

HIGHLINE PUBLIC SCHOOLS Job Description

JOB TITLE: NATIVE EDUCATION LITERACY AND CULTURE SPECIALIST

GROUP: Teamsters IV

LEVEL: 16

FLSA STATUS: Nonexempt

WORKDAYS PER FISCAL YEAR: 246

HOLIDAYS: 14

SUMMARY: The Native Education Literacy and Culture Specialist supports equitable access to high quality, culturally-responsive, language and literacy learning opportunities for American Indian/Alaska Native students. The Literacy and Culture Specialist supports the Native Education Program, the Language Learning Department and other school and district staff as applicable (K-12). The position supports a wide range of school-based and community based activities to engage students and families in improving reading and writing proficiency. This position also supports the implementation of the WA State Since Time Immemorial Tribal Sovereignty Curriculum.

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Establishes, coordinates, plans, recruits for, and hosts a Native Student Literacy Success Summer Academy.
- Assists with identifying and qualifying new students for Native Education Program and Native Title III support; leads communications with parents/families about accessing literacy support and related testing.
- Coordinates with Native Education Program Manager and other appropriate staff in responding to requests to address non-academic needs of the student and/or their families in situations that could negatively impact academic success.
- Coordinates, promotes, and hosts innovative in-community, in-home literacy outreach efforts and fun, engaging family literacy improvement and English language acquisition activities for American Indian/Alaska Native students K-8 and families which highlight American Indian/Alaska Native culture, community, history, language, art/music, and knowledge systems.
- Support and co-design school-based interventions for struggling American Indian/Alaska Native readers and writers, which may include small after-school reading groups, before or after school tutoring, and referrals to after school and/or summer reading programs.

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- Documents activities, providing written reports, and/or conveying information to families of Native learners, staff, administrators, community, and Native Education Program partners.
- Assists with collection, organization, and analysis of data on Native students and families currently participating in, or eligible for, Native Education Program services/activities.
- Assists certificated staff in evaluating student progress, strengths, and challenges, providing insights to staff about students' abilities and learning style, working collaboratively to assist student in maintaining progress and overcoming difficulties.
- Participates in ongoing collaborative Native Title III service framework development and delivery with Native Education Program staff, Director of Language Learning, Social Studies/Literacy Coordinator, and other staff as applicable.
- Supports implementation of and training of teachers/district leaders on the Washington State Since Time Immemorial Sovereignty Curriculum and other culturally responsive curricula and teaching strategies.
- Provides guidance and support for schools in working with newly qualified American Indian/Alaska Native Title VI/Title III students and in meeting federal and state Title VI/Title III program requirements.
- Takes part in professional development opportunities, trainings, and workshops as assigned for the purpose of conveying and/or gathering information required to perform functions of position.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS:

Education and Experience

- Bachelor's degree in education, American Indian/Native/Indigenous studies, education leadership, political science, literature, social services, or related field
- Four years working in the field of education (K-8 specialization preferred) and/or community advocacy
- Five years working specifically with and on behalf of an American Indian/Alaska Native population (urban or tribal), a Native-serving organization/entity/project/program (tribe, non-profit, agency, school district), or experience working with culturally or linguistically diverse and/or socio-economically disadvantaged populations.

PREFERRED QUALIFICATIONS:

- Master's degree in education (specialization in Native Education preferred), American Indian/Native/Indigenous studies, tribal governance, social services, or related field
- Specialized expertise in culturally-rooted and responsive curricula and teaching strategies for American Indian/Alaska Native learners and support of families of Native learners
- Specialized knowledge and expertise about Muckleshoot Indian Tribal language, culture, community, and history and the 29 federally recognized tribal nations of WA State
- Additional education in language learning strategies, tribal language instruction, and/or specialized training in literacy improvement/language acquisition
- Two or more years working specifically with and on behalf of an American Indian/Alaska Native learners and Native community/communities (urban or tribal) or a Native-serving organization/entity/project/program (tribe, non-profit, agency, school district).

CONDITION OF EMPLOYMENT:

- Criminal background clearance
- Washington State Driver's license and proof of insurance
- All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

KNOWLEDGE OF:

- American Indian/Alaska Native culture, community, history, tribal nations, federal Indian Policy, and social/educational resources in King County specifically serving the Native community
- Curriculum development
- Community development
- Research-based best practices in language development/academic outcomes improvement, strategies for American Indian/Alaska Native learners, participatory research, and Indigenous-centered research
- American Indian/Alaska Native student learning styles and factors which inhibit academic success
- Alignment of cultural education and culturally-responsive learning models with strategic aims of schools and district to increase student achievement
- Program/project development and capacity building (e.g. grant writing)
- Staff professional development
- Microcomputers and related software
- Student/family data-gathering and reporting processes
- General health care and social services
- School board policies and procedures

ABILITY TO:

- Communicate effectively and clearly both verbally and in writing at all levels.
- Work with, and communicate effectively to, American Indian/Alaska Native learners and their families, schools, and agencies/community organizations to develop problem-solving strategies and meet Native learner needs.
- Operate a microcomputer and related software.
- Establish and maintain effective working relationships with staff, students and general public.
- Demonstrate deep understanding of, and experience with, cultural competence.
- Remain flexible to changes in assignments or situations.
- Organize activities, set priorities, deadlines, and follow instructions.
- Make sound decisions and resolve staff conflicts tactfully and diplomatically.
- Contribute to project and team development in a positive, proactive manner.
- Participate in and support extra-curricular/intramural activities with students and staff.
- Work independently and with minimal supervision.
- Maintain strict confidentiality.
- Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Native Education Program Manager or Director of Language Learning or designee.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

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WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The employee must deal with angry and upset students, parents, and community members. The employee must adjust to frequent interruptions in their work schedule.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Updated Group due to new bargaining unit, 2024.12.12

Updated Context and Disclosures sections, 2024.05.22

Revised Condition of Employment section, 2022.03.09

Created by Human Resources as outlined by the Chief Engagement and Partnership Officer, 2019.04.01

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166