

**POSITION DESCRIPTION**

**American Indian Education Coordinator**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> American Indian Education Coordinator	<b>Department:</b> Teaching, Learning and Equity
<b>Hiring Preference for this Position:</b> In accordance with federal law (Title VII of the Civil Rights Act of 1964, as amended) and Minnesota Statutes, preference will be given to qualified American Indian candidates for this position.	
<b>Immediate Supervisor's Position Title:</b> Director of Advancing Equity	<b>FLSA Status</b> Non-Exempt
<b>Pay Grade Assignment:</b>	<b>Bargaining Unit:</b> DDWIAA
<b>Accountable For (job titles):</b> American Indian Homeschool Liaisons, other support staff funded through the AIE grant, and clerical support.	
<b>General Summary of Purpose Of Job:</b> Under limited supervision, plans, implements, and administers all aspects of American Indian Education programs, fostering the optimum educational and personal development of American Indian students. The Coordinator serves as the principal liaison among the school district, the American Indian Parent Committee, and the broader community, ensuring culturally responsive practices and supporting academic achievement through community-based cultural values.	

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:**

<b>Core Skill Category</b>	<b>Essential Duties: (These duties are a representative sample; position assignments may vary.)</b>
Cultural Advocacy & Community Centering	<ol style="list-style-type: none"> <li>1. Advocate for the needs of American Indian students, providing comprehensive assistance, advice, and support to both students and staff on various issues, including prioritizing visiting with students and families in their homes and communities.</li> <li>2. Work collaboratively with the American Indian community and Parent Committee to assess needs, develop effective programs, and facilitate regular meetings to address concerns following MDE guidelines and District priorities.</li> <li>3. Plan and facilitate elementary, middle, and high school field trips and cultural events.</li> <li>4. Support or lead the district team in the Tribal Consultation process, gathering required data and information from Tribal Nations Education Committees and MDE.</li> <li>5. Work and partner with the Parent Advisory Committee and program staff to identify and plan future program activities supported by grant funding.</li> </ol>
K-12 System Knowledge & Relationship Building	<ol style="list-style-type: none"> <li>1. Plan, implement, and administer culturally based American Indian education programs, ensuring consistent adherence to established State and Federal statutes and guidelines established by MDE for developing the AIE plan and plans for JOM and Title VI.</li> <li>2. Partner with curriculum staff to incorporate American Indian academic standards into district curriculum to increase culturally responsive instruction.</li> <li>3. Aid in developing and implementing interventions specifically designed to narrow achievement gaps and</li> </ol>

	<p>increase graduation rates among American Indian students.</p> <ol style="list-style-type: none"> <li>Maintain and develop partnerships with outside organizations, and state-wide and national American Indian Education groups to stay informed and anticipate educational trends and solutions for Duluth Public Schools.</li> <li>Stay current on laws, legislation, and compliance structures that impact American Indian students.</li> </ol>
Leadership & Team Management	<ol style="list-style-type: none"> <li>Supervise and evaluate professional and paraprofessional staff within the American Indian Education Department, setting clear goals and improvement plans.</li> <li>Delegate responsibilities strategically while actively monitoring project progress.</li> <li>Foster accountability through consistent, two-way performance feedback.</li> <li>Provide ongoing coaching and mentorship to support professional growth.</li> </ol>
Data Analysis & Organization	<ol style="list-style-type: none"> <li>Prepare and present progress reports for the AIE, JOM, and Title VI plans, along with their associated budgets, to the American Indian Education Committee and funding agencies. Conduct assessments and in-house evaluations to monitor program progress.</li> <li>Maintain comprehensive written progress reports for participating students and manage all necessary 506 Forms.</li> </ol>
Communication & Technology Proficiency	<ol style="list-style-type: none"> <li>Participate in and lead community outreach activities, and regularly update website information and American Indian Equity curriculum materials.</li> <li>Perform other duties of a comparable level or type as assigned, providing professional expertise and ensuring consistent communication within the department and district.</li> <li>Utilize software and platforms efficiently, including Spreadsheets, Google Docs, AI tools, and data information systems like Infinite Campus and EduClimber.</li> </ol>
Financial & Budget Management	<ol style="list-style-type: none"> <li>Oversee all departmental and grant fiscal matters, including developing and managing State and Federal funds and budgets, collaborating with Business Services on grant preparation and financial oversight.</li> <li>Proactively identify and cultivate strategic partnerships while continuously researching and new opportunities for the department.</li> </ol>

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

#### AMERICAN INDIAN PREFERENCE IN EMPLOYMENT

Duluth Public Schools applies Indian Preference in employment for this position in accordance with Section 703(i) of Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e-2(i)), which permits the preferential treatment of American Indian individuals for employment by businesses or enterprises on or near an Indian reservation.

Federal statutes, such as the Indian Self-Determination and Education Assistance Act of 1975, and applicable Minnesota Statutes (e.g., related to American Indian Education programs, specifically where federal Indian Education funds are received).

This preference is based on the unique political relationship between the U.S. government and American Indian tribal governments, recognizing the essential role of American Indian individuals in leading and administering programs designed to serve American Indian students and communities.

#### Eligibility for Indian Preference:

To be considered for Indian Preference for this position, applicants must meet the minimum qualifications outlined below AND provide proof of eligibility with their application materials. Eligibility for Indian Preference typically includes, but is not limited to, individuals who are:

- An enrolled member of a federally recognized American Indian tribe, OR
- A descendant of a member of a federally recognized American Indian tribe who was residing within the present boundaries of any Indian reservation on June 1, 1934, OR
- An Alaska Native.

#### Required Documentation:

Applicants claiming Indian Preference MUST provide official documentation verifying their eligibility with their application.

This typically includes a copy of your tribal enrollment card or other official tribal documentation verifying enrollment. Failure to provide appropriate documentation may result in not being considered for Indian Preference for this position.

**EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:**

X	<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 three (3) years' experience working with Native American students at various grade levels, collaborating with students, families, and colleagues from a variety of ethnic, racial, and cultural backgrounds. Must be knowledgeable of Native American Indian culture, history, values, and communities.
X	<b>Required Supervisory Experience:</b> Requires at least one year of supervisory experience within a school district or social service agency, specifically working with the American Indian community, parents, and students of the same or similar heritage.

**PREFERRED EDUCATION/EXPERIENCE REQUIREMENTS:**

Proficiency in an American Indian language, particularly Ojibwemowin (Ojibwe), is highly preferred.

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

None required.

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

Knowledge

- Comprehensive understanding of diverse American Indian cultures, histories, traditional values, and contemporary issues.
- In-depth knowledge of Federal and State laws impacting American Indian education (e.g., Indian Education Act, Johnson O'Malley, FERPA).
- Familiarity with Tribal programs and resources serving American Indian people, especially those relevant to Duluth and surrounding areas.
- Strong knowledge of educational best practices for American Indian youth achievement, cultural identity, and well-being.
- Understanding of culturally responsive teaching methodologies and trauma-informed practices applicable to American Indian students.

Skills

- Exceptional verbal, written, and presentation skills, including grant writing and comprehensive reporting.
- Advanced interpersonal and human relations skills for collaborative relationships with diverse stakeholders.
- Proficiency in program planning, implementation, and evaluation, project management, and outcome assessment.
- Strong organizational skills and time management skills.
- Leadership and supervisory skills to effectively guide, evaluate, and develop a team.

- Budget development and management, including grant fiscal administration and compliance.
- Demonstrated conflict resolution and problem-solving skills for complex situations.
- Proficiency with modern office software (MS Office Suite, Google Workspace).

**Abilities**

- Work both autonomously and as part of a team
- Lead and manage programs, staff, budgets, and grants.
- Advocate for students and families, building strong community and tribal partnerships.
- Design and deliver culturally authentic education, development, and support.
- Utilize data to assess program effectiveness and plan strategically.
- Maintain composure and respond effectively to unexpected situations.
- Navigate complex situations, resolve conflicts, maintain composure, and manage priorities, including travel.

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<b>PHYSICAL REQUIREMENTS:</b> 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.

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**Signature - Human Resources**

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**Date**

**Job Classification History:**

Prepared by TS 5/2025

Board Approval: 07/22/2025

Reviewed/updated:

Reviewed/updated: