



# The School District of Lee County

## Job Description

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**JOB TITLE:** Equity Contact Person

<b>FLSA STATUS:</b>	Exempt	<b>PAY GRADE:</b>	Supplemental
<b>SALARY SCHEDULE:</b>	Instructional	<b>JOB CODE:</b>	Supplemental
<b>BARGAINING UNIT:</b>	TALC	<b>DAYS PER YEAR:</b>	Supplemental
<b>WORKER'S COMP CATEGORY:</b>	8868 - School Professionals		

**MAJOR FUNCTION:**

Assist District-based staff in implementation of support, outreach, and intervention programs relative to diversity and inclusion initiatives.

**MINIMUM QUALIFICATIONS:**

- Valid Florida teaching certificate.
- Current employee of the School District of Lee County.

**Such alternatives to the above qualifications as the Board may find acceptable.**

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Knowledge of and experience with community and cultural dynamics.
- Ability to work with diverse groups of people.
- Oral and written communication skills.
- Ability to provide written and oral translation of multiple languages.
- Knowledge of and experience with industry-standard computer applications.
- Knowledge of and experience with federal, state, and local regulations.

**REPORTS TO:** Designated Supervisor or Designated Administrator

**ESSENTIAL JOB FUNCTIONS:**

- Develop strategic partnerships with community members to ensure community support for diversity and inclusion programs and initiatives.
- Act as contact person for school-based or site-based equity and discrimination complaints.
- Attend and participate in meetings necessary to ensure school-based compliance with legal requirements related to student equity programs, including school-based 504/Child Study Team meetings.
- Gather information as requested, maintain school-based equity records, and submit reports to Human Resources, Academic Services, and other District stakeholders in a timely manner.
- Assist in monitoring for compliance with state and federal laws regarding educational equity, including monitoring the work of the 504/Child Study Team; promote compliance with non-discrimination policies.
- Promote diversity, community and cultural outreach, and intervention programs within the community.



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- Review and recommend policies to support diversity and inclusion of students and staff with diverse backgrounds.
- Provide students and school-based staff with information and guidance on how to assist in the implementation and development of meaningful and comprehensive programs relative to diversity and inclusion.

### 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.

The physical requirements of this position. (Please check all boxes that apply)		
Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> <b>Balancing</b>	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"/> <b>Climbing</b>	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"/> <b>Crawling</b>	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> <b>Crouching</b>	Bending the body downward and forward by bending leg and spine.	10%



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<input checked="" type="checkbox"/> <b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	20%
<input checked="" type="checkbox"/> <b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	80%
<input checked="" type="checkbox"/> <b>Grasping</b>	Applying pressure to an object with the fingers and palm.	30%
<input checked="" type="checkbox"/> <b>Hearing</b>	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"/> <b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> <b>Lifting</b>	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"/> <b>Pulling</b>	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> <b>Pushing</b>	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> <b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> <b>Repetitive Motion</b>	Substantial movements (motions) of the wrists, hands, and/or fingers.	90%
<input checked="" type="checkbox"/> <b>Seeing</b>	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> <b>Sitting</b>	Particularly for sustained periods of time.	80%
<input checked="" type="checkbox"/> <b>Standing</b>	Particularly for sustained periods of time.	20%
<input checked="" type="checkbox"/> <b>Stooping</b>	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"/> <b>Talking</b>	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"/> <b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

**TERMS OF EMPLOYMENT:**

Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**JDE NUMBER:** S-35.34

**BOARD ADOPTION:** 5-30-02



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**REVISIONS:** 2-27-18

**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.