



## **DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION**

### **GENERAL RESPONSIBILITIES**

Under the guidance of the Superintendent of Schools, the Director of Diversity, Equity and Inclusion leads the development and implementation of proactive diversity, equity and inclusion initiatives in support of the Division's strategic plan to create a teaching and learning environment where all have an opportunity to succeed. The Director champions the importance and value of diverse and inclusive teaching and learning environment and leads the development of a vision and effective strategy to create a culture for diversity, equity and inclusion; actively engages students, staff, and the community to further behaviors, attitudes, and policies that support diversity, equity and inclusion; collaborates with internal and external stakeholder groups to assess the need for, and recommend training and initiatives on issues of diversity that include but are not limited to: Ancestry, Color, Creed, Gender, Gender Identity, Handicap or Physical Condition, Homeless Status, National Origin, Race, Religion, Sexual Orientation, Social-Emotional Learning or any other characteristic protected by law. The Director is a senior-level management position reporting directly to the Superintendent and serves as a member of the Superintendent's senior leadership team.

### **ESSENTIAL FUNCTIONS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Plan, guide and advise the Superintendent and senior-level management on diversity, equity, and inclusion action matters.
- Collaborate with senior-level management to create, implement and monitor programs and initiatives designed to ensure equitable access and opportunity for students, staff and families.
- Collaborate with senior-level management and other division-level leaders to develop division and school-based processes and practices that promote equitable access and opportunity for underrepresented student populations.
- Support programs and services that enhance the social-emotional and academic success for all students.
- Engage staff, students and the community to build a welcoming and inclusive culture in the Division.
- Lead and coordinate cross-departmental efforts to promote and sustain educational equity and inclusiveness to include achievement gaps, diverse workforce, discipline disproportionality, and rigorous learning opportunities for underrepresented student groups.
- Establish and maintain an internal audit and reporting system to allow for effective measurement of Division educational programs.
- Assess and monitor program effectiveness and inform management of equitable opportunity progress and issues through periodic reports.
- Represent the Division to the community, organizations, and agencies.
- Collaborate with external and internal stakeholder groups, including students and families, to promote and advance diversity, equity, and inclusion.
- Provide strategic direction for training initiatives on issues that build a climate of equity and inclusion, and other topics designed to increase awareness and support of equity and inclusion values and maintain compliance with applicable laws in collaboration with Division stakeholders. These include but are not limited to: Ancestry, Color, Creed, Gender, Gender Identity, Handicap or Physical Condition, Homeless Status, National Origin, Race, Religion, Sexual Orientation, and Social-Emotional Learning.
- Promote Division commitment to a climate of equity, diversity, and inclusion through interaction with the School Board, Senior-Level Management, division staff, students and the community.
- Set forth recommendations regarding the reallocation of and request for financial and human resources across the division in support of equity and inclusiveness, based on the analysis of the current usage of resources.
- Provide guidance for development of policy and staff regulations for alignment with Division equity emphases and goals.
- Respond to questions from schools and citizens about programs and services as they relate to diversity, equity and inclusion; direct inquiries to appropriate individuals and processes.
- Direct and evaluate the work of all assigned staff.
- Expand the capacity of the Division as it relates to equity and inclusiveness by serving as a resource on these matters.
- Chair the division's Equity Council and other applicable groups, including being a liaison to City of Virginia Beach organizations.



- Serve as a liaison between the Division and City of Virginia Beach diverse organizations.
- Seek advice from Division Counsel on certain matters.
- Perform other related duties as assigned.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

Must have knowledge of issues relating to race, diversity, culturally responsive practices and/or proficiencies, social-emotional learning, and equity affairs; knowledge of local, state and federal laws related to schools, employment and protected classes, leadership and managerial principles, program management and development principles, and diversity, equity and inclusion best-practices. Must have strong written and oral communication and public speaking skills, experience developing, leading and supervising staff, collaboration and consensus-building, managing sensitive topics, managing multiple priorities simultaneously, evaluating research to identify potential solutions, resolving problems or providing information, and developing and facilitating professional development to diverse groups. Must have the ability to understand, be sensitive to, and respect the diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disabilities, gender identity, and sexual orientation of students, staff, and division leaders. Must have the ability to work with diverse populations within the organization and the community; ability to maintain a professional demeanor during emotionally charged, difficult, or high-pressure situations; ability to manage thoughtfully the personal, political, and organizational dynamics related to equity issues within the division; ability to analyze statistical facts and present recommendations effectively in oral and written forms; and above all, a personal interest and commitment to student achievement, diversity, multiculturalism, and issues of equity. Must have a capacity for teamwork and for developing sensitive working relationships with students and staff. Must be open to new ideas and demonstrate adaptability and flexibility to work through challenging issues. Must be able to access the internet when working remotely. Extended work hours are common.

### **EDUCATION AND EXPERIENCE**

**Required:** Master's Degree in education or related field and an Administration and Supervision Prek-12 endorsement required. Experience advancing diversity, equity and inclusion in a K-12 and/or non-profit organization. Previous experience in the design and facilitation of professional development for adults.

**Preferred:** A minimum of three (3) years of successful administrative experience in K-12 public schools, either at the school building level or central office.

### **PHYSICAL REQUIREMENTS**

Physical exertion includes standing during training, carrying materials and hand-outs and other audio-visual equipment. Frequent travel within the Division is required. Early morning, evening and/or weekend work is occasionally required. 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. Must have the ability to sit for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer terminal; see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal levels; speak in audible tones so that others may understand clearly; physical agility to lift up to 25 pounds.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

### **SPECIAL REQUIREMENTS**

- Must have a personal vehicle to travel to various sites to engage in collaborative planning, provide professional development, and other job-related tasks.
- Regular and reliable attendance is an essential function of this position.