

# DeKalb County School District Position Specification

Title: Chief Equity Officer

**DIVISION:** Superintendent's Office

**GRADE:** DPC

**DEPARTMENT:** Superintendent's Office

**WORK DAYS:** 246

**REPORTS TO:** Superintendent

**FLSA STATUS:** Exempt

**RETIREMENT:** Teachers Retirement System

**APPROVED (HR):** July 1, 2023

## General Statement of Job

Under limited supervision collaborates with the Superintendent to implement strategy and plans to advance racial equity and social justice for all stakeholders. Provides leadership and vision to ensure the development and management of innovative and effective approaches for the District to develop into a diverse, equitable, and all-encompassing organization in all areas of work to include administration, departmental, and schools.

## Specific Duties and Responsibilities

### Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none"><li>Plans, directs, implements and evaluates programs and policies that support equity, diversity and inclusion activities that create and nurture a diverse and inclusive school climate consistent with the strategic plan</li></ul>
<ul style="list-style-type: none"><li>Ensures the implementation of initiatives designed to promote a positive school/district culture and climate in support of student success</li></ul>
<ul style="list-style-type: none"><li>Develops a district diversion, inclusion and equity plan/framework, to ensure strategic plans are fully reflective of, and inspired by, an equity lens and reflects our equity identity</li></ul>
<ul style="list-style-type: none"><li>Develops and implements district-wide training for all staff to promote cultural proficiency and competency and a climate of equity and inclusion, with regards to implicit bias and best practices regarding underserved and historically marginalized populations (e.g., racial equity, gender equity, LGBTQ+ equity, disability status, etc.)</li></ul>
<ul style="list-style-type: none"><li>Provides executive leadership in support of district goals, school district initiatives and strategic plans; maintains current knowledge of trends that impact all areas of responsibility and advises the Superintendent of appropriate courses of action</li></ul>
<ul style="list-style-type: none"><li>Collaborates with the Superintendent, senior leadership, and experts in the development, implementation and regular use of data tools such as climate surveys, demographic studies, benchmarking studies, etc. to measure success regarding district equity and diversity efforts and success of faculty, staff, and students in underrepresented groups</li></ul>

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<ul style="list-style-type: none"> <li>• Develops and presents reports to the Superintendent, Board and community stakeholders on district diversity, equity, and inclusion (DEI) strategic plan, equity policy implementation, and program performance</li> </ul>
<ul style="list-style-type: none"> <li>• Partners with students and families to identify barriers to success, explore opportunities for growth, and develop plans for continued improvement</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborates with community stakeholders, businesses, local elected officials and other associations that influence the goals of diversity, equity, inclusion and social justice throughout district</li> </ul>
<ul style="list-style-type: none"> <li>• Stays abreast of current legislation, regulations and emerging issues related to diversity, equity, affirmative action and cultural change to provide broad perspective and timely awareness across the district and make recommendations to leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Partners with Engagement team to ensure successful student learning relative to DEI metrics and key performance indicators</li> </ul>
<ul style="list-style-type: none"> <li>• Performs other duties as assigned</li> </ul>

**Education and/or Experience**

Master’s degree from an approved accredited college or university required.

Minimum ten (10) years of related work experience with a demonstrated track record of leading equity and diversity work for large public-sector organizations is required.

**Certificates, Licenses, Permits**

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership or Support Personnel License from the Georgia Professional Standards Commission.

**Knowledge, Skills & Abilities**

**Knowledge** of organizational and department planning and operational procedures; the organization of specific assigned area; the diversity, equity, and inclusiveness research base and best practices for organizations striving to become more diverse, equitable, and inclusive; cultural values and norms of various communities, (i.e., communities of color, LGBTQ+ and Recovery communities); DCSD policies and procedures; all relevant available public and private resources and services

**Skill** in oral and written communications; coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; effective intercultural communication skills and ability to advocate/address issues of diversity; administration and management skills gained through increasingly responsible management positions; managing change throughout a distributed system of entities and teams

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**Ability to direct and administer the programs and services of a non-profit educational and/or service organization; engage with diverse staff, leadership, and constituents to promote trust, collaboration, and partnerships, both internal and external to the organization; develop and monitor indicators of organizational culture and engage employees to build organizational change; create/design adult learning and teaching of the content and skills associated with operating with an equity lens; develop and understand financial and/or operating reports; attend evening meetings; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously**

**ADA Requirements:**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

**Reaching:** Extending hand(s) and arm(s) in any direction.

**Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Vision:** The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

**Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

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**Independent Judgment:** Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

**Decision Making:** Ability to make appropriate business decisions.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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