

Indian Education Director

Purpose Statement

The job of Indian Education Director is done for the purpose/s of providing leadership and serving as a resource for the needs of indigenous students and their education. Provide leadership in effort to educate and advocate for diversity, equity, and intercultural competency at Bismarck Public Schools. Assist in creating an education environment of inclusiveness, equity and respect for all people. Partnering with district leaders and principals to assess and monitor the district's progress towards attaining strategic goals and objectives. Providing support to the instructional program with specific responsibilities for overseeing the Indian Education program; supporting the ongoing needs of participating families; ensuring compliance with Title VI/ Johnson O'Malley (JOM) program requirements; promoting the programs within the community; developing partnerships with local organizations and agencies; and preparing required supporting documentation and reports.

This job reports to the Superintendent.

Essential Functions

- Assists staff in identifying family and student needs for the purpose of developing and/or implementing an action plan to remove barriers to child's success at/post school.
- Collaborates with district leadership, faculty and students for the purpose of promoting a climate of equity including initiatives on culturally responsive teaching, pedagogy and competency, implicit bias and other topics designed to increase awareness of equity and inclusion values.
- Collaborates with a variety of internal and external personnel/agencies (e.g. professional development/curriculum office, central office staff, school based personnel, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements in developing the most effective educational programs.
- Compiles data on ongoing operations and/or students from multiple sources (e.g. identify student opportunity, identify achievement gaps and resources for American Indian partnerships, facilitates parent committee for direction/input to use grant funds, etc.) for the purpose of analyzing issues, identifying educational program needs, activities, course offerings, participation in extracurricular activities and ensuring compliance with established policies and procedures, and/or monitoring program components.
- Coordinates events and activities (e.g. partnerships with community agencies, during the day/after school tutoring, one-on-one instructional assistance for identified students, parent committees, etc.) for the purpose of providing guidance and ensuring compliance with established guidelines.
- Maintains a variety of confidential and non-confidential manual and electronic lists and records (e.g. training materials, referrals, status reports, eligibility reports, budgets and billing, etc.) for the purpose of providing required information and/or documentation.

- Monitors program components, support needs and materials (e.g. Indian certification forms, training needs assessments, design and scope of services, interagency agreements, staff development/mentoring, etc.) for the purpose of enhancing service delivery and complying with program requirements.
- Orients administrative and teaching staff, volunteers, practicum students and program participants (e.g. works closely with Students in Transition Coordinator, District Registrar, Parent Family Liaison, etc.) for the purpose of establishing familiarity with program, services, and required processes.
- Participates in a variety of meetings, workshops and committees (e.g. serves as an advocate for American Indian families; community and public agencies, seminars, conferences, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Performs personnel functions (e.g. recruiting, interviewing, hiring, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of documents, reports and written materials (e.g. documentation regarding Title VI/JOM grant, reports, logs, memos, handouts, etc.) for the purpose of communicating information to parents, staff; providing written support, developing recommendations and/or conveying information.
- Presents information on a variety of topics related to administrative responsibilities (e.g. monthly Title VI/JOM parent meeting, tribal consultation, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- Responds to inquiries from a variety of internal and external sources (e.g. staff, parents, community agencies, auditors, students, etc.) for the purpose of providing information and/or direction as may be required.
- Serves as a liaison for families and students who are identified for Title VI/JOM Services for the purpose of ensure a positive educational experience with an increased graduation rate for identified students.

Job Requirements: Minimum Qualifications Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: Leadership of an equity vision, policy development, review of policies, practices, and decisions, connections to district strategic plan, curriculum development aligned with core content standards, Team Champions – Essential Understandings, Title IV JOM & grant funding. Must have strong communication skills and be able to articulate the current issues, pedagogy, and strategies in Indigenous education.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percentages, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: Specific knowledge based competencies required to satisfactorily perform the functions of the job include: Collaboration and inclusion within BPS; values, historical narrative, contemporary issues, knowledge of indigenous culture, including an understanding of the Tribal Nations in ND/SD/MN/MT, and competency complicit bias, knowledge of diversity and inclusion, teaching practices, achievement gaps, program evaluation and developing strategic plans.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: Collaboration with Universities, expand outreach programs, communication and working with students and families. Develop community focus group connections, Multicultural Leadership, diverse communities, community activity and events, building community relations, facilitate the equity in Indian Education Commission, establish a system for family connection, voice, and engagement.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 60% sitting, 30% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is required.

Education: Bachelor's degree in job-related area. Master's Degree or plan of study preferred, not required.

Certificates and Licenses: Teaching license preferred, not required.

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Salary Grade: PF on the Professional Support Staff salary schedule.