

## POSITION DESCRIPTION

### Director of Advancing Equity

#### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Director of Advancing Equity	<b>Department:</b> Teaching, Learning and Equity
<b>Immediate Supervisor's Position Title:</b> Assistant Superintendent	<b>FLSA Status</b> Exempt
<b>Pay Grade Assignment:</b> N/A	<b>Bargaining Unit:</b> Independent Employment Contract
<b>Accountable For (job titles):</b> American Indian Coordinator, Ojibwe Language and Culture Coordinator, Integration Specialists, Families In Transition Teachers, Executive Assistant	
<b>General Summary of Purpose Of Job:</b>  The Director of Equity and Inclusion provides strategic leadership and comprehensive oversight for the district's equity and inclusion initiatives. This pivotal role ensures that equitable and inclusive principles are deeply integrated into all policies, programs, and operations, directing a team of specialists to deliver essential student and family support, foster cultural competency, and create safe and welcoming school environments for every student and family.	

#### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:

<b>Duty No.</b>	<b>Essential Duties: (These duties are a representative sample; position assignments may vary.)</b>
1.	Provide leadership and strategic direction for the district's equity and inclusion initiatives, ensuring alignment with district mission and goals.
2.	Develop, implement, monitor, and evaluate comprehensive equity and integration plans, including measurable goals and accountability frameworks, such as the Achievement and Integration Minnesota (AIM) Plan and the Equity Achievement Plan.
3.	Serve as a primary resource, providing coaching, professional development, and consultation to district administration and staff on equity issues, culturally responsive practices, and organizational development.
4.	Collaborate with academic departments to support the planning, implementation, and evaluation of inclusive curriculum and programs that address disparities and promote student success, ensuring direct student and family support services are integrated effectively.
5.	Oversee and guide the Education Equity Advisory Committee (EEAC) and other relevant advisory groups in achieving district goals related to reducing academic gaps, raising graduation rates, and addressing disparities for underserved populations.
6.	Prepare and present annual reports to the School Board and the Minnesota Department of Education (MDE) on the progress of equity and integration plans and other relevant initiatives
7.	Manage the departmental budget, including planning, supervising, and monitoring expenditures of desegregation funds, and approving requisitions.
8.	Supervise and evaluate assigned staff, including evaluation of Integration Specialists and FIT Coordinators, fostering their development and ensuring effective performance in support of equity goals.
9.	Represent the District on State and local boards and committees regarding achievement, integration, and equity, as directed by the Superintendent.

10.	Partner with Human Resources to develop and implement strategies for recruiting, hiring, and retaining a diverse staff that mirrors the student population.
11.	Design, coordinate, and facilitate workshops, presentations, and other learning opportunities to promote diversity, equity, and inclusion for all stakeholders, including training for new teachers and specialized training and support for staff delivering student and family services.
12.	Work with schools to identify and address systemic barriers that impede student learning and feelings of belonging, recommending alternative programming options and providing expertise in gender identity support, and guiding direct support staff in culturally responsive interventions, conflict resolution, and strategies for student success.
13.	Serve as the district's Title VI and Title IX Compliance Coordinator, investigating reports of discrimination and developing corrective action plans.
14.	Analyze district data through an equity lens to identify systemic inequities and advise on strategies to address them, ensuring effective multilingual communication with families, and utilizing data from student support programs to track progress, attendance, and intervention efficacy.
15.	Establish and maintain collaborative partnerships with community agencies, culturally specific organizations, and the Parent Advisory Committees to support equitable and sustainable programs and practices, ensuring robust networks for student, family, and staff access to essential resources and cultural enrichment.
16.	Provide shared supervision and leadership support for the District's Education Center.
17.	Perform other related duties as assigned to ensure the efficient and effective operation of the department and to support the district's overall equity and inclusion goals.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:	
	<b>High school diploma or GED.</b>
X	<b>Degree Required:</b> A bachelor's degree in education, Indian Studies, social science, or a closely-related field is required.
X	<b>Required Work Experience in Addition to Formal Education/Training:</b> A minimum of ten (10) years extensive, progressively responsible leadership experience in equity, diversity, and inclusion initiatives within a large, complex educational system or similar organization. This experience must clearly demonstrate a track record of: <ul style="list-style-type: none"> <li>• Developing, implementing, and evaluating impactful equity-focused programs.</li> <li>• Strategic planning and achieving measurable outcomes related to equity goals.</li> <li>• Successful team leadership, supervision, and professional development facilitation.</li> <li>• Building and sustaining strong partnerships with diverse community stakeholders.</li> <li>• Managing significant budgets and securing external funding.</li> <li>• Navigating complex organizational change and addressing systemic inequities.</li> </ul>
X	<b>Required Supervisory Experience:</b> Requires at least three (3) years of supervisory experience within a school district or social service agency, with demonstrated experience overseeing staff who provide direct student support, family engagement, cultural mediation, academic assistance, and community resource navigation for diverse student populations.

PREFERRED EDUCATION/EXPERIENCE REQUIREMENTS:
<ul style="list-style-type: none"> <li>• Master's degree or higher in a related field.</li> <li>• Current Minnesota teaching license and/or current valid Minnesota K-12 Administrative License.</li> <li>• Certifications in Intercultural Development Inventory or other equity-related instruments and/or training programs</li> </ul>

**LICENSE/CERTIFICATION: (Identify licenses/certification required upon hiring:**

None required.

**ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM THE WORK****Knowledge**

- Comprehensive understanding of educational equity theories, research, and best practices.
- Cultural proficiency, culturally responsive pedagogy, and social justice principles.
- Applicable federal, state, and local laws, codes, regulations, and policies related to education equity, including Title VI, Title IX, the McKinney-Vento Act, and relevant Minnesota education statutes.
- Strategic planning, program evaluation, and continuous improvement processes in an educational context.
- Fiscal management and budgeting principles, including grant funding processes.
- Adult learning theory and effective professional development strategies.
- Organizational development principles and change management.
- Data collection, disaggregation, analysis, and reporting for identifying and addressing inequities.
- Recruitment and retention strategies for a diverse workforce.

**Skills**

- Demonstrated leadership skills, especially regarding cross-cultural interaction and building consensus among diverse groups.
- Excellent written and verbal communication skills, including public speaking and report preparation.
- Identifying systemic barriers and develop and implement actionable plans for their resolution.
- Facilitating various size groups, including conflict resolution and navigating complex/emotional conversations.
- Effective management, organizational, and supervisory practices.
- Demonstrated effective management, organizational, and supervisory skills.
- Successful grant writing and resource attainment.
- Proficiency in using computer technologies, including word processing, spreadsheets, email, and calendar tools; experience with district-specific systems (e.g., Skyward, Infinite Campus) preferred.

**Abilities**

- Conduct research, analyze data through an equity lens, and interpret findings to inform decision-making.
- Design and implement effective equity policies and programs.
- Work effectively with all levels of District staff, parents, students, and community members, fostering positive relationships while holding all groups accountable for equity goals.
- Work independently with minimum direction and make sound decisions within established guidelines.
- Lead and manage programs, staff, budgets, and grants.
- Advocate for students and families, building strong community partnerships.
- Design and deliver culturally authentic education, development, and support.

**PHYSICAL REQUIREMENTS:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk			√	
Sit			√	
Use hands dexterously (use fingers to handle, feel)				√
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		

Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b>				
Up to 10 lbs.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
<b>Vision Requirements:</b>	<b>Yes</b>	<b>No</b>		
No special vision requirements	√			
Close Vision (20 in. of less)		√		
Distance Vision (20 ft. of more)		√		
Color Vision		√		
Depth Perception		√		
Peripheral Vision		√		
<b>General Environmental Conditions:</b>				
Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.				
<b>General Physical Conditions:</b>				
<b>Work can be generally characterized as:</b>				
<b>Sedentary Work:</b> 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.				

#### SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

\_\_\_\_\_  
Signature – Human Resources

\_\_\_\_\_  
Date

#### Job Classification History:

Prepared by TS 5/2025

Board Approval:

Reviewed/updated:

Reviewed/updated: