



CLASSIFICATION DESCRIPTION

TITLE: Integration Specialist (ISPEC)

<u>Title of Immediate Supervisor:</u> Coordinator, OEE	<u>Department:</u> Office of Education Equity OEE	<u>FLSA Status:</u> Exempt
<u>Accountable For (Job Titles):</u> N.A.		<u>Pay Grade Assignment:</u> Education Minnesota Duluth Specialist (ISPEC)

General Summary or Purpose Of Job:

Promotes the District 709 vision and strategic plan through integrating relevant multi-cultural learning experiences for students. Advocates for the successful achievement and development of protected students throughout the District. Coordinates “Graduation Planning” with assigned students, parents, and school staff, especially Teachers, and community resources, as necessary. Contributes to staff training, community partnerships, academic success of students, including cultural curriculum, peer mediation, and specific integration experiences that benefit instruction and learning. Work with the students, staff and parents to provide a smooth transition and educational support as eligible students transition through all grade levels.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FREQUENCY
1.	Functions as a Team Member for the resources that objectively determines and assesses student, community and school issues that need to be addressed to promote and ensure student success, staff training, student concerns and parent involvement.	Daily 5%
2.	Coordinates “Graduation Planning” and connects with at-risk students of color. Provides diversity and cultural resources, such as tutors, mentors and helpers to protected-class students who are underperforming in school.	Weekly 5%
3.	Communicates with parents on all student related topics and parent learning opportunities. Provides information and procedures for parents. Meets and communicates with parents at agreed upon locations.	Daily 10%
4.	Works with students who are in need of academic assistance, conflict management, tutoring, and/or community support. Maintains a database of students, which tracks resources, grades, absences and community intervention. Maintains student progress and peer mediation records.	Daily 5%
5.	Assists with the implementation of an integration management plan, provided by the administration, which includes three phases, with fourteen tasks per phase.	Daily 10%
6.	Assists students in overcoming barriers to continued progress. May refer students to community resources.	Daily 10%



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7.	Communicates with parents and guardians by telephone and in conferences regarding outreach, support services, referrals, and other related services	Daily 10%
8.	Provide mediation facilitation if cultural conflicts occur	Monthly 5%
9.	Assist parents in relationships with other school personnel to ensure an effective working relationship between school and home. - Set up meeting for parents to come to School to discuss grades, test scores, etc. Focus on how to diffuse the situation if a parent is upset while at the same time supporting staff and educational goals of the organization. - Work to build the comfort level of parents in communicating with administration and staff.	Daily 5%
10.	Make home visits and/or have meetings with parents to discuss achievement, attendance, behavior and attitudes of students, and to develop ways to improve students' performance at school. Troubleshoot how to accomplish this when there are not parents or families in the student's life. <i>(If the parents are not interested in being involved, seek out a staff member that may want to be involved, or meet with the student.)</i>	Weekly 5%
11.	Coordinate efforts with other staff including Counselor, Social Workers, etc. Make opportunities to meet with social workers, guidance counselors, etc. to discuss their viewpoints so there is a flow of communication and a shared understanding of each other	Daily 5%
12.	Report and make recommendations for action to staff and families. - Keep teachers and staff aware if there are problems outside of school that may be impacting the student in the classroom. - Use different committees/meetings to accomplish this (i.e. attendance committee, SST, CST, one-on-one meetings with administrators and/or counselors).	Weekly 5%
13.	Develop and disseminates appropriate written information for parents such as ongoing parent groups, maintaining an effective network. - Distribute general school information to parents. - Establish opportunities for parents to come into the school (i.e. activities, culturally specific classes, etc.). - Work with Parent Involvement Coordinator regarding ways to involve parents at school.	Weekly 5%
14.	Increase students' and staffs' knowledge and understanding of the framework of	poverty.



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15.	Develop student leadership, skill building and produce ongoing collaborations in our community.	Weekly 5%
16.	Work with agencies to provide training and educational opportunities for students and staff.	Daily 5%
17.	Increase collaboration between high schools.	As required
18.	Increase multicultural experiences and events on a regular basis within the school day.	As required
19.	Assist in the design, evaluation and dissemination of pre- and post-tests, focus groups, attitudinal and climate surveys.	Weekly 5%

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a baccalaureate degree in Teaching or related social science degree. At least one year of experience successfully working with youth from diverse populations in a school or community agency setting with a preference for working with at risk youths.

Certification or Licensing Requirements (prior to job entry):

None required upon entry.

Knowledge Requirements:

Requires knowledge of:

- ☐ Community resources available for parents, students and teachers, such as CAIR, Lutheran Social Services, and Talent Search.
- ☐ Various cultural backgrounds, communities of color, promoting diversity, and eliminating racism, and using such techniques as advocacy and staff development.
- ☐ Administrative and/or educational intervention techniques.
- ☐ Desegregation/Integration and Closing the Achievement Gap issues, policies and terminology.
- ☐ Curriculum development strategies and models, such as, the Urban Learner Framework.



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Skill Requirements:

Skilled in:

- ☐ Diversity and collaborative training.
- ☐ Coordinating events and meetings, and preparing presenters.
- ☐ Excellent communication skills, especially with communities of color, staff, parents, and administrators.
- ☐ Dealing with tension in heightened situations, such as racial behavior incidents.
- ☐ Some computer skills, such as word processing for completing student reports, performing data entry, and accessing student information from computer systems.
- ☐ Tutoring and peer mediation.
- ☐ Student advocacy skills regarding areas of harassment, racial issues or violence.
- ☐ Demonstrated ability in understanding the developmental stages of youth.
- ☐ Demonstrated ability in establishing and maintaining effective relationships with youth and the District staff.
- ☐ Ability to motivate youth to meet their educational goals.
- ☐ Organizational skills to monitor student progress, keep records and produce reports.
- ☐ Ability to relate to youth from various backgrounds.

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		√		
Move about				√
Sit		√		
Use hands dexterously (use fingers to handle, feel)		√		
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch		√		
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

General Environmental Conditions:

Work is performed under normal office or classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. There is exposure to outdoor weather conditions when traveling between school sites.

The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force



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frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

<u>Vision Requirements:</u> Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History: Updated 2019 by Human Resources. June 2025 HR.