
13. Continue the facilitation of ongoing discussions about the characteristics of identified subgroups that are disproportionately represented in special education or school discipline with a particular emphasis on African American youth and English Language Learners and coordinate the identification of strategies for addressing their unique needs.
14. Demonstrate leadership in creating cultural proficiency and healthful human relationships that will provide a suitable climate for learning and teaching.
15. Complete all reporting requirements to include but not limited to: Revised District Coordinated Early Intervening Services (CEIS) Plan, Quarterly Reports to CDE and School Board Reports.
16. Oversee and manage the budget as outlined in the District Coordinated Early Intervening Services (CEIS) Plan.
17. Assume the responsibility for the review and revision of District board policies related to equity and disproportionality. Prepare agenda items for the Board meetings, as needed.
18. Keep the Director of Curriculum & Instruction and Assistant Superintendent of Educational Services informed of issues related to equity and disproportionality.
19. Perform other duties as assigned by the Director of Curriculum & Instruction, Assistant Superintendent, or Superintendent.
20. Other duties as assigned.

DESIRED QUALIFICATIONS

Knowledge of:

1. Knowledge and understanding of current trends addressing the issues around equity and disproportionality.
2. Experience in working with school and district level teams addressing the issues around equity and disproportionality.
3. Experience in working with community leaders in addressing the issues around equity and disproportionality.
4. Demonstrated knowledge, skills and/or experience in working with African American students and families, English Language Learners and other populations with unique educational needs (that may contribute to their disproportionate representation in special education or the disciplinary system)
5. Experience in understanding district level self-reviews around the area of equity and disproportionality.
6. Experience in collecting and analyzing data relevant to the area of equity and disproportionality.
7. Experience in sharing data to various school and community groups relevant to the area of equity and disproportionality.
8. Experience in developing and implementing strategies to provide positive behavioral supports for schools.
9. Knowledge of special education policies and practices around identifying students for special education.
10. Knowledge and understanding of services provided to students in special education.
11. Knowledge and understanding of academic and behavioral intervention services provided to students in general education.
12. Knowledge of principles of organization and management.
13. Knowledge of curriculum and the operation of elementary and secondary schools and alternative education programs.

14. Knowledge of laws, district policies, and regulations pertaining to elementary and secondary education and related programs.
15. Knowledge of basic elements of instruction.
16. Ability to exercise good judgment and tact.
17. Ability to work effectively with all segments of the educational community and general public.
18. Ability to speak and write effectively.
19. Ability to analyze problems, make decisions or recommendations, and be responsible for these decisions.
20. Knowledge of the principles of staff training and development.
21. Knowledge of budget development, maintenance, and evaluation.
22. Skill in working with diverse groups and individuals in a manner that achieves district goals.

Skill in:

1. Handling confidential information with discretion
2. Establishing and maintaining effective working relationships
3. Interpersonal skills using tact, patience and courtesy
4. Leadership of teams and departments

Education and Experience:
Any combination equivalent to:

1. Post graduate work in school administration or related field.
2. Evidence of highly successful teaching experience.
3. Three years of successful experience in school level administration.
4. Experience in district-wide leadership roles.
5. Site and district level experience addressing issues of equity and disproportionality.
6. Possession of an appropriate school administrative credential.

Environment
School office environment: fast-paced work with deadlines; frequent interruptions and high demand to multi-task and complete job duties with stringent specifications; maintains high regard for exemplary customer service.

Physical Abilities
Hear and speak to exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports; sit or stand for extended periods of time; work at a desk, conference table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders and horizontally; lift objects weighing up to 25 pounds.

Diablo Managers Association
Range 25 – 222 Days
Adopted by the Board of Education: May 6, 2013
Revised: April 27, 2020