

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: ASSISTANT PRINCIPAL, ALTERNATIVE EDUCATION

DEPARTMENT: High School

CLASSIFICATION: Certificated Management

REPORTS TO: Principal, Alternative Ed

WORK YEAR: 203 Days

SALARY: 35-1

BASIC FUNCTION:

Serves as educational and community leader, and assists with administration of alternative educational programs ~~such as the community day school~~, continuation high school, and independent study. Assists the Principal of alternative education with coordination of all school objectives, instructional programs, teacher and staff assignments and evaluations, student activities, school plant operations, school's attendance area, and other responsibilities as designated by the Principal of alternative education. Assists in coordinating district at-risk and related programs.

DISTINGUISHING CHARACTERISTICS:

Serves as administrative head of the school in the absence of the Principal.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES:

Assists principal in planning, organizing, and directing instructional activities, staff development, extracurricular events, special programs and plant operations at Calaveras Hills High School ~~and the Milpitas Community Day School (MCDS).~~

Assists Principal in implementing the school's mission, goals, objectives and programs.

Assists Principal in all alternative education configurations, including independent study, to provide a planned program of classroom visitations and observations; recommends discipline, reassignment or termination action as appropriate; and documents evidence of substandard employee performance.

Assists Principal in enforcing applicable state and district codes, policies and laws, administers district and school site discipline policies and safety programs.

Assists the Principal in evaluating, revising, and/or developing curricular and instructional programs to meet the needs of students within the alternative education setting, such as 21st Century learning modalities (blended, on-line, and/or distance learning) for use in the independent study program

Assists the Principal in coordinating and supervising technology infused curriculum based on 21st Century learning research and design.

Assists District Office staff in implementing district at-risk programs as assigned.

Communicates with and supervises teachers to assure instructional programs meet student needs and district requirements.

As directed by the Principal, establishes, coordinates and maintains communication with community and parent groups, city officials, parent faculty organizations and law enforcement officials.

Assists the Principal in establishing open lines of communication with service agencies, county probation, and ~~county community schools~~² personnel assigned to support the student populations within MUSD alternative education programs.

Coordinates the orientation program for new students and for high-risk students ~~at the community day school and~~ independent study.

Assures the health, safety and welfare of students; oversees attendance, behavior management, counseling, guidance and other support services ~~both at the community day school~~ and other alternative education sites as assigned.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES (continued):

Coordinates a guidance program that assists students in developing skills and insights that lead to personal, academic and vocational goals.

Supervises, plans and/or attends a variety of student activities and family events during the day or evening.

Prepares and maintains a variety of district, county, state and federally-mandated records and reports regarding student attendance, welfare, discipline, safety, academic achievement and certification for graduation.

Monitor CTE-related budgets and ensure MUSD is following state and local budget requirements.

Coordinates resources that benefit the family in an effort to support student success in academic and social development.

Provide administrative support to CTE instructors.

Attend Metro ED and SVETP quarterly meetings, regional and local CTE-related meetings.

Works with District Office CTE Grant Coordinator and Director of Learning and Development weekly.

Review and update District Policies related to CTE.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND EXPERIENCE:

Proper Secondary Administration, Standard Supervision, Ryan Administration, or equivalent credential.

Five (5) years of teaching experience, preferably at the 9-12 grade level.

Previous experience as an administrator.

Master's degree.

Demonstrated leadership and organizational abilities.

Support in CTE Programs

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Comprehensive organization, activities, goals and objectives of a District comprehensive high school.

School law administrative and application sections of the State Education Code and other applicable laws.

State and local curriculum requirements.

Board and district policies, procedures and regulations.

Labor relations law and employee contracts.

State plant facility requirements.

Budget preparation and control.

Principles and practices of administration, supervision and training.

ABILITY TO:

Organize, coordinate and administer assigned programs at a comprehensive high school.

Assist the Principal with administration duties as assigned.

Direct, evaluate and supervise assigned staff.

Exercise positive leadership with students, teachers, staff, parents and the public in establishing a good learning environment for the school.

Plan and organize work.

Analyze situations accurately and adopt an effective course of action.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Prepare and deliver oral presentations.

WORKING CONDITIONS:

ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL ABILITIES: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Vision (which may be corrected) to read small print; mobility of arms to reach and dexterity of hands to grasp and manipulate small objects; lower body mobility may not be required; stand for long periods; walk long distances; lifting, pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; inside and outside environmental conditions; use personal vehicle in the course of employment; attend periodic evening meetings and/or to travel within and out of District boundaries to attend meetings; work evenings or weekends.

LICENSE:

Possess and maintain a valid California driver's license.

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