



## **VIRGINIA BEACH CITY PUBLIC SCHOOLS** CHARTING THE COURSE

### **COORDINATOR, REGIONAL RECOVERY SCHOOL**

#### **GENERAL RESPONSIBILITIES**

Under the leadership of the Executive Director, Student Support Services, the Coordinator of the Regional Recovery School is responsible for providing leadership and managing the daily administration of both instructional and operational programs at the Harbor Hope Center (HHC). This includes maintaining a structured, supportive environment for students recovering from substance use disorders. The role involves developing and coordinating educational and therapeutic programs, recruiting students and marketing the recovery school, offering support services, and acting as a liaison between students, families, staff, and community partners. The coordinator plays a key role in fostering a recovery-focused culture that promotes students' academic, emotional, and social development.

#### **ESSENTIAL FUNCTIONS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

##### **Program Coordination**

- Communicate the Recovery School's vision, mission, and goals to all stakeholders.
- Develop, implement, and monitor academic and recovery programs tailored to the needs of students.
- Ensure all school programs align with state and federal guidelines for education and substance abuse recovery.
- Serve as the program and instructional leader, using data to guide efforts in achieving high academic performance and ensuring effective curriculum implementation, while providing an environment that maximizes the learning potential of all students.
- Lead a staff of professional and support instructional and therapeutic personnel.
- Coordinate the delivery of services with Chesapeake Integrated Behavioral Health (CIBH).
- Ensure communication with home school on all matters of student enrollment, attendance, discipline, and progress.
- Market and recruit to build program enrollment.
- Collaborate with the HCC Committee of Superintendents and Governing Board.

##### **Student Support**

- Oversee student intake and orientation, working closely with CIBH and students and families to create individualized academic and recovery success plans.
- Monitor student progress in both academics and recovery, implementing intervention strategies, as needed.
- Analyze assessment data to provide remediation assistance, as needed.
- Provide ongoing support, guidance, and mentorship to students, helping them navigate personal challenges while pursuing their education.
- Review discipline data and work with parents, students, and teachers to implement strategies for positive student behavior change.

##### **Collaboration and Partnership**

- Collaborate with staff, counselors, and recovery specialists (CIBH) to integrate recovery-based curriculum with standard education.
- Collaborate with the students' home school on all matters of record and the student's status.
- Ensure a highly cooperative relationship with Chesapeake Public Schools (CPS) ensuring compliance with CPS policies, procedures, and expectations.
- Build relationships with parents, business partners, therapeutic agencies, and regional school divisions.
- Foster strong relationships with families to ensure a collaborative approach to each student's success.
- Collaborate with CPS's instructional and technology leadership to ensure optimal delivery of instruction.
- Build and maintain strong community partnerships.



#### **Administrative Oversight and Staff Leadership**

- Lead and direct school staff, while ensuring consistent communication of division-wide policies, procedures, and guidelines.
- Partner with CIBH to ensure seamless oversight and direction of clinical staff.
- Evaluate nonclinical staff in accordance with VBCPS School Board policy.
- Ensure compliance with federal and state statutes, specifically regarding programs for students with substance abuse issues.
- Coordinate with the Department of Human Resources on staffing needs and adjustments.
- Conduct research to prepare and write grants to secure additional funding for the academy and provide reports as requested while ensuring compliance with existing grant report requirements
- Prepare and monitor the program's resources and the general budget.
- Represent the school at meetings, conferences, and hearings; gather citizen and parental input.
- Assist in the formation of the HHC staff handbook and student information sheets and admission forms.
- Observe teachers and provide feedback to enhance instructional planning and delivery practices.
- Stay informed on current research in content areas, instructional coaching, leadership, social-emotional learning, equitable practices, and recovery programs.
- Perform related work, as required.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

Must possess a thorough knowledge of the principles and practices; of curriculum, instruction, and assessment; comprehensive knowledge of specialty areas, curriculum development and budget development.

Must have an understanding of substance use disorders and recovery principles and be skilled in crisis management and conflict resolution. Must have the ability to analyze information and evaluate results to choose the best solution and solve problems; ability to guide and train teachers in effective instructional techniques and strategies; ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective working relationships with school administrators, teachers, staff and the public.

#### **EDUCATION AND EXPERIENCE**

**Required:** Master's degree in education administration or a related field, along with five years of experience in teaching, counseling, social work, or a similar area. Must have an endorsement in Administration and Supervision PreK-12.

**Preferred:** Experience working in an academic or recovery setting, with a demonstrated ability to support students in recovery, and/or lived experience with recovery.

#### **PHYSICAL REQUIREMENTS**

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

#### **SPECIAL REQUIREMENTS**

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.