

ALTERNATIVE EDUCATION COORDINATOR

Code No. 3-19-014
COMPETITIVE

DISTINGUISHING FEATURES OF THE CLASS: This position is responsible for coordinating and directing all aspects of the Alternate High School Equivalency Preparatory (AHSEP) and General Equivalency Diploma (GED) programs that are designed to meet the needs of students and high school dropouts who require individualized educational services. The programs are designed to develop alternative educational solutions for students who may not succeed in a traditional school setting but will eventually be mainstreamed prior to graduation from high school, as well as providing youth who are no longer in school studies leading towards a GED. Duties involve coordinating and participating in the intake services and acting as a liaison with district staff and parents. Duties also involve assisting students to identify needs and obtain available and appropriate services. Decision making and independent judgment regarding placements are integral aspects of this position. The employee reports directly to, and works under the general supervision of a senior-level staff person. General supervision is exercised over tutors. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other related activities may be performed although not listed.)

Coordinates the intake process for students entering an AHSEP program by meeting with students and parents to provide an overview of the program and its goals, discuss coursework, and outline the expectations of the students;

Makes determinations regarding placements such as regents and non-regents curriculum;

Meets with students regarding educational progress, attendance and disciplinary issues;

Monitors student progress via review with tutors and teachers;

Acts as a liaison and maintains ongoing communication with all concerned parties including parents, counselors, teachers, probation officers, principals, assistant principals and other school staff members regarding individual tutoring, other support service needs of students, and performance data;

Manages and maintains testing and reporting data to the New York State Education Department (NYSED) for youth who are not high school students but attending an alternative program;

Provides updates to building administration (principals and assistant principals) as well as school counselors and pupil services (special education) regarding student progress;

Identifies and coordinates testing needs of students by surveying tutors to determine which final assessment tool is appropriate (example: regents exam) and coordinates scheduling of these assessment tools;

Interviews, trains, and supervises tutors (Academic Support Instructors) and coordinates tutor assignments and schedules;

Manages the GED test application process;

Manages GED testing accommodations for individuals with disabilities and accommodation processes with NYSED;

Maintains center documentation and records including annual reapplications for AHSEP program and the variance approval process including student applications paperwork and interfacing with the NYSED;

Manages and maintains a student data system;

Monitors textbook, curriculum materials, and supplies in order to assure tutoring materials are available on a consistent basis;

Coordinates transportation needs of students.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of policies, procedures, and regulations surrounding alternate education programs; good knowledge of alternate education programs available in employing school district; good knowledge of the personnel organization in the District's schools; ability to create an outline and communicate to students and parents program goals and expectations of student; ability to keep track of and maintain records of student progress in alternative education program and provide staff with pertinent information in an organized manner; ability to operate a computer and develop and maintain databases; ability to accurately enter data; ability to coordinate tutorial assignment and transportation scheduling; ability to understand student behavior; ability to work with students with emotional needs; ability to coordinate and direct all aspects of a tutor and GED center; ability to analyze needs of students/youth and make determinations regarding placements into various programs; ability to communicate effectively orally and in writing; ability to develop and maintain effective working relationships and work as a team member; ability to establish and maintain positive relationships with youth, parents and district staff; supervisory ability; organizational ability; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of an equivalency diploma, plus EITHER:

- (A) Graduation from a regionally accredited or New York State registered college or university with an Associate's degree plus three (3) years paid full-time or its part-time equivalent experience in needs assessment of youth*, or development, coordination and/or implementation of instructional and/or training programs for youth, or tutoring, or teaching, or responsible public contact work** with youth; OR,
- (B) Five (5) years paid full-time or its part-time equivalent experience as described in (A) above; OR,
- (C) An equivalent combination of education and experience as defined by the limits of (A) and (B) above.

*Youth in this instance is anyone aged twelve (12) – twenty-one (21) years.

**Responsible public contact work, in this instance, is defined as substantial face-to-face or telephone communication involving persuasion, teaching, negotiation, counseling, explaining,

and similar activities. The nature of the content is such that it requires judgment on the part of the individual in dealing with, or responding to, the youth.

SPECIAL REQUIREMENT: Depending upon assignment, candidates must possess a valid license to operate a motor vehicle in New York State or otherwise demonstrate the ability to meet the transportation needs of the assignment.

ADOPTED: May 9, 2013