



Embrace. Educate. **Empower.**

## Baltimore Leadership School for Young Women

**Position:** House Coordinator

### **ABOUT THE BALTIMORE LEADERSHIP SCHOOL FOR YOUNG WOMEN**

BLSYW, a public charter school within the Baltimore City Public School System, stands out as a college preparatory institution that places a strong emphasis on leadership and academic excellence. Our unique single-sex environment fosters enrichment, while our program showcases a robust commitment to math, science, and technology – areas where women are underrepresented and where Maryland needs to cultivate a strong knowledge base and workforce. We also value the arts and humanities, which equip our students with the critical thinking skills to appreciate and engage with the world they will lead.

**Salary:** \$75,000

**Time Frame:** 12 Months

**Start Date:** July 1, 2025

**Position Type:** Full-Time, In Person

**Work Schedule:** 8:00 a.m. – 4:00 p.m. OR 8:30 a.m. – 4:30 p.m. (\*occasional night and weekends based on grade level assigned)

**Reports to:** Director of Whole Girl Wellness

### **POSITION SUMMARY:**

This position offers a unique opportunity to collaborate on implementing the Department of Whole Girl Wellness. It leverages our unwavering, strategic commitments to students' mental and emotional health and our positive community reputation, making it an exciting prospect for those passionate about social and emotional learning.

### **Position Overview:**

The *House Coordinators* are essential in fostering a positive, inclusive, and supportive school environment by implementing structured routines, social-emotional learning (SEL) initiatives, and restorative practices. They are a key part of the school community, building meaningful relationships with students, staff and families and encouraging their personal growth and well-being based on each grade level's specialized need.

Through extensive training in Restorative Practices, Trauma-Informed Care, and equity-focused approaches, the *House Coordinators* develop the skills necessary to help students build self-worth, strengthen emotional resilience, and navigate challenges. This role also involves supporting students and families through home visits to address attendance concerns and other extenuating circumstances,

ensuring that all students have the resources and support they need to succeed. They work closely with the Education Associates, On Track to Graduate, Grade Team Leads, and Attendance Monitor.

## **Key Responsibilities:**

### **1. Supervision & Structured Routines**

- Design and oversee structured **mealtime routines, transitions, and activities** to promote a safe and organized school environment.
- Establish expectations and procedures that reinforce a positive school culture and student engagement.

### **2. Live School and Culture Data Analysis and Responsive Planning**

- Regularly analyze Live School, Attendance, Uniform, and related culture data to make informed decisions with Meets regularly with the Director of Whole Girl Wellness, school leaders, Educational Associates, Head of School, and other key staff to share student needs, behaviors, referrals, room use, and resource access trends.
- Work with related service providers in order to develop and implement behavior management systems for students demonstrating trauma.
- Develop and facilitate **professional development** sessions for staff focusing on **single-sex education, trauma-informed practices, and the CASEL (Collaborative for Academic, Social, and Emotional Learning) standards**.
- Provide ongoing coaching and modeling for staff to effectively integrate these practices into the school community.

### **3. Advisory & SEL Support**

- Support teachers in implementing high-quality **advisory lessons** by offering coaching, modeling, and best practices to enhance student engagement and personal development.
- Lead **SEL (Social-Emotional Learning) lessons** for **small groups, grade-level sessions, and classroom push-ins**, fostering student growth in emotional intelligence, communication, and conflict resolution.
- Develop an end of Community Service opportunity for the year.

### **4. Restorative Practices Implementation**

- Develop and execute a **school-wide restorative practice program**, ensuring a **consistent circle schedule** and thoughtfully curated topics.
- Facilitate **responsive circles and restorative conferences** to address conflicts, build relationships, and strengthen the school community.

## **5. Big Sister/Little Sister Mentoring Program**

- Develop and execute a mentoring program 7 and 8 grade with 11th and 12 grade that will promote sisterhood and leadership
- Working with Educational Associates, identifying curriculum and co- facilitate groups
- Create a calendar of events and activities for the school year

## **6. Manage and Support the House System**

- Implement RC House System
- Coordinate morning Harambe meeting with Grade Team Leads
- Track House Point Progress
- Work to project the progress made with House Points via Live School
- Displaying updates via television, boards and school announcements

## **7. Home Visits & Family Engagement**

**Work Closely with Attendance monitor and Administrator to support with attendance concerns**

### **Pre-Visit Work:**

- Identify students with chronic attendance issues or other extenuating circumstances requiring additional support.
- Coordinate with school counselors, social workers, and administration to gather relevant background information.
- Develop a structured plan for each home visit, including key discussion points and resources for families.
- Contact families to schedule visits and provide an overview of the purpose of the visit.

### **During the Visit:**

- Conduct home visits in a supportive, non-punitive manner to understand barriers to attendance and student engagement.
- Provide families with information on available resources, including school support services, community programs, and attendance intervention plans.
- Establish a plan with the family to improve attendance and overall student success.

### **Post-Visit Work:**

Document key takeaways and next steps from each visit.

- Follow up with families to assess progress and provide additional support as needed.
- Communicate findings and recommendations with appropriate school staff to ensure continued intervention and support.

- Track attendance patterns to evaluate the effectiveness of interventions.

## 8. Community Service Opportunities

- Work with students to develop and plan an end of semester project
- Establish or utilize partnerships to address a community need, being sure to create opportunities for student leadership.

## Qualifications & Skills:

Above all, you are committed to improving the social, emotional, and physical health and well-being of urban young women of color to promote healing and support them to succeed. You are skilled at engaging stakeholders and collaborating to identify needs, crafting and articulating a vision, and effectively applying your knowledge of how schools operate, creativity, and leadership expertise to develop, assess, and administer responsive, wellness-centered programs.

Additionally, you possess many of the following skills and experiences:

- A minimum of seven years of professional experience with at least three years spent in an urban educational setting, with responsibilities including team collaboration, mental/emotional/physical health programming for children, and community outreach and engagement
- A Bachelors or Master's Degree in Social Work, Psychology, School Counseling, Educational Leadership, or a related area (**preferred**)
- Experience or exposure to trauma-informed practices appropriate for middle and high school girls of color
- The ability to identify and leverage city-wide resources and develop productive local and national partnerships that support the social and emotional needs of black and brown girls and BLSYW staff
- Demonstrated ability to lead, cultivate, and retain relationships with a diverse group of team members, recognize and leverage their talents in a way that inspires commitment, cohesion, and a collaborative, high-functioning culture of continuous learning and improvement
- Strong organizational skills, with the ability to track intricate details and prioritize multiple initiatives and timelines in a fast-paced work environment
- Ability to establish and maintain productive working relationships built on effective communications with school leaders and staff, program administrators, and parents/caregivers
- Strong analytical skills and problem-solving abilities
- A willingness to take an iterative, innovative, and diverse approach to the work that promotes curiosity and centers learning while aligning fiscal and programmatic resources to meet student needs
- The lived or professional experience that informs your understanding of the circumstances faced by BLSYW students
- An understanding (ideally) of the Baltimore social and education landscapes as well as a local professional network that would facilitate your ability to perform the duties of the role

## WORKING CONDITIONS AND PHYSICAL REQUIREMENTS

- This position routinely uses standard office equipment such as computers, laptops, and smartphones. The physical demands described below are representative of those that must be met by an employee to successfully perform the essential duties of the job:
  - Prolonged periods of using a computer
  - Ability to maintain concentration and work performance with frequent disruptions

- Ability to lift up to 20 pounds of office supplies or materials
- The work environment may become noisy at times and requires the ability to concentrate and maintain productivity
- While performing this job the employee is occasionally required to stand, walk, sit, use hands and fingers, handle or feel objects, tools or controls; reach with hands and arms; stoop, kneel, crouch, talk or hear
- Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus
- Experience in social-emotional learning, restorative practices, or school culture development.
- Strong facilitation and coaching skills for both students and staff.
- Knowledge of trauma-informed practices, single-sex education strategies, and restorative justice.
- Experience conducting **home visits** and engaging families in problem-solving.
- Ability to build positive relationships with students, staff, and families.
- Excellent organizational and communication skills.

*At BLSYW, we are committed to building a diverse and inclusive organization where we give a voice to and meet the needs of the students we serve. We believe in lifelong learning and continuous improvement, and we are ever-evolving the processes through which we select and support team members and foster a culture of universal belonging and empowerment. BLSYW encourages applications from individuals of diverse backgrounds and lived experiences, especially people of color and members of other historically marginalized groups. BLSYW is committed to the principles of equal employment opportunity for all employees and applicants for employment.*