



**The Boston Day & Evening Academy
Horace Mann Charter School
Community Field Coordinator
Job Description
School Year 2021-22**

Boston Day and Evening Academy (BDEA) is seeking an extraordinary **COMMUNITY FIELD COORDINATOR** excited to be lead designers and educators in a BDEA program, BDEA 2.0, designed specifically for our young men of color, who have not been successful in traditional schools and are disengaged with current pedagogical models. BDEA is an innovative public high school whose mission is to serve students who are overage for grade level, many of whom have experienced life challenges that have impeded their education.

We are looking for educators eager to challenge the norm, to assist a committed team in building a new pathway for the city's most marginalized students, and to embrace with us the following mission statement, core values and guiding principles for instruction. **All employees of the school are expected to uphold the mission of the school to build a consistent, unified, anti-racist, inclusive community that stimulates greater student agency, engagement, and academic achievement**

Mission Statement:

We are a student led community. We collaborate to create meaningful learning experiences where we grow academically, develop agency, learn about ourselves, and obtain the skills to achieve our visions for the future.

Core Values:

In our community, consistently

1. We have each other's back
2. We are authentic and open with each other
3. We value transparency, integrity, and trust
4. We demonstrate mutual respect
5. We challenge mediocrity by setting high expectation for ourselves
6. We honor self growth and development
7. We hold each other accountable
8. We inspire and motivate each other
9. We build responsibility and independence through collaboration and shared leadership
10. We acknowledge the racial, cultural, and economic inequities within the dominant culture and the challenges and opportunities those inequities present (reword)
11. We help each other navigate and thrive in the dominant culture
12. We promote versatility and adaptability

Instructional Values:

- Out of school learning opportunities
- Relevant curriculum 'learning that sticks'
- Balance self-paced (choice) and social learning (stable)
- Relationships (crew) are central, integrated with SST
- Cross-cutting competencies with multiple opportunities to fulfill (service-learning, project based, internships)
- Competency based learning that provides transparency and consistency
- Builds student agency, leadership, empowerment, self knowledge, vision for the future
- Meeting students where they are (emotionally, academically)

We are looking for a staff member who is committed to working with our students, who understands the lives of urban youth and who has a track record of working successfully with students who face academic and personal challenges. BDEA staff members are expected to support students both academically and personally through academic classes, electives, enrichment activities and a daily advisory period. The CFCs role is to provide a supportive bridge that allows for students' social/emotional and personal growth so that they can excel in their academic development.

Responsibilities

1. Co-leaders of a crew of up to 17 students. The crew is a team of students and staff who work as a team to build community through team building activities, ownership of learning by facilitating communication between the student, his or her peers, family, and other staff. Collectively the crew will be empowered to support one another, monitor one another's attendance, academic progress and overall student wellness.
2. Co-facilitate crew team building activities, health and wellness activities and support student's social emotional growth during crew time, Monday, Tuesday and Thursday.
3. Facilitate with support from the school's career specialist a series of work-based learning workshops, skill building experiences and work based learning off site experiences (job shadows, internships, career placement experiences) on Wednesday and Fridays.
4. Work closely with pathway staff to oversee and help maintain the social, emotional health and safety of the students and maintain a positive, peaceful and safe culture within the pathway.
5. Work closely with BDEA student support team and community-based organizations to support students, their families and work towards optimum health.
6. Assist with the safe movement of students between classes, before and after school.
7. Participate in student admissions process, including screening applicants, conducting student and parent tours of the school, and coordinating new parent orientations.
8. Assist advisors and school administrators in communicating with the parents of students identified through that process.
9. Attend trainings and workshops designed to increase expertise in the impact of trauma on learning and behavior, behavior modification, youth development, and involvement of the parent community.
10. Within crew model, engage students to self-monitor attendance and implement procedures to address concerns regarding attendance.
11. Facilitate topic-specific groups, such as Young Women's, sexual exploitation, men's group, parenting, adventure, and youth leadership development.
12. Enter and update student data and information in *Connects* (Sales Force) and other BDEA systems to share and track information
13. Make home visits to students and families as needed, in support of student attendance, and to ensure 100% participation in state assessments.
14. Attend weekly student support and program meetings.
15. Facilitate weekly student peer-support groups.
16. Supports the before and after school programs in the building, including maintaining the security of the building.
17. Participate in the development and success of student exhibitions of both academic and career readiness competencies, Portfolio Reviews, and other community and all-school events.
18. Participate in all professional development and whole school retreats and activities.
19. Participate in student disciplinary meetings and coordinate peer mediation program.
20. Facilitate student referrals to other more appropriate programs, if they are withdrawing from BDEA.
21. Perform other related duties as requested by the Administrative Team.

Terms: BTU, Full-time

As a Horace Mann Charter School, teachers and staff are paid a competitive salary in accordance with the Boston Public Schools. As a condition for employment, BDEA staff are required to sign an Election To Work Agreement (ETWA) annually, which details the terms and conditions for the work year at the school. While the school generally follows the BPS calendar, it requires additional planning time before, after or during the year, as agreed upon in the ETWA. CFC hours are from 8:00am – 4pm with 30 min lunch, Monday through Friday. However, hours may vary according to student needs. Common planning time, program, department and committee meetings, and professional development take place on Wednesday and Friday generally between 1:30pm and 3:30pm

Qualifications

Required:

- Associates degree
- Excellent verbal and written communication skills
- Tech-savvy in various computer applications, such as Microsoft Office
- Ability to create an environment which will promote individual growth and a positive self-image
- Ability to work in a fast-paced environment
- Proven experience working with young people in a respectful and caring manner
- Be student-centered and committed to coaching students towards success, devoting additional time if necessary
- Have a commitment to working with the families of our students and with parenting students
- Adhere to BDEA's Non-Discrimination Policy (see below)

Preferred:

- Bilingual Spanish, Creole, other: a strong plus
- Associate Degree
- Familiarity with students' neighborhoods and safety issues
- A sense of humor

Application Procedure

Apply through Boston Public Schools' Human Capital website:

<https://bostonpublicschools.tedk12.com/hire/index.aspx>

Boston Day and Evening Academy, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, home status, national origin, ancestry, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, retaliation, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.