

## **Equity & Inclusion Administrator DRAFT**

Fall 2023

Angela Crum (Sheldon/North) & Della Thomas (Churchill/South)- Elementary Level

Tom Horn- Middle Level

Joel Lavin- High School Level

Equity and Inclusion Administrators directly implement the district equity goal of eliminating gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location.

### **Core Actions:**

- Collaborate on behavioral and academic intervention systems
- Consulting on special education procedures
- Collaborative problem solving on special education situations
- Coaching on special education law
- Joint planning for professional development related to equity, inclusion, and special education
- Support building implementation of MTSS

### **Responsibilities:**

#### **1. Equity and Inclusion Priority:**

The principle role of this position is to eliminate gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location. Ensure that policies, practices, and resources are aligned to create an inclusive and equitable learning environment. Provide guidance on aspects of instruction, discipline, and placement. Collaborate with building administrators to identify areas for improvement and implement strategies that promote diversity, cultural responsiveness, and equitable opportunities for all students, including those in special programs. This work aligns with the implementation of MTSS.

#### **2. Guidance and Development Support:**

Provide ongoing guidance, support, and professional development opportunities to building administrators, fostering their growth as effective educational leaders more knowledgeable about special education issues & MTSS. Share expertise to help them navigate complex challenges, make informed decisions, and implement evidence-based instructional methods for all students. Collaboratively design, develop, lead, or delegate professional development to support best practices in special education.

#### **3. Student Services Responsibilities:**

Direct district personnel practices, policies, and programs including employee recruitment and staffing, labor/employee relations. Directs district and Lane Regional special education practices, policies, personnel and special programs; leads district teams in crisis management involving special education issues; guides building and district teams around legal, mediation and disciplinary issues related to special education; department fiscal management; oversees special education data systems, management, state and federal reporting; administers special programs such as 504 services, TAG, Health services, Home Instruction, Life Skills, Early Childhood Transitions, and Special Education Services in the district Charter Schools. See attached SSD Leadership Organization Chart 2022-2023

**4. Instructional Methodologies:**

Support building leaders to ensure effective collaboration between general and special education teachers in an effort to improve academic achievement for historically underserved students. Train and assist building leaders in developing and implementing effective instructional methodologies that align with equity and inclusion principles. Support the exploration and implementation of evidence-based teaching practices, Universal Design for Learning, Differentiated Instruction, and Personalized Learning approaches to meet the diverse needs of historically underserved students.

**5. Collaborative Partnerships:**

Foster collaborative partnerships between building administrators, staff, families, and community stakeholders to build a shared vision of equity and inclusion. Facilitate dialogue, promote culturally responsive practices, and support the development of partnerships that enhance students' social, emotional, and academic success, including those involved in special programs. Connect buildings to district and partner resources that fit in the 4J MTSS model.

**6. Data-Informed Decision Making:**

Support building administrators in using data to drive equitable decision making related to instructional methods and special program supports. Collaborate to promote and develop MTSS practices to help administrators analyze student achievement data, identify disparities, and develop targeted interventions to address inequities. Encourage building administrators to apply an equity lens when allocating resources and implementing school-wide initiatives that support all students, including those in special programs.

**7. Capacity Building:**

Build the capacity of building administrators to effectively lead equity and inclusion efforts, as well as instructional methods and special program supports. Provide access to research-based resources, professional networks, and learning opportunities to enhance building administrators' understanding and implementation of effective instructional practices, MTSS, and specialized program support. Foster a culture of continuous improvement and support building administrators in developing action plans to achieve equitable outcomes for all students. Assist building administrators in enhancing their leadership skills by providing personalized feedback, coaching, and modeling effective strategies to engage in IEP facilitation and handle complex special education challenges.

**8. Special Education Legal Compliance:**

Provide training, coaching, and feedback to case managers to write legally defensible IEPs. Support building leadership to provide guidance on implementation of IEPs, including minutes and content of specially designed instruction, SMART goals, targeted accommodations and modifications, data collection and data management, and placement. Ensure that schools are delivering IEP services in the least restrictive environment. Provide training and guidance regarding restraint and seclusion issues, abbreviated school days, and other legal issues that affect students in special education.

**9. District Representative Responsibilities:**

Facilitate complex special education meetings to resolve issues related to placement and services. Serve in the District Representative role at challenging special education meetings, as the person who has the necessary knowledge about district services, ability to supervise special education providers, and knowledge and ability to allocate district resources.

Ideas for Focused Time in Buildings