



Job Description Coordinator of Access & Opportunity

General Statement:

The **Coordinator of Access & Opportunity** is responsible for managing and coordinating all aspects of the middle school alternative program, the supervision of innovative and non-traditional educational opportunities, coordination of Social Emotional Learning initiatives, and providing support to the Office of Family and Community Engagement.

The ideal candidate is a visionary leader who sees the potential for success in all students, understands that students learn at different paces and in different environments, recognizes the importance of social emotional learning in student development, and is passionate about providing such opportunities to all students. The **Coordinator of Access & Opportunity** ensures that all programs and initiatives are designed and implemented with a focus on equity and inclusion, addressing the needs of diverse student populations.

The **Coordinator of Access & Opportunity** reports to the Chief Staff and Family Resource Officer.

Major Responsibilities:

Coordinates all aspects of the following areas:

1) Management and Coordination of Middle School Alternative Program

- i) *Alternative Program Development, Implementation, and Evaluation* - Plans and implements the district's middle school alternative program to ensure students access high quality academic, social emotional, behavioral, and personalized learning experiences necessary for future success; develops programming to include interdisciplinary teaming, individualized learning plans, project-based learning, exploratory courses, individualized support, and connections to district school; manages enrollment/intake process; manages discipline and attendance issues; maintains an inventory of supplies and equipment; collaborates with the Special Education department; collaborates to develop community based behavioral health and career based services; analyzes program evaluation data and prepares program improvement plans.
- ii) *Monitor Student Success* - Monitors student progress towards identified goals and objectives and adjusts program as needed.
- iii) *Select and Supervise Schools' Staff* - Assists in the recruitment, interviewing, and hiring of Alternative Program staff to ensure high quality staff; oversees, develops, and evaluates alternative school staff to ensure high levels of student growth; oversees professional development for staff.
- iv) *Family Engagement* - Implements ongoing and personalized family engagement to enhance student success.

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- v) *Transition Planning* - Develops process for student transition planning to district school; defines entrance and exit criteria; communicates with schools regarding transition process; monitors effectiveness of transition planning.
- vi) *Program Procedures and Compliance* - Interprets and implements board policies, administrative regulations, statutes, rules, and negotiated agreements and assures the alternative program meets such requirements and standards; develops plans and organizational procedures for the health, safety, discipline, and conduct of students as established by district policies and procedures; assumes responsibility for the collection, review, and submission of all forms and reports relative to the program, including all legal and procedural requirements for special education students, to the administration, to the Board, and to state agencies; chairs Planning and Placement Team (PPT) meetings.
- vii) *Budget Development* - Assists in preparation and administration of the budget.

2) Management and Supervision of Innovative, Non-traditional, Co-Curricular Programs and Processes

- i) Manages, coordinates, and implements the district's Back on Track Expulsion program, Move to Exclude (MTE) process, and homeschooling process.
- i) Serves as the district's Juvenile Justice liaison and assists the homebound instruction liaison; works with families to navigate the process.
- ii) Coordinates the summer post secondary Bridge to College program to ensure recently graduated high school students enroll and attend college.
- iii) Develops and maintains strong partnerships with community organizations, social service agencies, and local businesses to provide students with additional resources and support e.g., Horizons, Future Five, Harbor Corps., etc.).
- iv) Promotes a positive, caring climate for learning, and deals sensitively and fairly with persons from all cultural backgrounds.
- v) Utilizes student information systems, and assessment data to analyze trends in student behavior, attendance, and academic performance to inform program improvements.
- vi) Prepares and supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the program's administration.

3) Social and Emotional Learning (SEL)

- i) Coordinates the development, implementation, and evaluation of SEL practices and interventions to support students.
- ii) Coordinates SEL initiatives within schools and supports district and school staff in promoting students' social and emotional learning through curriculum and assessment.
- iii) Coordinates ongoing professional learning for all school and district staff around SEL

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- iv) practices and supports, including but not limited to a deep knowledge of and ability to implement restorative and trauma-informed practices to support students.
- v) Consults with school administrators, student support staff, and teachers regarding social and emotional learning needs of students and provides resources to schools to promote students' social-emotional learning.
- vi) Develops educational workshops for parents and the community around social emotional learning and mental health.

4) Duties to Promote Family and Community Engagement

- i) Supports the planning and implementation of family and community programs, strategy, and assessment.
- ii) Supports the daily operation of the Welcome Center as needed to ensure educational, community, registration, social-emotional/behavioral, family engagement, and medical/health services are provided, including but not limited to, assisting with enrollment, directing families to resources, and providing supervision.
- iii) Supports the regular assessment of needs to determine priorities and assists in writing grants and proposals to support these needs.
- iv) Supports the implementation of systems and processes for the registration of students for school.
- v) Collaborates with staff to support the implementation of the climate survey, including outreach for family participation (work with schools) and the analysis of data.
- vi) Coordinates with various city agencies, attends meetings, and represents the district when appropriate.
- vii) Performs additional duties as assigned.

Physical and Mental Demands, Work Hazards:

Works in standard office and school building environments.

Knowledge and Skills:

- Commitment to creating schools that provide an education that cultivates productive habits of mind, body, and heart in every student.
- Skills to facilitate goal setting for instructional improvement.
- Skill in the development and implementation of programs to assist employees in successfully reaching personal and professional goals.
- Demonstrated effective, interpersonal relationship skills in working with students, families, teachers, support staff and administrators, as well as business and community groups.
- Excellent written and verbal communication skills including effective facilitation of meetings.
- Exhibits a high level of personal and professional integrity and ethics.

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- Knowledge of current research and best practices being used in secondary and innovative, alternative schools, CT high school graduation requirements and state testing, the field of school improvement and performance-based educational programs.
- Abilities to serve as a leader-coach to building level teachers and staff; to develop collaborative consensus-building in groups; to maximize resources to achieve results and build programs.
- Knowledge of and/or demonstrate the ability to learn and implement Operating Systems (i.e. Windows); Office suites (i.e. Microsoft Office, Google Docs); Presentation Software (i.e. PowerPoint, Keynote); Spreadsheets (i.e. Excel, Google Spreadsheets); Communication and Collaboration tools (i.e. Skype); Accounting Software (i.e. QuickBooks); Student Information Systems (i.e. Naviance, PowerSchool); or any other technology deemed relevant for this position.

Qualifications:

- CT CSDE Intermediate Administration or Supervision Certification (092).
- Minimum of three (3) years of experience in a supervisory position at the secondary level, preferred.
- Experience in an urban district, preferred.
- Such alternatives to the above qualifications as the Superintendent and/or Stamford Board of Education may find appropriate.

Union:

Stamford Administrative Unit (SAU)

Work Year:

In keeping with contracts for SAU

Salary:

Per SAU Contract

Finalized 03/20/2025

Employee Signature

Date

Employee Name (Please Print)