

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Coordinator, Equity, Diversity, and Support Systems	REPORTS:	Director, Student Support Services
DEPARTMENT:	Student Support Services	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR:	226
ISSUED:	February 3, 2022	SALARY:	Range 23

BASIC FUNCTION:

Under the direction of the Director of Student Support Services, the Coordinator of Equity, Diversity, and Support Systems (hereinafter “coordinator”) shall perform a variety of proficient, prescribed duties requiring excellent communication skills, conflict mediation skills, and use of restorative justice practices. In addition, the coordinator shall assist the director with coordination of the operation, activities, programs, and procedures of student support services as it pertains to positive behavioral supports, student equity, and diversity, and assisting with training and instruction to sites thereby reducing exclusionary disciplinary practices. The coordinator shall assure compliance with applicable laws, policies, rules, and regulations; including knowledge of Title IX investigation practices, and providing expertise in the area of trends, practices, and strategies relative to emotional and social student supports.

This position supports climate and culture efforts by providing alternatives to punitive student discipline practices in order to foster a positive culture for a restorative framework. the coordinator will collaborate with community agencies and other district departments to provide a range of services that address the needs of at-risk students.

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. Therefore, these duties may include, but are not limited to, the following:

E = Essential Functions

Coaches and mentors staff to promote positive climate and social-emotional learning for the school community. **(E)**

Promotes practices to create a positive school site culture to one that values diverse cultural and ethnic backgrounds through foundational principles (e.g., restorative justice, implicit bias, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics). **(E)**

Assists the Title IX coordinator with the development and implementation of a comprehensive program for monitoring of and compliance with laws, policies, procedures, and practices relating to discrimination, harassment, retaliation, and bullying prevention. **(E)**

Reviews and provides oversight for district-wide policies regarding non-discrimination, sexual harassment prevention, Title IX compliance and ADA. **(E)**

Assists the Title IX coordinator with the District's obligations under Title IX, including coordinating and investigating complaints and grievance processes received pursuant to Title IX and its implementing regulations. **(E)**

Provides remedial action necessary to prohibit any existing discrimination or implicit bias.

Works with departments and sites to ensure anti-bullying and harassment policy is enforced in all schools. **(E)**

Informs site and District administrators of available district, community, state, and federal resources available to reduce exclusionary discipline practices. **(E)**

Provides guidance and technical support for sites implementing positive behavioral interventions and supports and the monitoring of alternative disciplinary practices to reduce out of school suspensions. **(E)**

Assures fair and consistent application and interpretation of district policies and/or state, federal and local regulations. **(E)**

Collaborates with district and sites to ensure student policies are equitable, unbiased, and reflective of the district's diversity. **(E)**

Keeps informed of current trends in the operation of equity, diversity, and support systems, public education and other pertinent areas, such as federal, state and local laws and District regulations, policies, and procedures. **(E)**

Learns, interprets, applies, and explains laws, rules and regulations. **(E)**

Maintains files on recent legislation related to social and emotional support of students. **(E)**

Communicates and build positive relationships with students, parents, staff and community. **(E)**

Supports crisis management efforts in collaboration with school leaders. **(E)**

Assists in conducting in-service programs pertaining to assigned functions. **(E)**

Serves, upon assignment, as a resource person to all division directors in the District. **(E)**

Assists in the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepares agendas and memos. **(E)**

Assists in writing and revising policies and administrative regulations pertaining to assigned functions. **(E)**

Assures accurate and timely dissemination of information by meeting deadlines efficiently and effectively. **(E)**

Maintains and monitors assigned budgets. **(E)**

Serves on committees as appropriate or assigned by immediate supervisor. **(E)**

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; plans, coordinates, and arranges for appropriate training of subordinates. **(E)**

Performs related duties consistent with the scope and intent of the position.

Performs other duties as assigned.

MINIMUM REQUIREMENTS:

Education, Experience, Licenses, and Other Requirements:

Bachelor's degree required in counseling, pupil personnel services, social science, subject content area, restorative practices, education, or related field. Master's degree in related field preferred.

Experience in working in public schools and completion of courses in counseling and student support services desirable.

Possession of a valid California preliminary or professional clear multiple subject, single subject teaching credential, or California pupil personnel services credential is desirable.

Must possess a valid California administrative credential authorizing service as an administrator.

Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend meetings.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Philosophical, educational, fiscal, and legal aspects affecting equity and diversity and student supports;
- Psychological, social, behavioral, and educational needs of students;
- Working in a multi-ethnic school or district;
- Research methods and report writing techniques;
- Record-keeping techniques;
- District organization, operations, policies, and procedures;
- Technical aspects of field of specialty;
- Principles of organization, operation, and supervision;
- Principles, practices, trends, goals, and objectives of public education;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties;
- Budget preparation and control;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities;
- Effective and clear oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics;
- Schoolwide positive behavior support systems; and
- Human relations, including conflict resolution skills.

Ability to:

- Administer assigned budgets and allocate funds;
- Analyze situations carefully and adopt an effective course of action;
- Be detail oriented, organized, accurate, thorough, and monitor work for quality;
- Communicate effectively, both orally and in writing;
- Coordinate and supervise the work of others;
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective;
- Establish and maintain cooperative and effective working relationships with district personnel, community members, and external companies and agencies in the course of performing assigned duties;
- Facilitate and utilize active listening;
- Gain cooperation through discussion and persuasion;
- Interpret, apply, and explain administrative and board policies, laws, regulations;
- Operate a computer terminal and audio-visual equipment;
- Plan, organize, coordinate, and administer a comprehensive equity, diversity, and support services program;
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions;
- Supervise and evaluate the performance of assigned staff;
- Understand, analyze, and prepare comprehensive narrative and statistical reports;
- Work independently with minimum direction and supervision, work under pressure; and
- Write in a clear and concise manner for broad public appeal and interpretation.

WORKING CONDITIONS:**Environment:**

- District office environment and school sites;
- Demanding timelines;
- Indoor and outdoor environment;
- Subject to driving to a variety of locations to conduct work during day and evening hours; and
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public;

Physical demands:

- Bending at the waist, kneeling, crouching, and reaching to retrieve and maintain files and records;
- Climbing, occasional use of stepladders;
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;
- Hearing and speaking to exchange information in person and on the telephone;
- Physical activity may be required, which could include moderate lifting;
- Reaching overhead, above the shoulders and horizontally;
- Sitting for extended periods;
- Standing for extended periods;
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel; and
- Walking over rough or uneven surfaces.

Hazards:

- Extended viewing of computer monitor; and
 - Working around and with office equipment having moving parts.
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I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Coordinator, Equity, Diversity, and Student Support Systems and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(SIGNATURE OF EMPLOYEE)

(DATE)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the division of human resources.

Board approved: February 3, 2022