

DIRECTOR OF ACADEMIC SUPPORT

JOB DESCRIPTION

Overview

The Director of Academic Support is committed to the value and worth of each student, equipping teachers and staff to teach them what they need. Knowing students well and bringing professional expertise to how diverse students learn lies at the heart of equitable schools; our school looks to the Director of Academic Support to help lead that effort. The Director of Academic Support is an administrative role responsible for programs to help all students succeed at Four Rivers. These programs include special education, 504s, Student Success Plans, the Student Support Team, and Title 1. While the list of programs is long, the job requires leadership focused on each of the special programs, guided by state and federal regulations, to support students who need accommodations, modifications, or other scaffolding to help them learn. These programs bolster the general approaches of our regular education program; thus the Director of Academic Support works hand in hand with the Instructional Guide and Principal who lead regular education. The Director of Academic Support brings administrative skills to manage external demands and expertise about teaching and learning to lead the school's approaches to internal needs. Most of all, the Director of Academic Support leads with diversity, equity and inclusion at the heart of all decisions and is aligned with the school's vision to be an anti-racist school.

Reports to: Principal/Head of School

Responsibilities

- **Direct the special education program**, ensuring full compliance with regulations applying to charter schools and best practices adopted by Four Rivers.
 - Direct and supervise special education teachers and assistant teachers.
 - Facilitate regular meetings of the Special Education Team.
 - Work with special education teachers on special curriculum needs of students.
 - Provide guidance for students on IEPs with accommodations and modifications to support achievement in the classroom.
 - Assist special education teachers in evaluating effectiveness of the IEPs to help students reach goals leading toward achievement of the state standards.
 - Assist special education teachers in responding to and managing crises involving students on IEPs or 504s.
 - Support special education teachers' collaborative and consultative work with regular ed teachers, in conjunction with the Instructional Guide.
 - Prepare budget information and state entitlement grants for the special education program.
 - Monitor DESE updates related to special education and BSEA decisions for important issues.
 - Direct the school's Special Education Parent Advisory Council.

- **Oversee the IEP and 504 process**, including annual reviews, re-evaluations.
 - Ensure compliance with all requirements related to plan timelines.
 - Attend IEP team meetings, chair as needed; review, approve and sign all IEPs
 - Work closely with the school psychologist related to evaluations and provision of services.

- Work closely with the school nurse related to evaluation of medical conditions and diagnoses impacting student learning and to provision of health services for special education students.
 - Oversee appropriate placement for incoming special education students and those graduating or leaving the school. Meet with parents considering application or enrollment about the special education program and the services Four Rivers provides .
 - Oversee the record keeping required for students in special education.
 - Submit periodic and annual reports concerning special education to the Principal.
 - Oversee 504 plans, including development, implementation, and monitoring.
- **Oversee internal programs** for academic support.
 - Serve on the Farmhouse Team and the Instructional Leadership Team.
 - Direct academic support services for students encountering academic challenges--at tiers 1, 2, and 3.
 - Facilitate weekly Student Support Meetings with grade and division teams.
 - Develop academic supports and interventions based on data, in collaboration with the Instructional Guide.
 - Orient faculty regarding school practices and procedures related to academic support services and revise documentation as necessary.
 - Document student needs and interventions, following DESE requirements.
 - Meet with advisors or pupil study teams to develop Student Success Plans and monitor their progress.
 - Communicate with students and families about academic status, especially regarding standards and credit recovery.
 - Maintain and revise as necessary the school's District Curriculum Accommodation Plan (DCAP).
 - Provide periodic reports to the Principal and provide data as requested.
 - Visit classrooms to observe instruction and assist with inclusion strategies as necessary.
- **Direct school wide testing**
 - Direct annual diagnostic testing in reading and math for incoming students, and guide appropriate faculty in effective use of testing results.
 - Develop and coordinate a system of common assessments for writing, reading, and math.
 - Coordinate the administration of MCAS tests, including scheduling, managing materials and administration in compliance with testing regulations, oversee interpretation of results, and, with Principal and faculty, develop strategies to address any key areas of weakness.
- **Provide administrative leadership for state and federal academic support programs** for academic support
 - Direct the Title I program, including selection and scheduling.
 - Direct and supervise the Title 1 teacher.
 - Prepare the application, implementation, and reporting for the Title 1 grant.
 - Direct the English Language Learners program.
 - Serve as liaison for needs of homeless students.
 - Oversee communication and reporting to DESE on special education issues, including Special Education and 504 components of the Coordinated Program Review.
 - Ensure timely completion of required progress reports related to the school's Corrective Action Plan.

- Ensure compliance with mandated trainings.
- In consultation with the Principal (and school attorneys, as needed), respond to complaints made to BSEA or other special education-related complaints to school; and coordinate any appeals made by school to BSEA.
- Keep the Principal informed of his/her responsibilities concerning compliance with all laws, regulations and administrative rules that affect special education programs.
- Assist in the recruiting, interviewing, and hiring of special education staff.
- Prepare and coordinate periodic DESE reviews related to federal/state programs.

Qualifications

1. Significant experience and training in Special Education, preferably as teacher or administrator with students in grades 7-12 and certified in Massachusetts.
2. Certification as Special Education Administrator (or training underway toward certification).
3. Evidence of interest in and understanding of the mission and program of Four Rivers Charter Public School.
4. Evidence of strong organizational skills, expertise with IEP processes and special education regulations.
5. Evidence of strong communication skills with students, colleagues and parents.
6. Significant experience with students in grades 7-12, especially those who struggle academically or have distinct learning needs.
7. Experience and training with accommodations in a regular education setting.
8. Experience and training with differentiated instruction.
9. Demonstrated ability to model a growth mindset and professional courage by taking risks in public to try new things, listen to different opinions, own their mistakes, and be explicit about their own growth and revision.
10. Demonstrated experience to engage in hard conversations about the ways power and privilege affect educators' lives and the lives of students and families in school and about ways to disrupt barriers to equity for all students.
11. Demonstrated ability to engage teachers in conversation about instruction, curriculum, and assessment.
12. The energy, flexibility, and sense of adventure required to work hard as a member of a dynamic faculty and striving school community.
13. Self-directed, organized, and able to manage time effectively and remain focused on priorities.