

**Chief Equity Officer
Manchester School District, SAU #37
Job Description**

Position Title: Chief Equity Officer	Exempt: Yes
Salary Grade/Range: \$110,000 – \$120,000	Non-Exempt: No
Reports To: Superintendent	Salaried: Yes
Date Last Revised: January 12, 2021	Hourly: No
Approved By: Superintendent	Work-Year: 229 Days
Incumbent: TBA	Unit Affiliation: None

Specific Core Function:

The Chief Equity Officer works with the Superintendent to lead the district's efforts to advance education equity and build a culture of inclusion for all students, families, employees, and community. The Chief / Equity Officer develops and implements short- and long-range equity goals that support the district's mission, vision, and strategic plan, eliminates opportunity gaps for students, and assures all students achieve equitable outcomes. The position supports educators, staff, and administrators in creating equitable and supportive learning environments so that *all* students can thrive and attain their highest aspirations for success. The Chief Equity Officer is a collaborative and courageous leader committed to equity with a passion for addressing racial, and other, inequities and improving the lives of students and families in Manchester.

Essential Duties/ Responsibilities of the Position:

Foster and grow diversity, equity and inclusion organizational commitment, systems, and policies.

- Actively serve as a member of the Manchester School District Superintendent's Cabinet.
- Develop comprehensive district plans and advise Superintendent, Board of School Committee, and Cabinet on diversity, equity, and inclusion.
- Monitor progress of Our Community's Plan for Manchester's Future of Learning: Excellence and Equity for All Learners regarding diversity, equity, and inclusion.
- Supervise HR Director and provide assurance that principals and HRS are building diverse and inclusive staffing using equitable processes and increasing diversity in the MSD teaching force and the MSD leadership.
- In partnership with Superintendent and Cabinet members work to create an inclusive and equitable work, management, teaching, and learning environment.
- Supervise the Executive Director of English Language Development (ELD) and assure ELD students are getting needed teaching and intervention supports, and that ELD students are fully integrated in each school.
- In partnership with the Assistant Superintendent, Teaching, Learning, & Leading, help to oversee the elimination of the four-leveled system in middle and high schools.
- In partnership with the Assistant Superintendent, Teaching, Learning & Leading, and the Network Directors, provide support in helping school teams develop and implement their instructional/opportunity gap goal as part of the Excellence and Equity Plans.
- Create and assess key performance indicators and continuously review specific equity data and trends.

- Conduct equity impact reviews of district policies, practices, and decisions, and in partnership with the Chief Policy and Legal Officer, make recommendations for needed changes to the Superintendent, and Board of School Committee Policy Committee.
- Increase transparency on how district decisions and policies impact equity.
- Collaborate with central office leaders and school leaders district-wide to create an inclusive climate and equitable work environment for all:
- Develop and implement district-wide professional learning for all staff and district partners, to mitigate implicit bias and promote cultural responsiveness, proficiency and competence, as well as increase understanding of historically marginalized populations (e.g., racial-ethnic, gender, immigrant, language, people with disabilities, religious, LGBTQ+, etc.).
 - o Ensure equitable access to high quality programs, partnerships, and rigorous courses for all MSD students and schools.
- Partner with students and families to identify barriers to access and success, explore opportunities for growth, and develop plans for continued improvement.
- Advocate for families from diverse communities.
- Seek grants and programs to provide parents and guardians with support and training regarding navigating the school system, and language and literacy training for parents.
- Coordinate internal and external resources/funds to advance equity work.
- Coordinate with external partners, including City Hall and community-based organizations, to promote and align equity efforts citywide.
- Attend all Board of School Committee meetings and prepare reports for the Board as appropriate with review by the Superintendent.
- Evaluate staff as assigned.
- Perform other duties as assigned by the Superintendent.

Minimum Qualifications and Requirements

Education:

- Master's degree in Education, Public Policy, Public Administration, Human Resources, Organizational Development, Psychology, Ethnic Studies, Multicultural Studies, JD, or a related field from an accredited college or university.

Certification:

- Have or be able to obtain a New Hampshire Department of Education license in one or more of the following: School Principal, District Administration, Superintendent

<https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>

License: Valid driver's license and availability of private transportation necessary.

Work Experience:

- Minimum of 5 years of experience in a results-oriented leadership role developing and monitoring initiatives around diversity, equity, inclusion, or related work. (EEOC)
- Successful experience in a school district, government, or non-profit organization in an urban setting.
- Proven track record of successfully leading a complex initiative and managing a broad range of stakeholders to reach ambitious goals around major change initiatives.

- Promoting Social Justice through habits and believes in a local presence.
- Experience in guiding the analysis of data to drive improvement in practice.

Preferred Characteristics:

- 10 years of experience in a results-oriented leadership role developing and monitoring initiatives around diversity, equity, inclusion or related work.
- Doctorate degree (Ph.D. or Ed.D.) in Education, Public Policy, Public Administration, Organizational Development, Ethnic Studies, Multicultural Studies or related field.
- Successful experience as a public-school teacher, public school principal, or public central office administrator in an urban and/or diverse environment
- Working knowledge of families of color in diverse settings

Knowledge, Skills & Abilities:

Commitment to equity as demonstrated by a proven track record of successfully engaging with and improving outcomes for diverse student populations, schools, and communities.

- Ability to engage, collaborate, challenge, and influence colleagues to approach all work with an equity lens.
- Knowledge, awareness, and understanding of the historical and contextual drivers of racial, gender, and socio-economic inequity in schools and make connections to present- day education policies and practices that perpetuate disparities in student opportunity and outcomes.
- In-depth content knowledge of the research base in diversity, equity, and inclusion and the applications of the research base for best practices for schools to become more diverse, equitable, and inclusive.
- Knowledge of federal and state requirements related to diversity, equity and inclusion including Office of Civil Rights requirements and compliance.
- Ability to engage with staff, leadership, and community to promote trust, collaboration, and partnerships with the school district.
- Ability to meaningfully engage a wide variety of stakeholders in difficult dialogue and critical self-reflection around racial identity, implicit bias, systemic racism, and structural inequities.
- Ability to create and design curricula for adult learners using effective and evidence-informed practices.
- Skilled at using data to drive critical conversations and continuous improvement among educator and non-educator groups.
- Ability to effectively manage and achieve multiple goals and manage multiple projects.
- Strong communicator with excellent written, verbal, and presentation skills.

Physical Abilities and Working Conditions:

The Physical Abilities and Other Conditions of Continued Employment listed in this section are representative of but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment which may be required for this position. Manchester School District encourages persons with disabilities who are interested in employment for this position and need reasonable accommodation of those disabilities to contact the Human Resource Services department for further information.

Vision: (which may be corrected) to read small print; view a computer screen for prolonged periods.

Hearing: (which may be corrected) to answer telephones and tolerate exposure to noisy conditions.

Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone.

Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: to lift, push, pull and/or carry objects which weigh as much as 5 or more pounds on a frequent basis. Incumbent may be required to physically restrain parties involved in a conflict.

Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records.

Additional Work Conditions & Physical Abilities: Will require travel to multiple sites.

Additional Position Information: This position is grant funded by community donations through school year 2023-2024 (June 2024).

Specified Length/Hours of Position: 229 contract days annually.

Evaluation: Evaluation of this position shall be by the Superintendent of Schools.