



A World-Class Community of Learners

JOB DESCRIPTION

BAND	GRADE	SUBGRADE	WORKING CONDITIONS
D	6	1	

JOB TITLE	CONTRACT REFERENCE
Equity Coordinator	Individual Contract

TITLE OF IMMEDIATE SUPERVISOR	VERSION DATE
Superintendent	January 2019

JOB SUMMARY

Provide leadership and coordination for the development, implementation, monitoring, and measurement of the District's educational equity plan, including the district integration plan, and efforts to create a culturally responsive, racially and ethnically inclusive learning environment to ensure that all students are successful. The position assists each school and the district in monitoring areas of disproportionality and seeks to develop within FPS a culture where diversity and inclusion are recognized and valued, and where students and staff are supported in their development of a climate that addresses issues and opportunities of equity that impact student learning and success.

TASK NO.	FREQUENCY	BAND/GRADE
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The essential functions of this job include, but are not limited to, the following fundamental job duties:		
1.	Develop, implement, monitor, and evaluate programs and processes that promote and sustain equity throughout Fridley Public Schools. Partner and work with multiple departments and schools to foster ongoing systemic equity in the district.	D6
2.	Assist and work collaboratively with stakeholders in developing and implementing procedures to assess the needs of diverse populations in the school community that includes students, families and employees.	C4
3.	Work with HR department to ensure recruitment processes that reduce disparity between the diversity in our student population and our faculty. Facilitates and supports the recruitment and retention of teachers/staff that reflect the diversity of the student population.	C4
4.	Provides and recommends staff training to increase cultural responsiveness. Provides assistance, coaching	C4

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	and consultation to individuals and groups regarding equity and cultural competency.		
5.	Participates in curriculum review process to ensure curriculum is inclusive of students' cultural, ethnic and racial backgrounds, and makes recommendations for curriculum that is equitable, unbiased and reflective of the district's student diversity.		C4
6.	Serves as a resource regarding district complaint process, analyzes complaints for trends, ensures responsiveness to complaints and recommends changes to programs.		C4
7.	Acts as a resource for staff on equity issues and supports efforts of activities director in setting guiding principles for activities conducts related trainings, and promotes extra-curricular opportunities to underrepresented students.		B2
8.	Directs, monitors and evaluates programs implemented by Family Liaisons that focuses on the role of parents, families and communities in the academic success of their children and that addresses the social, cultural and economic factors affecting the educational readiness of children.		C5
9.	Advises and provides support to building administrators as they work to: develop cultural competencies, engage staff in conversations around race and equity, analyze student data, and develop action plans to ensure educational equity for all students.		C4
10.	Assist the Director of Communications and Community Relations in the development and implementation of school/site based approaches to improving community involvement and increasing parent and community leadership capacity.		C4
11.	Performs other duties as assigned.		N/B

QUALIFICATIONS (Specific training or job experience required before appointment)

1. Bachelor's degree or higher in education, behavioral sciences or related field.
2. Ability to effectively work and communicate with staff, students and families of diverse cultural and social/economic backgrounds.
3. Background in educational equity and cultural responsiveness preferred.
4. Ability to interpret, analyze and use data for planning; supporting staff with data interpretation.
5. Problem-solving skills and ability to manage and lead change.

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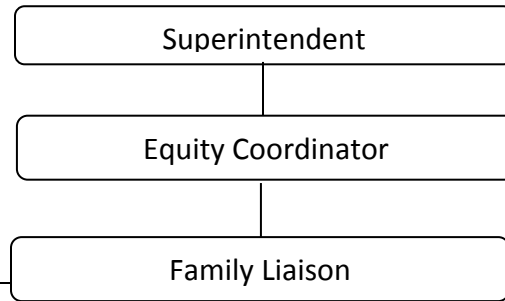
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6. Excellent communication skills and presentation skills; ability to thoughtfully communicate with and respectfully engage diverse stakeholders.
7. Ability to understand policy and management implications of program issues and make recommendations.
8. Ability to work effectively as part of a team.
9. Ability to maintain integrity of confidential information relating to students, staff or families.

ORGANIZATIONAL RELATIONSHIPS**SYMBOLS**

DIRECT SUPERVISION

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INDIRECT SUPERVISION

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WORK DIRECTION

ADVISE/INFORM

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PHYSICAL FACTORS

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employed is regularly required to talk, hear, climb, balance, stoop, kneel, reach for objects, stand, walk, push, pull, lift, and use hands to grasp and feel. The employed must frequently lift and/or move up to 10 pounds, occasionally being required to lift and/or move up to 25 pounds or more. Specific vision abilities required include close vision, distance vision, and the ability to adjust focus.