



# DIRECTOR – EQUITY AND DIVERSITY

## SUMMARY/SCOPE/GOAL

Responsible for advancing diversity and equity strategy by setting the strategic direction, recommending, developing, implementing, and managing all aspects of this strategy. The Director for Equity and Diversity will work alongside all divisions to eradicate opportunity gaps, ensure all staff operate with the highest levels of respect and appreciation for the value of diversity, and to re-align operations to accelerate student achievement for all learners.

## QUALIFICATIONS

### EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

#### REQUIRED:

- Master's degree or higher in education, public administration, or a closely related field.
- Minimum of 3 years of experience in a leadership position with clear equity and/or diversity goals.
- Direct leadership and experience in advancing equity and diversity initiatives .

#### PREFERRED/DESIRED:

- Experience in leading professional development related to diversity and equity.
- Experience in planning and executing strategic initiatives in an educational environment.

### CERTIFICATIONS/LICENSES/TRAINING:

#### REQUIRED:

- Valid Florida Driver's License

#### PREFERRED/DESIRED:

- N/A

## PERFORMANCE RESPONSIBILITIES

### ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification, as necessary.

1. Function as a resource, guide, and strategic planner to the Superintendent and Cabinet on matters related to diversity and equity.
2. Lead the district and community committee that evaluates discipline disproportionately on race, poverty, and disability. Be a key resource on research and best practices to target strategies that better serve diverse students.
3. Serve as district representative in working with community affinity groups with an interest in diversity and equity issues. Collaborate with divisions that work with local groups and agencies to ensure that the voices of our community are equitably represented and are a valuable part of our district communication strategy.
4. Support the human resources recruitment team in establishing metrics, implementing strategies, and progress monitoring the BPS workforce in being representative of the community.
5. Plan for and lead training for school and district staff on matters of equity, diversity, and race.
6. Serve as an advisor to investigative teams who are reviewing complaints (student or adult) related to diversity and equity.

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7. Assist schools in examining their data to understand patterns in performance and school culture by various subgroups.
8. Collaborate with directors across divisions on matters in their area that require a critical review of equity and diversity prior to execution or in review of critical incidents.
9. Provide guidance and recommendations during instructional materials adoption cycles to ensure that selected curriculum is culturally relevant, and in service of the district's goals for equity and diversity.
10. Assume responsibility for the district's annual equity report– convene a cross department team to regularly review the equity plan data, progress monitor key metrics, and annually submit the plan per regulations.
11. Review publications and messaging to ensure consistency with BPS diversity and equity strategies.
12. Compile data from a wide variety of sources for the purpose of analyzing issues, ensuring compliance with various policies and procedures, and/or monitoring program components.
13. Employ best practices in change management and organizational development for the purpose of supporting the organization in being a high functioning, diverse, and inclusive environment.
14. Collaborate with the grant writing department to support additional resources to schools that serve a significant portion of students whose data indicates that they are not performing alongside their peers at other schools (priority schools).
15. Provide support to district Title IX coordinator- collaborate with Student Services and Human Resources regarding investigations and due process.

### **OTHER DUTIES:**

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

## **KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE**

### **JOB RELATED:**

Executive leadership and management skills including the ability to motivate and develop staff to achieve equity and diversity goals. Ability to research, identify and implement best practices of equity and diversity. Conflict resolution skills to respectfully manage complaints related to equity and diversity. Ability to work effectively with a variety of internal and external stakeholders from varied and diverse backgrounds.

### **GENERAL:**

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

### **EQUIPMENT:**

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

**PHYSICAL DEMANDS/WORK ENVIRONMENT**

**PHYSICAL REQUIREMENTS:**

**(L) LIGHT WORK**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (Constantly: activity or condition exists 2/3 or more of the time) to move objects. Physical demand requirements are in excess of those for Sedentary Work. Even though the weight lifted may be only a negligible amount, a job should be rated Light Work: (1) when it requires walking or standing to a significant degree; or (2) when it requires sitting most of the time but entails pushing and/or pulling of arm or leg controls; and/or (3) when the job requires working at a production rate pace entailing the constant pushing and/or pulling of materials even though the weight of those materials is negligible. NOTE: The constant stress and strain of maintaining a production rate pace, especially in an industrial setting, can be and is physically demanding of a worker even though the amount of force exerted is negligible.

**POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:**

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

**TRAVEL:**

Travel between sites occasionally. Travel out of county rarely.

**FOR HR USE ONLY:**

<b>DIVISION:</b>	<u>Leading and Learning</u>	<b>DEPARTMENT:</b>	<u>Secondary Leading and Learning</u>
<b>TITLE CODE:</b>	<u>D0211</u>	<b>CONTENT BY:</b>	<u>Stephanie A. Soliven, Ed.D.</u>
<b>GRADE:</b>	<u>29</u>	<b>COMPENSATION:</b>	<u>Rick Morton</u>
<b>UNIT:</b>	<u>NB (Exempt)</u>	<b>LABOR RELATIONS:</b>	<u>Karyle Green, Ed.D.</u>
<b>LAST BOARD APVD:</b>	<u>Submitted 08/11/2020</u>	<b>CLASSIFICATION:</b>	<u>Beth Thedy, Ed.D.</u>

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	08/11/20	Initial Release	Secondary Leading and Learning

*The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.*

*Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.*