



Student Support Manager, Grades 9-12

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.

OUR STRATEGIC FOCUS AREAS

BCCS is striving to be an anti-racist school that knows that every student should feel seen and heard in who they are and have access to an excellent education. BCCS is committed to the long term work of dismantling systems of oppression and inequity in our community. Please refer to our [2020/2023 DEI Strategic Plan](#).

CURRENT OPENING

We are looking for a self-reflective, analytic, dedicated, and passionate Student Support Manager who wants to join a dynamic and flexible Middle and High 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 Managers 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,

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.

- scheduling of assessments and meetings
- 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;
- to support and provide instructional coaching for Special Education Teachers, as needed; 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 [on our website](#). . To formally apply, please [submit an application](#). No telephone or email inquiries, please.

What Is Special About Teaching at Boston Collegiate Charter School?

Boston Collegiate Charter School is committed to...

A mission-driven environment with a track record of excellence for students and a focus on educating the whole child.

- The mission of Boston Collegiate Charter School is simple yet ambitious: to prepare each student for college.
- BCCS has a track record of excellence: it is the highest performing non-selective high school in Boston in terms of AP scores across a wide range of exams, it is the top-ranked Boston charter school in US News & World Report, and it has a 100% college acceptance for graduates rate since 2004.
- BCCS has a unique school population, labeled in one recent publication as “the nation’s most interesting school integration story,” with roughly 50% of our students identifying as white and 50% identifying as students of color; additionally, about half of our students qualify for free or reduced lunch.
- BCCS places a focus on social emotional learning for students through partnerships with local social-emotional learning organizations, and the school has a robust counseling team schoolwide.
- BCCS is highly sought after by families, with 20 times more applicants than available seats.
- 95% of our alumni who respond to our annual alumni survey answer that they feel sufficiently-prepared or over-prepared for college in their freshman year.
- BCCS is institutionally dedicated to promoting an inclusive environment for students, staff, and families.

A supportive and collaborative professional culture.

- BCCS offers a positive and supportive adult culture, emphasizing collaboration through dedicated office space, co-teaching opportunities, and professional development.
- BCCS teachers have authentic voice to improve the school: teachers co-create the evaluation rubric; teachers advise on compensation and school policy; and a teacher will sit on the board of Trustees this fall.
- BCCS is family-friendly, offering onsite daycare and flexible schedules when possible.

Teacher development and growth.

- BCCS gives teachers autonomy to design their own courses and collaborate with other educators across the city through formal partnerships funded by grants.
- BCCS prioritizes letting teachers focus on teaching and student achievement; a dedicated teaching support team, including a Dean of Students and operations staff members, supports discipline and administrative work.
- BCCS supports teachers in developing their craft: experienced principal team with training in teacher development; frequent coaching meetings with experienced instructional team; veteran teaching staff coaching their peers.
- BCCS provides a career pathway for teachers, including leadership and mentorship opportunities.

Competitive compensation and benefits.

- Sustaining a vibrant teaching culture through compensation is a focus for BCCS.
- BCCS is committed to teachers staying long-term and believes that strong veteran teachers are irreplaceable: Year of Service bonuses are offered at Year 10, 15, and 20.
- BCCS has in place a teacher compensation scale for transparency among teacher salaries, with larger increases in years 3, 4, and 7, and moderate increases in all other years.
- BCCS provides opportunities for teachers to earn additional compensation stipends, including through teacher leadership opportunities, covering extra classes, or as an athletic coach.
- Deductibles for health insurance are reimbursed by the school; disability insurance is paid for by the school.