

Job Description
La Porte Community School Corporation

JOB TITLE: High School Associate Principal

SUMMARY: Directs and coordinates educational, administrative, and counseling activities of a secondary school by performing the following duties.

Qualifications: Master's Degree in Education, a valid Indiana Administrative Certificate, and a minimum of three year's successful teaching experience.

Immediate Supervisor: High School Principal

ESSENTIAL FUNCTIONS: Will include the following and other duties as assigned

- Supervise and coordinate the Guidance Department
 - Currently, supervise and coordinate the Adult Education Program
 - Co-coordinate the completion of a transition plan between middle school and high school
 - Assist the principal in evaluating curriculum and instruction
 - Assist the principal with staff development
 - Be responsible for the master scheduling of classes and the RDS student management system at the high school
 - Assist the principal with the LPHS School Improvement Plan, PL221, and P16
 - Coordinate the Commencement exercises including but not limited to: securing names for diplomas, ordering diplomas, developing a program, design and create the program booklet, and other related activities
 - Inform the staff as to the correct procedures for the opening of school, the beginning and end of each trimester, and the close of school
 - Balance the student count for lunch periods
 - Establishes and maintains relationships with colleges, community organizations, and other schools in order to coordinate educational programs
 - Oversees the building security process; issues prox cards, keys, etc.
 - Serve as the liaison to the custodial and maintenance staff
1. Supervise and evaluate the job performance of staff members under his/her supervision.
 - Provide guidance, motivation, and encouragement to staff members to excel in their jobs
 - Provide positive corrections for personnel when their behavior warrants such action
 - Evaluate assigned personnel per board policy
 2. Provide leadership for both faculty and students in regards to the Guidance and Adult Education Programs.
 - Assume the role of an instructional leader
 - Evaluate and provide leadership for the Guidance and Adult Education program

- Assist in the preparation of the master schedule for students and teachers
 - Recommend areas of improvement for both programs
 - Conduct formal and informal needs assessment surveys as needed
 - Ensure that both programs are in compliance with Indiana PL221, NCLB, State, and Local regulations and requirements
3. Administer the Guidance Program in accordance with approved policies and statutes
- Design and implement guidance components so they will be viewed as integral parts of the school's educational program, rather than as ancillary services
 - Evaluate the effectiveness of the guidance programs, processes, and systems and delete or modify as needed.
 - Determine the operational structure of the guidance department and assign counselors to each position
 - Coordinate the ISTEP/GQE exam process; establish testing schedule, staff and student assignments, distribution and collection of data, as well as the daily schedule for the testing dates
 - Coordinate the department budget and oversee budget requests
 - Coordinate the 8th grade scheduling process in regards to course selection
 - Coordinate the ACT testing and assign the tasks as needed
 - Complete all national, state, and local reports as required
 - Coordinate with department heads the curricular offerings of the school
 - Produce the preliminary and final teacher master schedule for the staff
 - Serve as the PSAT/NMSQT administrator for the building
 - Serve as the Advanced Placement (AP) coordinator for the building
 - Coordinate the Scholarship Awards Assembly in the spring
 - Create the "next year" course files
 - Complete and submit the following reports: Annual DOE-CP, Form 30, DOE-PE, Civil Rights Compliance Report, DOE-ADM, DOE-DR, DOE-GR, NCA, and NCAA.
 - Provide the principal with a statistical analysis of each department for the next school year showing the anticipated enrollment in each course and the recommended teaching hours needed as determined by the number of sections of each course.
 - Set guidance department adjunct school services time priorities according to the following: scheduling, record keeping, staff consultation, parent contact, assessment/research, and public relations
 - Plan a yearly guidance calendar for all major guidance components and approve the scheduling and plans for guidance events as they develop throughout the school year
 - Foster a climate in which counselors can deliver their services personally rather than manage or coordinate impersonal programs
 - Determine the operational structure of the guidance department and assign counselors to each position
 - Provide support to counselors by writing and/or producing informational materials for guidance programs undertaken by the department

- Make observations of counselor work activities and evaluate counselor performance
 - Organize, supervise, and provide logistical support for the local scholarship program, working with the contributing organizations and with the student application and awarding process
 - Serve as the primary department representative for all community resource and referral organizations and approve working relationships that affect the guidance department
 - Organize the educational counseling, academic advising, and course selection process for the middle school to high school transition
 - Work with all departments to update and produce course descriptions that are written from a student viewpoint – not curriculum guides
 - During the summer, generate the final grade-point average and class rank for graduates and send 12th semester grade reports, verification of high school graduation, and final transcripts as requested by all colleges for senior applicants
 - Supervise the work of the guidance department office personnel
 - Coordinate the guidance department input for the winter and spring waiver application process
 - Work with the department heads and teachers in identifying and selecting students for special classes
 - Design and implement systems for pre-balancing the total school course demands to fit the optimal constraints of the school resources
 - Appraise the educational movements and trends of both students and teachers, predict areas of need or trouble spots, and advise on measures to help a problem before it becomes unmanageable
 - Evaluate the feasibility and impact of suggested curricular change in the school and propose manageable solutions, programs, or systems. Serve as an agent of curricular change with the faculty.
4. Serve, at this time, as the supervisor/coordinator of Adult Education (Night School) and carry out the following:
- Administer and promote the Adult Education program in the local community
 - Define the objectives of the program with the assistance of the high school principal and develop specific curricular offerings at the high school
 - Solicit cooperation and input from community agencies in defining community educational needs
 - Seek a teaching staff with positive attitudes and a high level of skill in working with adult learners, and seek their assistance in evaluation and improvement of the program
 - Counsel with adults to determine their needs and help them to achieve their educational goals
 - File all state and local reports in a timely manner; communicate program progress to the principal
 - Supply information to adults regarding options available in pursuing their goals while they are involved in adult educational programs.
 - Communicate with area school corporations about ways our local state-supported program

can serve adults from areas outside the corporation boundaries

5. Serve as the supervisor of the Alternative Education (AE) classes and carry out the following duties.
 - Serve as a resource person for staff interested in alternative approaches to teaching non-traditional learners; urge the Alternative Education staff to be prepared to be helpful in these respects
 - Administer the Alternative Education Department as defined by action of the board of School Trustees in creating the department in 1980
 - Supervise and monitor program development and implementation
 - In cooperation with the Guidance and Academic Departments, seek to determine curricular needs as reflected in students' failure and student/parent desire for alternative course opportunities
 - Assist in securing teachers for homebound instruction of high school students and do follow-ups for student credit for homebound instruction.

SUPERVISORY RESPONSIBILITIES: Directly supervises classroom teachers as assigned; supervises all guidance personnel, adult education personnel, and alternative education staff. Carries out supervisory responsibilities in accordance with policies and applicable laws. Responsibilities include interviewing, training, planning, assigning, and directing work. Addressing complaints and resolving problems is yet another integral part of the job.

QUALIFICATION REQUIREMENTS: 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/or Experience: Masters Degree in Education and hold valid certification in Secondary Administration and Supervision. A minimum of three years successful teaching or two to four years administrative experience or an equivalent combination of education and administrative experience.

Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of teachers, parents, children, and the general public.

Mathematical Skill: Ability to work with mathematical concepts and an ability to apply concepts such as fractions, percentages, and ratios to practical situations.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: 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.

- While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk, sit, use hands to touch or handle a variety of objects, tools, or controls; reach with hands and arms; and, taste or smell.
- The employee must frequently lift and/or move up to ten pounds and occasionally lift and/or move up to fifty pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee should be able to use the following: pen, pencil, pointer, slate, stylus, projector, public address system, audio recorder, blackboard, chalk, charts, diagrams, examinations, manuals, maps, publications, reference books, textbooks, and computers.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT: 225 day work calendar with salary and fringe benefits to be determined by the Board of School Trustees.