

**Anoka Hennepin Independent School District #11**  
**Job Description**

**Title:** Diversity, Equity and Inclusion Coordinator  
**Department:** Student Services  
**Reports to:** Director of Student Services  
**Prepared Date:** February 2024

**SUMMARY OF RESPONSIBILITIES**

Acts as a facilitator and diversity, equity and inclusion specialist supporting the work of building administrators, students, and families and Student Achievement Advisors. Supports the implementation of the Anoka-Hennepin District Equity Achievement Plan to close predictable and persistence achievement gaps between student groups. Directs, monitors and evaluates programs implemented by Student Achievement Advisors.

**DUTIES AND RESPONSIBILITIES**

- Assist the Director with planning, implementation, and management of programs, staff and activities including: Achievement and Integration Minnesota (AIM) Plan/Budget and Title III
- Work with the Director of Student Services to design and establish systems and processes for monitoring and reporting the fidelity of program implementation conducted by the Student Achievement Advisors.
- Plan, develop and direct regular, ongoing training/staff development for Student Achievement Advisors to support student programs such as Educators Rising, Step Up, Essence, and other multicultural groups and student events.
- Works with the Director and other relevant staff to develop and present staff development opportunities leading to increased student achievement- focused on equity and cultural competencies including the Appreciation of Diversity series and district equity professional development sessions.
- Research and cultivate effective external partnerships that align with district strategic priorities as well as the districts' Achievement and Integration goals to support:
  - staff development of cultural competencies
  - closing predictable and persistent achievement gaps between student groups
  - access to evidence-based interventions and/or programs and initiatives that promote increased student academic success and attendance and/or reduce the frequency and/or severity of student disciplinary incidents.
- Provide support to all district staff as they work to
  - develop cultural competencies
  - close predictable and persistent achievement gaps between student groups
  - engage staff in conversations around race, cultural, language, religion, etc. in order to foster safe and welcoming schools, effective home-school partnership and student achievement
  - provide access to evidence-based interventions and/or programs and initiatives that promote increased student academic success and attendance and/or reduce the frequency and/or severity of student disciplinary incidents.

- Trouble-shoot issues related to perceived inequity and mediates conflict with students, parents, staff and school administrators as needed.
- Serve as the district liaison to Parent Advisory Committee for Racial and Ethnic Equity (PACREE) and Faith-Community Partners Committee; engage and collaborate with community partners and parents to maintain strong systems of support for students.
- Collaborates with school administrators to provide leadership and insight regarding expectations and principal evaluation of Student Achievement Advisors.
- Work collaboratively with the Employee Services Department to develop and implement initiatives for the recruitment and retention of staff of color as well as provide opportunities for the development and advancement as well as increase of the number of staff of color.
- Work collaboratively with the Communications and Public Relations Department and the Family Welcome Center staff to ensure effective multilingual communication and the development and/or maintenance of a district language access plan for multilingual families..
- Perform other duties as assigned.

### **SUPERVISORY RESPONSIBILITIES**

Directly supervise Student Achievement Advisors. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work.

### **EDUCATION and/or EXPERIENCE**

Requires Bachelor's degree in Education or related field. Minimum three years of related professional experience in student support services. Experience working in a pre-K through 12 setting preferred. Master's degree is preferred.

### **CERTIFICATES, LICENSES, REGISTRATIONS**

None.

### **KNOWLEDGE, SKILLS & ABILITIES**

Excellent analytical, critical thinking, and judgment skills.

Proficient in the use of computer technologies, including word processing, spreadsheets, email, and calendar tools.

Excellent verbal, written and interpersonal communication skills.

Knowledge/understanding of laws, rules, and regulations affecting related school district operations.

Knowledge of program planning, implementation, and evaluation.

Knowledge of the principles and practices of training and professional development.

Ability to facilitate meetings and implement work plans.

Ability to interact effectively with individuals and groups in a variety of settings, with persons of diverse backgrounds, experiences, and agendas.

Ability to maintain regular attendance, which includes completing as assigned day.

### **PREFERRED EXPERIENCE**

Previous experience working with diverse communities; knowledge of the Anoka-Hennepin school community preferred. Teaching and administrative experience preferred.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; talk; and hear. The employee is occasionally required to stand; walk; reach with hands and arms; and lift and/or move up to 10 pounds. Specific vision abilities required by this job include close and the ability to adjust focus. The employee may be required to travel to individual school or off-site locations to conduct business related to the essential functions of the position.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Most work is performed in an office or school building. Ability to travel to various district sites is frequently required. The noise level in the work environment is usually quiet.