



## DIVERSITY, EQUITY AND INCLUSION FACILITATOR

Classification: Certificated

Location: District Office

Reports to: Director

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for facilitator positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

### **Part I: Position Summary**

The Diversity, Equity, and Inclusion (DEI) facilitator has the responsibilities to facilitate, model, collaborate, teach, coordinate and support efforts to establish an environment and culture of equitable outcomes and inclusive belonging that supports student success. Primarily responsible for working with both students and adults focused on building links between the district and various communities representing diverse populations within district boundaries, build partnerships that enhance district work with underrepresented groups.

### **Part II: Supervision and Controls over the Work**

Works with high level of independence and professional discretion under general supervision of director of diversity, equity, and inclusion. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

### **Part III: Major Duties and Responsibilities**

1. Assists in administering the District's strategic plan focusing on diversity, equity, inclusion and belonging goals.
2. Collaborates with teaching and learning to enhance, develop, and implement professional development focused on equity mindedness and creating a climate of equitable outcomes and inclusion for staff and students.
3. Assists in the development of metrics to ensure accountability, tracking, and monitoring of diversity and equity efforts, success of students of color and underserved student groups.
4. Assists human resources leadership in the development, implementation, and monitoring of recruitment and hiring strategies and practices to attract and retain a diverse employee workforce, including support of new teachers of color.

5. Assists in the development of strategies for promoting equity, inclusion and belonging as part of the overall student experience.
6. Advises school staff, administration, and families on matters of equitable outcomes and family engagement to close student achievement and opportunity gaps.
7. Coordinates diversity, equity and inclusion efforts including participating and leading a variety of meetings, professional learning, and committees.
8. Communicates with members in a multi-cultural community (e.g. administrators, staff, students, parents or guardians, outside agencies, and the public) to establish and maintain working relationships.
9. Supports the development and growth of partnerships and engagement with families, school sites, and community-based organizations to advance equitable outcomes and support student achievement.
10. Collaborates with district staff to identify actions needed to create culturally responsive environments, improve equitable efforts, and maintain high expectations for academic achievement for all students.
11. Provides collaborative leadership to align and organize resources with district priorities and create sustainable and equitable strategies and models for cultural competency professional development training for staff.
12. Works collaboratively with certificated and classified staff in leading or participating in DEI based training as it pertains to certification requirements.
13. Participates on Superintendent's Equity and Access Advisory Council meetings.
14. Perform other duties as assigned

#### **Part IV: Minimum Qualifications**

1. Must have successful experience in working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Bachelor's degree, plus three years successful teaching experience, with diverse academic, culturally, and racially diverse populations.
3. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).
4. Successful experience in working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with diverse populations.
5. Skill in facilitating individuals and groups, with diverse interest, in decision making process.
6. Ability to relate effectively with racially, ethnically, and linguistically diverse communities.

7. Ability to develop and implement short- and long-range plans to meet department/program needs.
8. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
9. Ability to interact and effectively communicate with families, students, building administrators, district staff, diverse communities, and the public orally and in writing using tact, courtesy, and diplomacy.
10. Ability to prepare and conduct effective presentations and adult learning plans.
11. Knowledge and skill in use and strategies necessary to meet diverse needs of students and staff.
12. Skill and ability to utilize technology to aid instruction, assessment and learning.
13. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
14. Any position-specific special qualifications indicated in the recruitment process.
15. Skill and ability to lead adult professional learning.
16. Ability to maintain punctuality and attendance expectations.
17. Valid driver's license.

#### **Part V: Desired Qualifications**

1. Master's degrees in related field.
2. Bilingual and/or multilingual.
3. Experience and specific training in working with multicultural, multiracial, and multiethnic students, staff, and families.

#### **Part VI: Physical and Environmental Requirements of the Position**

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students. May be required to travel in school owned or leased vehicles while supervising and assisting students.