

EASTERN CARVER COUNTY SCHOOLS
Position Description

SECTION I: GENERAL INFORMATION

Position Title: Achievement and Inclusion Specialist - American Indian Coordinator	Department / Building: Equity and Inclusion/District Education Center
Reports to: Executive Director of Equity and Inclusion and/or Achievement and Inclusion Supervisor	FLSA Status: Exempt
Band/Grade/Subgrade:	Bargaining/Work Unit: Pro-tech
Tier/Lane:	Position Last Updated: May 2026

SECTION II: JOB SUMMARY

Achievement and Inclusion Specialists connect multicultural and historically under-served students and families with community and school programs, resources, and events to ensure academic success and a community of belonging. The American Indian Specialist works to remove barriers that may impact student success, such as language differences, lack of access to information, or limited familiarity with school systems specifically for our Native students and families. This role fosters an inclusive school culture where diversity is celebrated and every student has the opportunity to reach their full potential.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Parent/Caregiver Engagement, Communication, and Advocacy
Percent of Time:	25%	

Tasks involved in fulfilling the above duty/responsibility:

- Enrollment Support
- Paperwork, forms, systems navigation, etc.
- Assist with Communication Efforts and Increase Engagement and Participation of Historically Underserved Families
- Conduct Home Visits/Community Outreach
- Formation and Facilitation of Cultural Family Engagement and Learning Opportunities
- Liaison to families to increase sense of belonging in the district
- Empower families to actively participate in their child's education and school community
- Formation of parent-support groups.

Duty/Responsibility No:	2	Statement of duty/responsibility: American Indian Student Support and Advocacy
Percent of Time:	40%	

Tasks involved in fulfilling the above duty/responsibility:

- Student Equity Teams Formation and Facilitation in collaboration with site leadership
- Site Student Intervention Team Member
- Attend Staff Meetings and other meetings as assigned
- Facilitate Healing Circles/Affinity Groups
- Formation of Student Exposure Opportunities/Enrichment in collaboration with site leadership
- Oversee a student caseload to monitor and support academic achievement
- Support the development of tiered interventions in collaboration with district departments and school leaders, including deans, counselors, families, etc.
- Partner with teachers and staff to develop an academic achievement plan for historically underserved students
- Partner with support staff (Social Worker, Deans, and other staff), to address students' conflicts, providing them with/helping them to develop different problem-solving social skills using Restorative Practices.
- Collaborate with district departments and school teams to review discipline and attendance data
- Connection to community resources and opportunities
- Assist in developing and implementing intervention plans for students needing additional support.
- Identify and address barriers to learning, including attendance, engagement, and access to resources
- Promote culturally responsive and inclusive practices within the school environment
- Facilitate student groups (such as WIN sessions, culture clubs, affinity groups, etc.)

Duty/Responsibility No:	3	Statement of duty/responsibility: Professional Development Preparation and Facilitation
Percent of Time:	25%	

Tasks involved in fulfilling the above duty/responsibility:

- Facilitate student and family Affinity Groups
- Formation of Student Exposure Opportunities/Enrichment in collaboration with site leadership
- Site Equity Team Member
- Assist Site and District Leads to Develop Professional Learning around Culture and Diversity
- Contribute to the Equity Tool Repository
- Collaborate with PL Coaches and Instructional Coaches
- Collaborate with ML students and their families
- Mentorship of new ICS team members
- Participate in Professional Development Opportunities
- Engage in continued professional development around current inclusion and belonging best practices.
- Support creation and delivery of professional development focused on equity and inclusion systems, structures, and strategies.

Duty/Responsibility No:	4	Statement of duty/responsibility: Elimination of disparities in performance and opportunities for American Indian Students (Academic Needle Movement)
Percent of Time:	10%	

Tasks involved in fulfilling the above duty/responsibility:

- Contribute and advise to district-wide departments' decision-making, communication, structures, and processes to confirm that multiple perspectives are considered systematically.
- Under the direction of district leaders, strengthen the commitment to the daily desired experience.

- Support the creation of resources and tools to increase the district's mission.
- Coordination with all Equity and Inclusion department members to meet the needs of students and staff.
- District and Site Data Review
- Consideration of Root Causes
- Systems and Structures Review
- Ensure that school policies and practices reflect achievement and inclusion
- Help organize initiatives that provide equitable access to materials, such as free books, school supplies, or basic needs support

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Holds a clear understanding and demonstrated skill to support and build the capacity of others in all aspects of inclusion, including but not limited to race, culture, gender, socio-economic status, ability, etc.
- Ability to work independently as well as in collaboration with others (Equity team, school administrators, school support staff, etc.), to achieve common goals related to equity and inclusion.
- Competence to work effectively with parents/guardians of different cultural backgrounds to address their specific concerns.
- Ability to understand and respond to the emotional needs of individuals and groups and to build trust and rapport.
- Personal integrity and honesty
- Strong organizational skills
- Computer and digital proficiency
- Strong judgment/analytical skills
- Experience in presentation, communication, and team-building skills
- Ability and demonstrated commitment to maintaining a positive work environment, regular attendance, personal dependability, positive attitude, and interpersonal skills
- Effective presentation skills for students
- Ability to communicate clearly and concisely verbally and in writing
- Effective listening skills
- Ability to handle transitions and adapt to change
- Project management and implementation of complex, multifaceted situations skills
- Meeting facilitation skills
- Ability to deal with and resolve conflict
- Ability to identify training needs, design appropriate training, and deliver the training
- Evidence of an understanding of the school culture and environment
- Training, skills/ability to work with adults and children
- Commitment to carry out the vision, mission, and belief statement of ECCS
- Ability and willingness to learn and adapt to new concepts

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's Degree preferred
- HS Diploma required
- Bi-lingualism preferred

SECTION VI: EXPERIENCE REQUIREMENTS

- Preferred: Five (5) years' experience in a similar position/essential duties of the position, or in a school/district position

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the district's mission, which is to ensure all learners are achieving their personal best.
- Performing assigned responsibilities in a manner consistent with the district's established Core Values.

- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment, and Resources.
- Strategic thinker and a proactive leader who models strong communication, organization, and collaboration, as well as an unwavering commitment and energy to sustain momentum in the district's journey towards innovative teaching and learning practices for all learners.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	F	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or the body fluids	N
Walking	F	Up to 25 pounds	F		
Sitting	F	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	O
Feeling, grasping, and finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	C	Extreme cold (non-weather)	O
Crouching, crawling, kneeling, Squatting	O			Extreme heat (non-weather)	O
Stretching/reaching with hands & Arms	F	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F	Varying weather conditions	O
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Sight	
Distinguishing temperature	O			Vision for close work/ability to adjust focus	C
Traveling by automobile	O			Looking at a computer monitor	C
				Color vision (identify & distinguish colors)	C
				Peripheral, depth perception	O

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.