



Job Title: Coordinator, Equity and Civil Rights Compliance

Salary Schedule: Administrator

Pay Grade: 12

Job Code: 102485

JDE: C-46.61

MAJOR FUNCTION:

Develop, implement, perform, and support specialized work related to equity and civil rights compliance for the District

MINIMUM QUALIFICATIONS:

- Bachelor's degree in human resources, business administration, public administration, education, or -related field.
- Three (3) years of administrative experience in human resources, public administration, education, compliance, or law-related field.
- One (1) year of experience conducting employment investigations and responding to complaints.

PREFERRED QUALIFICATIONS:

- Master's degree in human resources, business administration, public administration, education, or law-related field.
- Experience managing business/department functions and staff.

Relevant work experience or education may be substituted to satisfy the required qualifications.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of community and cultural dynamics and the ability to work with diverse groups of people in establishing goals, objectives, and action plans consistent with District goals.
- Knowledge of federal, state, and local statutes, laws, regulations, rules, policies, procedures, and current research-based best practices governing the functional area of assignment, including equal opportunity and anti-discrimination laws and regulations, employment laws and regulations, and regulatory structures and legal requirements for K-12 public educational institutions in Florida.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to collect and research data; synthesize information; and design, implement, and evaluate programs.
- Ability to interpret and enforce School Board Policy and State Board Rules.
- Ability to be a self-starter with documented results in building new programs and working simultaneously on a variety of projects.
- Ability to work both independently and as a member of a team in a fast-paced environment and remain organized to complete time-sensitive jobs on or before deadline.
- Ability to serve in a lead role, oversee employees, and resolve conflicts in the Director's absence.

REPORTS TO:

Board Attorney or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Conduct inquiries and investigations of student and employee complaints and misconduct to ensure fair and equitable due process and a timely, reasonable, and consistent resolution of such as related to Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination in Employment Act of 1967 (ADEA); Section 504 of the Rehabilitation Act of 1973; the American with Disabilities Act of 1990 (ADA); the Florida Civil Rights Act of 1992; the META Consent Decree; the Florida Educational Equity Act (FEEA); and all other federal and state laws and applicable School Board Policy.
- Provide weekly investigation summaries verbally and in writing to the supervisor.
- Serve as the District liaison for equity and civil rights compliance issues.
- Train and advise District personnel on equity and civil rights related requirements and procedures.
- Disseminate applicable information to staff, parents, students, and community members.
- Serve on applicable District and community committees as assigned.
- Create, maintain, interpret, and analyze internal and external data and submit findings verbally and in writing to the supervisor, including baseline and annual measurements.
- Monitor adherence to and compliance with existing District programs and policies that uphold local, state, and federal laws.
- Participate in the development of policies and procedures to address issues related to employer and employee relations, discrimination complaints, conflict resolution, and disciplinary action.
- Maintain confidentiality in all dealings and handling of sensitive data as deemed appropriate.

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- Supervise, develop, and evaluate the performance of subordinates.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	80%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%

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<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	80%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	90%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	80%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

TERMS OF EMPLOYMENT: 12-month year. Salary as established by the Board.**DAYS PER YEAR:** 255**FLSA STATUS:** Exempt**BARGAINING UNIT:** Non-bargaining**WORKER'S COMP. CATEGORY:** 8868 – School Professionals**BOARD ADOPTION:** 8-27-19**REVISED:** 8-8-23**REVIEWED:** COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.