Student Support Manager
Grades 9-12
2020-2021

OUR MISSION
The mission of Boston Collegiate Charter School (BCCS) is simple yet ambitious: to prepare each student for college. We offer an academically rigorous college preparatory curriculum for 700 students in fifth through twelfth grades. 100% of our graduates have been accepted to college; the majority of them will be the first in their families to complete a college degree.

OUR VISION
All BCCS students will graduate empowered to choose their own directions, with options aligned with their passions and interests and with the critical thinking capability to choose wisely. They will be equipped not only to go to college, but to thrive there. They will have the skills and the leadership mindsets necessary to make an impact in their communities and beyond. To achieve this vision of our graduates, BCCS will be a leading school in academically rigorous, equitable, and inclusive educational practices in Boston. BCCS will create opportunities for each student to thrive and cultivate the unique talents that each student brings. BCCS will be a beacon of the twin pillars of scholarship and belonging, and thus a national model for what integrated education can look like at its best.

CURRENT OPENINGS
We are looking for a self-reflective, analytic, dedicated, and passionate Student Support Manager who wants to join a dynamic and flexible school team. This position reports to the Director of Student Support. As a strong candidate for our position, you will...

Have knowledge of or experience in
- Special Education practices;
- Massachusetts and federal Special Education law and compliance requirements;
- child/adolescent development;

Be able and willing to
- speak authentically about the imperative for diversity, equity, and inclusion in schools;
- recognize how your identity impacts your work;
- communicate and collaborate with colleagues, students, and families;
- actively contribute to the school and your position-based teams;
- use data regularly to drive your student-based decisions;

Believe
- in the school’s core values of: scholarship, belonging, passion, responsibility, and integrity;
- that all students have strengths and gifts to share as well as growth areas to be honed by their educators;
- that you will grow as an educator best when you are held to high expectations for rigor, relationships, and relevance;
- in the importance of feedback in the pursuit of continuous improvement;

Expect
- to process referrals for and coordinate and chair all original, re-evaluation, and emergency placement team meetings;
- to develop Individual Educational Plans (IEPs) for these students, including transition for students with disabilities beginning at age 14; and to secure parent signatures for these plans;
- to provide teachers and other service providers as appropriate with copies of IEPs at the beginning of each year and when changes occur thereafter;
- to work closely with teachers to ensure appropriate goal development and tracking;
- to support the maintenance and improvement of regulatory compliance (maintaining student records);
- to collaborate with the Principals and Director of Student Support to provide a respectful and engaging school environment for ALL students and to ensure that students with disabilities participate in the general education environment with their non-disabled peers per the IEP;
- to coordinate and support the continuum of settings and array of services for students with disabilities;
- to collaborate with the Principals, teachers, and Director of Student Support in providing FAPE, LRE, and specialized instruction and services for students with disabilities, and differentiated instruction for all students;
- to chair Section 504 eligibility meetings and develop 504 accommodation plans;
- to develop initial ICAPs as needed and coordinate with grade level teams for facilitation;
- to collaborate with the Principals and Operations Coordinators in aligning student schedules with IEPs and 504 plans;
- to maintain a live accommodations spreadsheet with updates to IEPs and 504 plans that inform testing provisions;
- to collaborate with the Principals, Director of Support and the teachers and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act, scheduling of assessments and meetings

Boston Collegiate is an equal opportunity employer. Accordingly, we make employment decisions without regard to race, color, religion, national origin, age, gender, gender identity, sexual orientation, veteran status, genetic information, disability or any other classification protected by applicable local, state or federal law. Boston Collegiate is committed to building a supportive and inclusive workplace that reflects the diversity of Boston.
- obtaining consents and pertinent forms from parents
- providing notices and invitations to families and providers
- presenting and tracking IEPs and 504s
- monitoring for parent signatures
- facilitating progress reports from teachers and service providers

- to provide expertise and assistance regarding the implementation of Code of Conduct for students with disabilities, supporting the Director of Student Support with Manifestation Determination meetings, as needed;
- to collaborate with Transition Support staff on transitioning programming, planning, and compliance forms;
- to provide management, coaching, and support of paraprofessionals in mandated roles;
- to facilitate Student Support Team meetings (5/6, 7/8, and/or 9-12) every other week to problem solve and support team functioning;
- to support the Director of Student Support with the quarterly facilitation of the Student Support Parent Advisory Council (SSPAC);
- to provide support and training to new staff during New Staff Orientation, as needed;
- to meet regularly with the Director of Student Support, Principals, and peer Student Support Manager to ensure 5-12 alignment;
- to collaborate with the Instructional Leadership Team to provide and arrange professional development and support for Special Education teachers and service providers;
- to support the Director of Student Support with periodic observation and feedback of Special Teachers; and
- to be a 10-month employee, with the expectation of reporting to work full-time beginning with New Staff Orientation.

**ADDITIONAL QUALIFICATIONS**

- a Bachelor’s degree required; Master’s degree acknowledged
- Special Education licensure required
- a minimum of five years’ teaching Special Education experience in an urban public school or charter school setting and experience chairing IEP meetings required
- bilingualism in Spanish or Haitian Creole preferred, but not required

**JOIN OUR TEAM**

To learn even more about working at Boston Collegiate Charter School, please visit our open positions via PDF, posted at [https://www.bostoncollegiate.org/careers/](https://www.bostoncollegiate.org/careers/). To formally apply, please submit an application at [https://forms.gle/D9JyTTteZkxX98j49](https://forms.gle/D9JyTTteZkxX98j49). No telephone or email inquiries, please.