

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	<b>Director I, Educational Equity</b>	<b>REPORTS TO:</b>	<b>Assigned Administrator</b>
<b>DEPARTMENT:</b>	<b>Educational Services</b>	<b>CLASSIFICATION:</b>	<b>Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR:</b>	<b>225 Days</b>
<b>BOARD APPROVAL: REVISED:</b>	<b>March 30, 2021 June 7, 2022</b>	<b>SALARY:</b>	<b>Range A1/Tier IV Management Salary Schedule</b>

**SUMMARY DEFINITION:**

Guide, facilitate, direct and lead activities and initiatives that promote inclusion, equity, access and an acceptance and appreciation for diversity throughout the District; organize and implement training and professional development programs which promote cultural competence and understanding and support a climate of equity and inclusion; support the evaluation and development of curriculum, practices and procedures to inform decision-making and change which promotes 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.

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

**E = Essential Functions**

Guide, facilitate, direct and lead activities and initiatives that promote inclusion, equity, access and an acceptance and appreciation for diversity among all District stakeholders. **E**

Provide input, guidance and leadership in the evaluation and development of curriculum and student support systems which promote acceptance, access, equity and inclusion and combat issues of racism, discrimination and other forms of inequity. **E**

Collaborate with District and site-level administrators to examine and evaluate existing practices, procedures and protocols for their impact in supporting inclusion, access and equity; provide information, guidance, and support in revising and designing alternative practices and implementing solutions which enhance and improve outcomes for all stakeholders. **E**

Plan, develop, organize and implement districtwide and site-based training and professional development for staff members, students, and other stakeholders which promote cultural competence and understanding and a climate of equity and inclusion. **E**

Advise, guide and assist District and site-based leaders, staff, students and/or parents and community members in responding to, addressing, and designing and implementing corrective and restorative resolutions when discriminatory, racist and/or hate-based incidents occur; assist in the process of investigating and responding to complaints as requested. **E**

Plan, guide, and advise District and site leaders, staff, and other constituencies and respond to inquiries about matters involving diversity, equity and inclusion. **E**

Develop partnerships with city and town representatives, local educational agencies, and other outside groups and constituencies, effectively representing the District, to promote, support, and strengthen the equity work in which it is engaged. **E**

Chair, facilitate, attend and/or serve on various District ad hoc and standing committees to support and inform its work and promote participant discussion and decision-making through an equity lens. **E**

Attend Executive Cabinet, Cabinet, Department-specific, Board of Education, and/or administrative meetings as requested to advise, present, share information, solicit input, give direction, and/or guide decisions which will promote equity, access, and inclusion and support the District's strategic plan and initiatives. **E**

Supervises assigned schools, coaches, teachers on special assignment, and evaluates site administrators. **E**

Prepare and present written and/or oral reports as requested for the Board of Education, the Superintendent, District management and other constituencies documenting established goals, evaluation of work and progress in achieving them, and recommendations, priorities, and goals for building upon accomplishments moving forward. E

Establish and maintain a positive climate of interaction, communication, and collaboration among superiors and colleagues, with District and site staff, students and families, and other stakeholders in promoting equity, access and inclusion across the District. E

Remain current and informed about contemporary research in and best practices for promoting and achieving educational equity, access and inclusion by attending conferences and workshops, reading professional literature, joining professional associations, taking courses, and establishing and maintaining professional networks. E

Performs related duties as assigned.

## **MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: Bachelor's degree and professional experience designing, facilitating, and/or leading equity work in a K-12 educational setting at a school site and/or organizational level. Possession of California teaching/service credentials and administrative credential required. Specific training/coursework or experience in interpersonal communication and relations, organizational behavior, racial/social justice, restorative practices, culturally understanding and sensitivity, and/or conflict mediation and resolution is preferred.

**LICENSES AND OTHER REQUIREMENTS:** Valid California Driver's License.

### **TECHNOLOGY EQUIPMENT AND TOOL SKILLS:**

Proficient ability in using a personal computer, the Internet, modern office equipment, and District software systems for word processing, communication, preparing and delivering presentations, scheduling and other needed applications in the course and scope of work is required.

**KNOWLEDGE, SKILLS, AND ABILITIES:** The requirements listed below are representative of the knowledge, skill, and/or ability required to perform the essential duties of the position.

### **Knowledge of:**

Diverse racial, ethnic, and cultural backgrounds and experiences.  
Gender identification, stereotyping and discrimination, sexual orientation and identification.  
Effective pedagogical strategies for promoting equity, inclusion, and acceptance of diversity.  
Curriculum development, selection and implementation.  
Contemporary leadership skills and group facilitation practices.  
Strategies and methods for planning and implementing system-wide change.  
Contemporary practices for effective professional development and training.  
Adult learning theory and practices.  
Strategies for facilitating and engaging in difficult conversations.  
Practices for mediating and resolving conflict.  
State and federal laws, regulations, and codes pertaining to K-12 education.  
School district organization, operations, policies, and objectives.  
Oral and written communication skills.  
Interpersonal skills using tact, patience, and courtesy.

**Ability to:**

- Listen empathetically to identify and understand direct and indirect messages and perspectives.
- Convey and explain concepts and perspectives in a factual, respectful, and unbiased manner.
- Analyze situations and generate solutions to complex problems and issues.
- Lead, facilitate and engage in difficult conversations involving sensitive and emotional topics.
- Plan, design, organize and deliver effective professional development programs.
- Manage and complete multiple projects and assignments with little direction and supervision.
- Establish trust and collaborate effectively with administrators, employees, students, parents and community members.
- Communicate orally and in writing effectively and to various audiences.
- Demonstrate initiative and function effectively as part of a team.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Operate a computer and related District technology platforms and software.
- Professionally and respectfully represent the District at all times.
- Meet District standards of professional conduct.

**PHYSICAL DEMANDS & WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Office environment; drive a vehicle among various sites within and outside the District to conduct work.

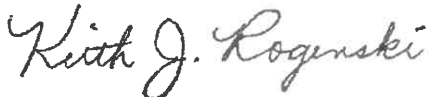
**Physical Abilities:**

Hear and speak to make presentations and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer; see to read and prepare documents and reports and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift moderate to heavy objects.

**OTHER QUALIFICATIONS:**

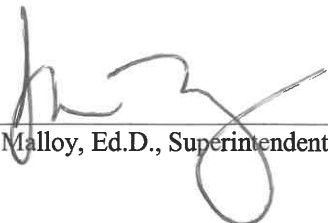
Must successfully pass the District's pre-employment background and tuberculosis clearances and District mandated trainings.

**APPROVALS:**



\_\_\_\_\_  
Keith Rogenski, Assistant Superintendent, Human Resources

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Date



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John Malloy, Ed.D., Superintendent

\_\_\_\_\_  
Date