

SCHEDULE 5
DESCRIPTION OF STAFF RESPONSIBILITIES
(as first amended and restated)

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the Muskegon Heights Public School Academy System (the “System”) is authorized to employ or contract for personnel according to the position information outlined in this schedule.

Superintendent of Schools	5-1
Assistant Superintendent/State & Federal Programs	5-4
Director of Special Education	5-7
Director of Operations	5-9
Turnaround Principal	5-11
Elementary Principal.....	5-14
Section 31a/Title I/General Fund Curriculum Specialist.....	5-19
Literacy Coach	5-22
Section 31a /Behavioral Specialist.....	5-24
At-Risk School Counselor	5-26
Teacher.....	5-28
Special Education Teacher.....	5-31
Title I High School Math Teacher	5-34
Edify/Title I Intervention Teacher.....	5-36
Administrative Assistant.....	5-39
Parent Liaison	5-42
Special Education Instructional Aide.....	5-44
Human Resources/Recruiter	5-46
Lead Custodian	5-48
Custodian	5-50
At-Risk Security Officer.....	5-52

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Superintendent of Schools
Building: Muskegon Public School Academy System-Wide
Reports To: Academy Appointed Board
Funding Source: General Fund
School Year: 2016-17

Summary:

Provides leadership in developing and maintaining the best possible educational programs and services. Oversees and administers use of all district facilities, property, and funds with maximum of efficiency, minimum of waste, and ever-present, overriding concern for impact on each student's education. Acts as the primary professional advisor to the Board to ensure that all contractual agreements are financially sound and academically solid.

Qualifications:

1. Must possess a Master's Degree in Educational Leadership and /or comparable educational attainment.
2. Must possess a valid teacher certificate which meets federal guidelines for highly qualified teacher in at least one content area in the State of Michigan.
3. Demonstrated competence with a minimum of 2 years of central office experience.
4. Demonstrated competence with a minimum of 3 year experience as a building principal/administrator.
5. Demonstrated competence with a minimum of 3 years of classroom teaching experience.
6. Demonstrated competency in all areas of content responsibility and be computer literate.

Performance Responsibilities:

1. Assist in the development of and is responsible for the implementation and execution of policies adopted by the Board of Education.
2. Keep the Board informed on issues, needs, and operation of the school system.
3. Offer professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
4. Work with the staff in presenting and interpreting school problems to the Board.
5. Assist the Board in its efforts to interpret public opinion concerning the schools.
6. Solicit, give attention to, and make response to problems and opinions of community groups and individuals.
7. Encourage collaborative relationships with businesses and industries in the community. Develop a cooperative relationship with all news media.
8. Undertake long-term analysis and projection of staffing needs and availability.
9. Develop a comprehensive plan for performance evaluation of all employees.
10. Implement the Board-adopted Affirmative Action Plan and Equal Employment Opportunity goals of the district.
11. Establish appropriate staff development programs.

12. Develop a plan of long range goals and objectives for the school system and provides opportunities for staff and community to engage in long-range planning activities.
13. Implement a system of internal communication in the schools.
14. Take steps, through a continuous self-improvement program, to keep abreast of trends and practices in education.
15. Evaluate the school program, advises the Board of school needs, and makes recommendations to the Board for meeting those needs.
16. Recommend to the Board an annual budget that is realistic in terms of the district's resources and reflects priorities of the Board.
17. Establish sound financial procedures and practices which ensure accountability for all revenues, expenditures, and allocations.
18. Lead the Board, the staff, and the community in a cooperative and continuous effort to improve the total school program.
19. Participate actively in community affairs and projects a positive image for the district.
20. Maintain regular attendance.

Leadership

1. Model creative instructional methods and procedures that adapt effectively to unusual situations.
2. Organize resources effectively to support learning activities in the classroom, the school, and the community.
3. Work cooperatively with parents to generate parents' confidence in the academy, teachers and instructional programs.
4. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
5. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
6. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
7. Participate in the development of policies and regulations that affect instruction and conditions for success.
8. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
9. Identify and participate in professional development opportunities.
10. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
11. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
12. Share responsibility for marketing the Academy in the community.
13. Display pride in being a member of the Academy Leadership Team.

14. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
15. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Perform all other duties as assigned by the Board of Education and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Assistant Superintendent/State & Federal Program
Building: Academy-Wide
Funding Source: Title I (70%) and General Fund (30%)
School Year: 2016-17

Summary:

The Assistant Superintendent is responsible for all aspects of compliance, accountability, data collection and data management, integrity, and reporting on school performance related to State and Federal programs, curriculum, student achievement, Priority School requirements and other mandated indicators. The Assistant Superintendent will partner with the Superintendent, Director of Finance, Operations, Human Resources, building level administrators, curriculum specialists, and other key stakeholders to develop and articulate a plan for monitoring Ed Performance, MStep, SAT pre/ post test and other testing systems, coordinate data collection, compliance and accountability, distribution and reporting. This is a highly collaborative administrative position and requires attention to detail and high levels of organization, execution, and responsibility.

Qualifications:

1. Must possess a Master's Degree in Educational Leadership and /or comparable educational attainment.
2. Must possess a valid teacher certificate which meets federal guidelines for highly qualified teacher in at least one content area in the State of Michigan.
3. Demonstrated competence with a minimum of 4 years of classroom teaching experience.
4. Demonstrated experience with State and Federal Programs, compliance, grant management including grant writing and budget.
5. Demonstrated competency in all areas of content responsibility and be computer literate.

Job Performance Responsibilities:

1. Share a commitment to the success of the mission, goals, and objectives of the Academy.
2. Provide leadership and fully participate in a school culture that focuses on student learning.
3. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
4. Coordinate with curriculum specialist to model effective instructional practices, including delivery of instruction using effective teaching strategies, and provide effective feedback, professional development and coaching for teachers in mastering these practices.
5. Identify opportunities to improve data collection/management and the use of data in planning and oversight decisions
6. Collect and analyze graduation rate data review and process appeals.
7. Provide opportunities for the community to be involved in student and school success

Characteristic Duties and Performance Standards

1. Articulate and interpret Title I regulations in order to inform others within the school.
2. Provide leadership in curriculum mapping and lesson planning, in alignment with state standards and grade level expectations.
3. Ensures that Title I requirements specified in the NCLB Act are implemented (i.e., Parents' Right to Know Clause, AYP report dissemination, etc.)
4. Coordinate individual building Annual Parent Meeting with building level administrators.
5. Train Title I teachers and paraprofessional staff in proper documentation, i.e., PARS, semi-annual reports and logs
6. Schedule monthly meetings with Title I staff to review policy, procedure, and teaching methods within the program.
7. Evaluate requests for Title I equipment, supplies, and materials to ensure allowable expenses to the grant source.
8. Monitor, along with the curriculum specialist the use of student achievement data from multiple sources (including standardized tests, data, curriculum-based assessments, classroom assessments and other data) to inform instruction.
9. Guide teachers along with curriculum specialist in adapting materials and methods across the curriculum to the learning styles and instructional levels of individual students, using multiple appropriate differentiation strategies, including but not limited to instructional grouping.

Professional Development

1. Attend college classes, district provided professional development, professional development outside the Academy to keep teacher certification valid.
2. Attend meetings that include CS, BS, Principal and administration meets to continuously improve the Academy's School Improvement and curriculum strategic plans

Leadership

16. Model creative instructional methods and procedures that adapt effectively to unusual situations.
17. Organize resources effectively to support learning activities in the classroom, the school, and the community.
18. Work cooperatively with parents to generate parents' confidence in the academy, teachers and instructional programs.
19. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
20. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
21. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.

22. Participate in the development of policies and regulations that affect instruction and conditions for success.
23. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
24. Identify and participate in professional development opportunities.
25. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
26. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
27. Share responsibility for marketing the Academy in the community.
28. Display pride in being a member of the Academy Leadership Team.
29. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
30. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Documentation for Section 31a, Title I and General Fund

- Maintain logs/PARS that accurately identifies time spent in each grant funded, as well general fund positions

Perform all other duties as assigned by the Superintendent and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Director of Special Education
Building: Academy-Wide
Funding Source: Special Education
School Year: 2016-17

Summary:

Special education director oversees all facets of the special education department, including programs, services, personnel and budget. They are responsible for providing support to staff in buildings to include principals, general and special education teachers, and ancillary staff. They also manage the budget and verifying cost for services mandates by IEP. Special education directors work with families and agencies to support special education students.

Qualifications:

1. Masters degree or higher in special education or related field.
2. State of Michigan certification as a special education director.
3. Minimum of three years teaching experience; including two years in a special education classroom.

Performance Responsibilities:

1. Build and promote better communication among special needs students, parents and staff.
2. Assist in the adaptation of school policies to include special education needs.
3. Keep informed of all legal requirements governing special education.
4. Provide leadership in establishing new programs and developing improved understanding of existing programs.
5. Evaluate existing programs as an ongoing responsibility, and recommend changes and additions, as needed.
6. Participate in educational consultation among students, parents and staff members.
7. Provide curriculum assistance and guidance in evaluation of instructional techniques to assist teaching staff in regards to the needs of individual students.
8. Develop IEP procedures and coordinate the interpretation of students' goals to parents.
9. Attend IEP meetings to consider student placement, as required.
10. Prepare and/or coordinate in-service training sessions for staff.

Leadership

31. Model creative instructional methods and procedures that adapt effectively to unusual situations.
32. Organize resources effectively to support learning activities in the classroom, the school, and the community.
33. Work cooperatively with parents to generate parents' confidence in the academy, teachers and instructional programs.

34. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
35. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
36. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
37. Participate in the development of policies and regulations that affect instruction and conditions for success.
38. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
39. Identify and participate in professional development opportunities.
40. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
41. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
42. Share responsibility for marketing the Academy in the community.
43. Display pride in being a member of the Academy Leadership Team.
44. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
45. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Perform all other duties as assigned by the Superintendent and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies and Administrative Guidelines

Position: Director of Operations
Building: Muskegon Heights Public School Academy System
Reports To: Access Point Human Resource and/or Designee
Funding Source: General Fund/At Risk
School Year: 2016-17

Position Summary:

The role of the Director of Operation is to oversee planning, organization, and administration of the maintenance and custodial, security departments. Responsible for the implementation of safety and security plans and serve as the primary contact for emergency personnel such as police, fire fighters, ambulance staff, and first responder to all alarm calls on all three buildings.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the school.
2. Support and fully participate in a school culture that focuses on the safety of all school employees, students, families, and constituents that enter upon school grounds and school buildings.
3. To demonstrate and set high expectations for parent liaison, security and custodial staff.
4. Support the principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Support all efforts to provide opportunities for the community to be involved in school community, parent involvement activities and student success.
7. Conduct one-self according to professional, ethical principles.
8. Display personal qualities that reflect favorably upon the school community.
9. Display pride in being a member of the school community.
10. Adhere to all procedures and policies as outlined in the Employee Manual.
11. Assist in establishing clear lines of accountability and command within the school security forces.
12. Assist in the administration of school safety plans that would help direct emergency responses.
13. Establishes and maintains a system and security program, including:
14. Building security systems.
15. Building surveillance systems.
16. Visitor registration and identification procedures.
17. Emergency plans for evacuations, lock downs, and other crisis.
18. Security staff orientation and training programs.
19. Effective and efficient deployment of security personnel.

20. Coordination of services with local, State and Federal Law enforcement and emergency agencies.
21. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.
22. Coordinates the deployment of security and law enforcement personnel to manage routine operations and emergency situations.
23. Supervises system and contracted law enforcement and security personnel.
24. Shall assist Heads of Schools to coordinate the compilation, analysis, and submission of reports to the Board of Education and Michigan Department of Education.
25. Prepare and submit daily security reports, activity logs, maintenance logs including reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences.
26. Function within the policies and administrative procedures as outlined in the Employee Manual
27. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.

Required Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description 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.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Turn Around Principal
Building: Dr. MLK Jr. Elementary and Muskegon Heights Academy
Reports To: Human Resources and/or Designee
Funding Source: General Fund
School Year: 2016-17

Summary:

Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Qualifications:

1. Possession of a Master Degree or higher in education, supervision and management, school administration, educational leadership or a related field.
2. Must possess a minimum of five years of experience in a turnaround role.
3. A valid Michigan teaching certificate, required.
4. A valid Michigan Administrator's Certification, required.
5. Evidence of successful experience as a classroom teacher.
6. Must possess the ability to identify and focus on early wins and big payoffs.
7. Must possess the ability to successfully break organizational norms to provide maximum impact.
8. Must act quickly in a fast cycle to demonstrate maximum academic gains for students.
9. Must be able to collect and analyze data to create, enhance and implement effective strategic processes to maximize student academic achievement.
10. Must be able to galvanize staff around big ideas that promote the academic and cultural health of the school building and student growth.

Job Performance Responsibilities:

1. Administer, manage, and supervise the operation of the school in compliance with the Board of Education's policies and at the direction of the Superintendent or designee.
2. Maintain student conduct and enforce discipline in compliance with district procedures.
3. Provide leadership in the development of appropriate educational programs and supportive student activities.
4. Demonstrate success in leadership capacity.
5. Possess the ability to develop a vision and strategies to achieve that vision.
6. Observe and evaluate the performance of the staff.
7. Plan and administer staff development activities.
8. Supervise the maintenance of accurate records on the progress and attendance of students.

9. Set high expectations and standards for the academic and social development of all students and the performance of adults.
10. Demand content and instruction that ensures student achievement of academic standards as outlined by the State of Michigan.
11. Create a school philosophy that values continuous learning for student learning and other school goals.
12. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
13. Actively engage the community to create shared responsibility for student and school success.

Characteristic Duties and Performance Standards

1. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation
2. Accept responsibility for the successful implementation of the School's academic programs and Insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
3. Oversee and insure meaningful parental involvement in summer school and their child's learning.
4. Generate public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program.
5. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
6. Title I Report, and all required reports with local, state and federal education agencies, Board of Trustees and authorizer.
7. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
8. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
9. Direct and serve as a model to insure the safety, security and attractiveness of the school building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
10. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to access student performance and to plan instruction.
11. Use technology effectively for administrative, instructional and communications functions.

12. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
13. Adhere to all procedures and policies as outlined in the Employee Manual.

Professional Development

3. Attend college classes, district provided professional development, professional development outside the Academy to keep teacher certification valid.
4. Attend meetings that include CS, BS, Principal and administration meets to continuously improve the Academy's School Improvement and curriculum strategic plans

Leadership

46. Model creative instructional methods and procedures that adapt effectively to unusual situations.
47. Organize resources effectively to support learning activities in the classroom, the school, and the community.
48. Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
49. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
50. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
51. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
52. Participate in the development of policies and regulations that affect instruction and conditions for success.
53. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
54. Identify and participate in professional development opportunities.
55. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
56. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.

57. Conduct oneself according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
58. Share responsibility for marketing the Academy System in the community.
59. Display pride in being a member of the Academy System Leadership Team.
60. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
61. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Perform all other duties as assigned by the Principal and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Elementary Principal
Building: Muskegon Heights Publics School Academy System
Reports To: Human Resources and/or Designee
Funding Source: General Fund
School Year: 2016-17

Summary:

Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Qualifications:

11. Possession of a Master Degree or higher in education, supervision and management, school administration, educational leadership or a related field.
12. Must possess a minimum of three-five years of experience in a building administration.
13. A valid Michigan teaching certificate, required.
14. A valid Michigan Administrator's Certification, required.
15. Evidence of successful experience as a classroom teacher.
16. Must be able to collect and analyze data to create, enhance and implement effective strategic processes to maximize student academic achievement.

Job Performance Responsibilities:

14. Administer, manage, and supervise the operation of the school in compliance with the Board of Education's policies and at the direction of the Superintendent or designee.
15. Maintain student conduct and enforce discipline in compliance with district procedures.
16. Provide leadership in the development of appropriate educational programs and supportive student activities.
17. Demonstrate success in leadership capacity.
18. Possess the ability to develop a vision and strategies to achieve that vision.
19. Observe and evaluate the performance of the staff.
20. Plan and administer staff development activities.
21. Supervise the maintenance of accurate records on the progress and attendance of students.
22. Set high expectations and standards for the academic and social development of all students and the performance of adults.
23. Demand content and instruction that ensures student achievement of academic standards as outlined by the State of Michigan.
24. Create a school philosophy that values continuous learning for student learning and other school goals.

25. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
26. Actively engage the community to create shared responsibility for student and school success.

Characteristic Duties and Performance Standards

14. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation
15. Accept responsibility for the successful implementation of the School's academic programs and insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
16. Oversee and insure meaningful parental involvement in summer school and their child's learning.
17. Generate public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program.
18. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
19. Title I Report, and all required reports with local, state and federal education agencies, Board of Trustees and authorizer.
20. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
21. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
22. Direct and serve as a model to insure the safety, security and attractiveness of the school building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
23. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and to plan instruction.
24. Use technology effectively for administrative, instructional and communications functions.
25. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
26. Adhere to all procedures and policies as outlined in the Employee Manual.

Professional Development

5. Attend college classes, district provided professional development, professional development outside the Academy to keep teacher certification valid.
6. Attend meetings that include CS, BS, Principal and administration meets to continuously improve the Academy's School Improvement and curriculum strategic plans

Leadership

62. Model creative instructional methods and procedures that adapt effectively to unusual situations.
63. Organize resources effectively to support learning activities in the classroom, the school, and the community.
64. Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
65. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
66. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
67. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
68. Participate in the development of policies and regulations that affect instruction and conditions for success.
69. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
70. Identify and participate in professional development opportunities.
71. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
72. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
73. Conduct oneself according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
74. Share responsibility for marketing the Academy System in the community.

75. Display pride in being a member of the Academy System Leadership Team.
76. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
77. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Perform all other duties as assigned by the Principal and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Section 31a/Title I/General Fund Curriculum Specialist
Building: Edgewood Elementary Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a/Title I/General Fund
School Year: 2016-17

Summary:

To serve as the Curriculum Specialist for all areas of the curriculum and facilitator for all academic programs. Monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement. Provide teachers with an exemplary ongoing professional development program that contributes to their development as knowledgeable, informed, responsible and accountable educators and as leaders in their classrooms. Ensure that students receive a first-class learning experience that maximizes their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

Qualifications:

6. Must possess Bachelor's Degree in content area.
7. Must possess a Master's Degree in Curriculum and Instruction or comparable educational attainment.
8. Must possess a valid teacher certificate which meets federal guidelines for highly qualified teacher in at least one content area.
9. Demonstrated competence with a minimum of 4 years of classroom teaching experience.
10. Demonstrated experience as a leader in Curriculum and Instruction or related field.
11. Demonstrated competency in all areas of content responsibility and be computer literate.

Job Performance Responsibilities:

8. Share a commitment to the success of the mission, goals, and objectives of the Academy System.
9. Provide leadership and fully participate in a school culture that focuses on student learning.
10. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
11. Offer continuous and targeted professional development that directly supports the school curriculum and instruction and ensures continuous student achievement of the school's academic standards.
12. Model effective instructional practices, including delivery of instruction using effective teaching strategies, and provide effective feedback, professional development and coaching for teachers in mastering these practices.
13. Provide in-class support through modeling, team teaching or observing each teacher at least twice per month.
14. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement paying particular attention to identified Title I students.
15. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards

1. Accept responsibility for the successful implementation of the School's academic programs and for the achievement of students.
2. Provide leadership in curriculum mapping and lesson planning, in alignment with state standards and grade level expectations.
3. Monitor curriculum implementation and effective instruction, providing feedback, coaching, and training in targeted areas of need.
4. Lead grade level and/or content area meetings on topics of curriculum, instruction, and assessment; and provide leadership in curriculum and instruction during staff meetings, and on an individual basis.
5. Monitor the use of student achievement data from multiple sources (including standardized tests, data, curriculum-based assessments, classroom assessments and other data) to inform instruction paying particular attention to identified Title I students.
6. Guide teachers in the effective use of instructional and support materials for full implementation of all areas of the curriculum.
7. Guide teachers in adapting materials and methods across the curriculum to the learning styles and instructional levels of individual students, using multiple appropriate differentiation strategies, including but not limited to instructional grouping.

Professional Development

7. Attend college classes, district provided professional development, professional development outside the Academy to keep teacher certification valid.
8. Attend meetings that include CS, BS, Principal and administration meets to continuously improve the Academy's School Improvement and curriculum strategic plans

Leadership

78. Model creative instructional methods and procedures that adapt effectively to unusual situations.
79. Organize resources effectively to support learning activities in the classroom, the school, and the community.
80. Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
81. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
82. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
83. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
84. Participate in the development of policies and regulations that affect instruction and conditions for success.

85. Provide leadership and expertise as a member of the School Improvement Team, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the school improvement process.
86. Identify and participate in professional development opportunities.
87. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
88. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
89. Conduct oneself according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
90. Share responsibility for marketing the Academy System in the community.
91. Display pride in being a member of the Academy System Leadership Team.
92. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
93. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.
- Assist the staff in creating a physical safe environment.

Documentation for Section 31a, Title I and General Fund

- Maintain logs/PARS that accurately identifies time spent in each grant funded, as well general fund positions

Perform all other duties as assigned by the Principal and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

**Heights Public Schools
Central Administration Building
2603 Leahy Street
Muskegon Heights, Michigan 49444-2121**

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 3120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files

Position: Literacy Coach
Building: Muskegon Heights Public School Academy System
Reports To: Principal and/or Designee
Funding Source: Title I
School Year: 2016-17

Qualifications:

- Bachelor's degree; Master's degree preferred
 - Three or more years of recent classroom experience at the primary level teaching reading
 - Reading First training required
 - Participation in balanced literacy professional development

Job Performance Responsibilities:

1. Demonstrate exemplary classroom literacy practice and possess a deep understanding of literacy theory
 - On-going modeling for teachers of children in a variety of settings and grade levels (K-3)
 - Extend literacy competencies through professional development opportunities and networking with other literacy coaches
2. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community
 - Provide demonstrations of literacy components
 - Observe and coach classroom teachers in effective practices
 - Provide sustained mentoring to classroom teachers
 - Plan and conduct professional literacy team meetings
 - Provide workshops on the literacy framework
3. Manage and evaluate the school's literacy program to ensure the highest level of quality
 - Collect data, analyze results, and report findings
 - Implement a school-wide assessment system for monitoring student achievement
 - Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - Evaluate effectiveness of the overall literacy program
 - Identify needs and make recommendations for appropriate reading and writing materials
 - Provide records and research data to the Office Of Curriculum
4. Provide leadership for literacy across the school community
 - Meet regularly with the principal to report on progress and plan next steps

- Network with other literacy coaches in developing, implementing, and researching the literacy-based program
- Communicate the results of the literacy program and spotlight the school as a Literacy Center
- Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Section 31a /Behavioral Specialist
Building: Edgewood Elementary Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a
School Year: 2016-17

Qualifications:

1. Must possess a minimum of a high school diploma; Associates/Bachelors degree preferred.
2. Prior experience working as behavioral specialist is preferred.
3. Must demonstrate the ability to communicate with students, parents, staff and the public, effectively.
4. Ability to demonstrate aptitude and competence in the assigned position is required.

Job Performance Responsibilities:

1. Positive Behavior Support

- Use positive non-violent crisis intervention to achieve culture change throughout the school district.
- Follow set behavior management plan for building
- Work with appropriate staff to develop coping and problem-solving strategies to reduce the intensity, duration and frequency of complex, long-standing behaviors that place students at-risk for significant emotional, social and academic failure.
- Monitor classroom for students with behavioral issues, to share strategies, suggestions and feedback that will assist the teacher in reducing/managing these behaviors.
- Work in individual/small groups for students who are experiencing repeated behavioral issues.
- Assist with parent meetings regarding behavior issues/management plans with school building administrator and/or team.
- Facilitate and manage PBIS celebrations in the building per the principal/team's direction.
- Respond to student behavioral referrals and make determination of consequences with the building administrator, i.e., after school programs, including but not limited to suspension.
- Meet with the Special Education team during IEP's as needed.
- Assist the principal and central office with building wide culture and climate to ensure that an atmosphere conducive to excellence in education.

2. Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, students and parents.

- Assist the staff in creating a physically safe environment.

3. Training

- Attend at least one outside workshop or in-house training program in behavior analysis per school calendar
- Attend monthly meetings with the CS, BS, Principal and administrative team.

4. Documentation for Title I Services

- Maintain logs of behavior/intervention meetings with administrators or other certified personnel.
- Complete a Federal Payroll Certification and Section 31a logs.

Perform all other duties as assigned by the Principal and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: At-Risk School Counselor
Building: Muskegon Heights Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a/ General Fund
School Year: 2016-17

Summary:

To provide eligible at-risk students with an exemplary, ongoing professional at-risk student-counseling program. To provide services, using the eligibility worksheets, which contribute and respond to the individual needs of students by serving as liaison with school staff and outside resources; and maintaining consistency and continuity in the school's response procedures.

Qualifications:

1. Graduate degree (Master's preferred) in Counseling, Social Work or related field
2. Valid state certification and demonstrated competence as a school based social services counselor.
3. Must demonstrate mastery of all areas of counseling responsibility and be computer literate.
4. Must be able to demonstrate a strong understanding of local, regional, state and federal resources that support families, students and school institutions.
5. Must possess appropriate certification or licensing as required by State law.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the school.
2. Support and fully participate in a school culture that focuses on student learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer resources, professional expertise and coaching that supports student achievement of school's academic standards only to eligible students.
5. Support a school philosophy that values continuous student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to assess, identify and apply to the improvement of the behavior management program.
7. Offer opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards (Essential):

1. Accept responsibility for the successful implementation of the school's at-risk program and for the achievement of students.
2. Provide individual/small group counseling services for eligible students needing academic, social, or emotional support.

3. Assume responsibility for coordinating, monitoring and reporting student interventions only for eligible small groups assigned.
- 4.
5. Serve as resource specialist for Teachers and parents regarding any counseling needs only for eligible small groups assigned.
- 6.
7. Serve as liaison to school staff and outside resources; maintain consistency and continuity in the school's response procedures only for eligible small groups assigned.
- 8.
9. Utilize excellent research and communication skills, including Internet research, MS Word and educational software to support the behavior program.
- 10.
11. Identify and develop creative intervention methods and procedures to adapt effectively to unusual situations.
12. Organize resources effectively to support student learning in the classroom, the school, and the community.
13. Demonstrate exceptional counseling techniques including documentation and student tracking.
14. Work cooperatively with students (and parents when needed) and generate parents' confidence in the Teacher and the school community at large.
15. Demonstrate genuine concern for students and Teachers in a climate characterized by high personal and student expectations.
16. Promote good citizenship through actions as a positive role model.
17. Provide a school culture based on the principles of firm, fair, and consistent practices, respect for individual students, and development of responsible citizenship.
18. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
19. Conduct one-self according to professional, ethical principles.
20. Display personal qualities that reflect favorably upon the individual, the group, and the school.
21. Display pride in being a support to the school Leadership Team.
22. Adhere to all procedures and policies as outlined in the Employee Manual including the requirement to submit to a criminal records check.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Teacher
Building: Dr. Martin Luther King Jr/Edgewood Elementary Academies
Reports To: Principal and/or Designee
Funding Source: General Fund
School Year: 2016-17

Position Summary: To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Required Qualification:

1. Must possess a Bachelor's degree.
2. Must have a valid teaching license and/or appropriate credentials and be highly qualified as designated by the Michigan Department of Education.
3. Must demonstrate competency in all areas of content responsibility
4. Must be computer literate.
5. Must communicate through superior written and oral communication skills.
6. Exhibit a high caliber of expertise in subject matter.

Required Skills:

1. Ability to work on multiple projects and respond to requests and deadlines in an accurate timely manner.
2. Make sound decisions within the parameters of authority.
3. Be courteous, professional, and tactful at all times.
4. Maintain a positive working relationship with staff, parents, students, and community.
5. Motivate and create a shared vision within the school community.
6. Be respected as an adult learner and as an individual.
7. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the Academy.
2. Support and fully participate in a school culture that focuses on students and learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer content and instruction that ensures student achievement of the school's academic standards.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify, and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards (Essential):

1. Accept responsibility for the achievement of students.
2. Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence, taking attendance as required, tracking and submitting grades accurately and on time, and keeping classroom organized, neat, and attractive at all times.
4. Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback, set high expectations, and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures and adapt effectively to unusual situations.
6. Select appropriate materials and adapt materials and methods to learning styles and abilities of students.
7. Use resources effectively to support learning activities in the classroom, the school, and the community.
8. Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and Teacher experiences.
9. Work cooperatively with parents and generate parents' confidence in the Teacher.
10. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
11. Promote good citizenship through actions as role model.
12. Provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
13. Participate in the development of policies and regulations that affect instruction and conditions for success.
14. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
15. Share responsibility for professional, cooperative staff relations and for out - of- class activities important to the operation of the school, serving when asked, as a Teacher mentor.
16. Adhere to professional and ethical principles, continually striving to improve classroom methods, teaching techniques, interpersonal relationships, and adhering to all school policies for both students and personnel.
17. Share responsibility for marketing the school in the community.
18. Display personal qualities that reflect favorably upon the individual, the group, and the school.
19. Display pride in being a Teacher and a member of the school team by displaying positive behavior and fully participating in the School culture, attending faculty meetings, and participating on committees.
20. Identify and participate in professional development opportunities.
21. Conduct and document parent conferences.
22. Be familiar with, and support school administration in the effective implementation of, the School's Emergency Response Plan.
23. Adhere to all procedures and policies as outlined in the Employee Manual, including the requirement to submit to a criminal records check.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Special Education Teacher
Building: Dr. Martin Luther King Jr/Edgewood Elementary Academies
Reports To: Principal and/or Designee
Funding Source: Special Education
School Year: 2016-17

Position Summary: To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Required Qualification:

7. Must possess a Bachelor's degree.
8. Must have a valid teaching license and/or appropriate credentials and be highly qualified as designated by the Michigan Department of Education.
9. Must demonstrate competency in all areas of content responsibility
10. Must be computer literate.
11. Must communicate through superior written and oral communication skills.
12. Exhibit a high caliber of expertise in subject matter.

Required Skills:

8. Ability to work on multiple projects and respond to requests and deadlines in an accurate timely manner.
9. Make sound decisions within the parameters of authority.
10. Be courteous, professional, and tactful at all times.
11. Maintain a positive working relationship with staff, parents, students, and community.
12. Motivate and create a shared vision within the school community.
13. Be respected as an adult learner and as an individual.
14. Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Primary Tasks:

8. Share a commitment to the success of the mission, goals, and objectives of the Academy.
9. Support and fully participate in a school culture that focuses on students and learning.
10. Set high expectations and standards for the achievement of students and own personal performance.
11. Offer content and instruction that ensures student achievement of the school's academic standards.
12. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
13. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify, and apply to instructional improvement.
14. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards (Essential):

8. Accept responsibility for the achievement of students.
9. Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
10. Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence, taking attendance as required, tracking and submitting grades accurately and on time, and keeping classroom organized, neat, and attractive at all times.
11. Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback, set high expectations, and demonstrate sensitivity to different learning styles.
12. Use creative instructional methods and procedures and adapt effectively to unusual situations.
13. Select appropriate materials and adapt materials and methods to learning styles and abilities of students.
14. Use resources effectively to support learning activities in the classroom, the school, and the community.
24. Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and Teacher experiences.
25. Work cooperatively with parents and generate parents' confidence in the Teacher.
26. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
27. Promote good citizenship through actions as role model.
28. Provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
29. Participate in the development of policies and regulations that affect instruction and conditions for success.
30. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
31. Share responsibility for professional, cooperative staff relations and for out - of- class activities important to the operation of the school, serving when asked, as a Teacher mentor.
32. Adhere to professional and ethical principles, continually striving to improve classroom methods, teaching techniques, interpersonal relationships, and adhering to all school policies for both students and personnel.
33. Share responsibility for marketing the school in the community.
34. Display personal qualities that reflect favorably upon the individual, the group, and the school.
35. Display pride in being a Teacher and a member of the school team by displaying positive behavior and fully participating in the School culture, attending faculty meetings, and participating on committees.
36. Identify and participate in professional development opportunities.
37. Conduct and document parent conferences.
38. Be familiar with, and support school administration in the effective implementation of, the School's Emergency Response Plan.
39. Adhere to all procedures and policies as outlined in the Employee Manual, including the requirement to submit to a criminal records check.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public Schools
2603 Leahy Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 3120 Employment of Professional Staff, 1400 Job Descriptions, 8320 Personnel Files and Administrative
Guideline 3122

Position: Title I High School Math Teacher
Building: Muskegon Heights High School
Reports To: Principal and/or Designee
Funding Source: Title I
School Year: 2016-17

Qualifications:

- Bachelor's degree; Master's degree preferred
- Three or more years of recent classroom experience at the primary level teaching reading
- Reading First training required
- Participation in balanced literacy professional development

Job Performance Responsibilities:

5. Demonstrate exemplary classroom literacy practice and possess a deep understanding of literacy theory
 - On-going modeling for teachers of children in a variety of settings and grade levels (K-3)
 - Extend literacy competencies through professional development opportunities and networking with other literacy coaches

6. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community
 - Provide demonstrations of literacy components
 - Observe and coach classroom teachers in effective practices
 - Provide sustained mentoring to classroom teachers
 - Plan and conduct professional literacy team meetings
 - Provide workshops on the literacy framework

7. Manage and evaluate the school's literacy program to ensure the highest level of quality
 - Collect data, analyze results, and report findings
 - Implement a school-wide assessment system for monitoring student achievement
 - Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - Evaluate effectiveness of the overall literacy program
 - Identify needs and make recommendations for appropriate reading and writing materials
 - Provide records and research data to the Office Of Curriculum

8. Provide leadership for literacy across the school community
 - Meet regularly with the principal to report on progress and plan next steps

- Network with other literacy coaches in developing, implementing, and researching the literacy-based program
 - Communicate the results of the literacy program and spotlight the school as a Literacy Center
- Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Edify/Title I Intervention Teacher
Building: Muskegon Heights Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a/Title I/General Fund
School Year: 2016-17

Position Summary:

The intervention teacher helps disadvantaged children meet high academic standards by providing targeted assistance programs and supplementary instruction. Incumbent works with children identified through bench marking as most at risk of failing to meet achievement standards. The intervention teacher works with children individually or in small groups providing instruction consistently in reading, writing, math, science activities.

Primary Tasks:

16. Share a commitment to the success of the mission, goals, and objectives of the school.
17. Support and fully participate in a school culture that focuses on student and adult learning.
18. Set high expectations and standards for the achievement of students and own personal performance.
19. Support the school's Title I program by offering content and instruction that ensures student achievement.
20. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
21. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.

Characteristic Duties and Performance Standards: (Essential):

1. Works primarily with children identified as most at-risk of failing to meet high educational achievement standards based upon criteria.
2. Participates, as a support, in individual case conferences as requested.
3. Monitor most student's progressive learning skills.
4. Provides prescriptive supplementary instruction to the most at-risk students in core academic subject areas.
5. Provides supplemental services through implementation of intervention programs: READ 180, System 44, and other research-based programs.

6. Documents suspected student learning deficiencies and supplementary learning activities and diagnosis results.
7. Initiates, as a support, and/or supports ways to strengthen school-family partnerships.
8. Supplements, as an instructor, and/or provides individualized, small group and individual instruction to meet academic needs.
9. Communicates, as a team teacher, with parents and school personnel on student progress as necessary.
10. Administers, as an instructor, supplemental assessments (formal/informal) to contribute to student profiles, as needed.
11. Prepares supplementary instructional materials.
12. Maintains accurate and complete records of a variety of student information with confidentiality.
13. Demonstrates exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
14. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
15. Promote good citizenship through actions as role model.
16. Provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
17. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
18. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
19. Conduct one-self according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
20. Display personal qualities that reflect favorably upon the individual, the group, and the school.
21. Display pride in being a member of the charter school team by displaying positive behavior and fully participating in the school culture. Attend faculty meetings and participate on committees as requested.
22. Adhere to all procedures and policies as outlined in the Employee Manual.

Required Education/Skills:

Bachelor Degree in Education or related discipline (i.e. social science, humanities). Must have appropriate credentials and be highly qualified as designated by the State Department of Education. Must demonstrate competency in all areas of content responsibility and be computer literate.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be

required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Administrative Assistant
Building: Edgewood Elementary Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a/Title I/General Fund
School Year: 2015-16

Summary:

To provide administrative support to the Principal, Leadership Team and other school staff. To provide excellent maintenance of student, vendor, and correspondence files while complying with all local, state and federal guidelines and procedures.

Primary Tasks:

22. Share a commitment to the success of the mission, goals, and objectives of the academy system.
23. Support and fully participate in a school culture that focuses on student learning.
24. Set high expectations and standards for the front office and support staff.
25. Support the principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
26. Support a school philosophy that values continuous learning for all students and is tied into other school goals.
27. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
28. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Provide continuous support to the principal and all administrative personnel. Keep the principal informed of all necessary information including: customer and staff complaints and incidents; planned and unplanned time off.
2. Answer and direct all incoming calls and coordinate the reception of all visitors to the school building.

3. Collect information, prepare reports and correspondence as required by supervisor.
4. Sort and distribute mail.
5. Copy and distribute materials as required by the supervisor.
6. Adhere to the policies and procedures related to the maintenance of all office records and student files.
7. Track documentation, as required, for student files, parent contact, visitors, incident and accident reporting, employee tardiness and absences.
8. Maintain good parent relations and communication through a positive manner and professional image.
9. Utilize all features of computer programs necessary for completing the school reporting procedures.
10. Work effectively with parents and staff and generate parents' confidence in the school and Principal.
11. Demonstrate genuine concern for the students and the staff by maintaining high personal standards and strong work ethic. Be consistent and reliable in arrival and attendance as an essential function to assure the proper operation of the school.
12. Promote good citizenship through actions as a role model.
13. Accept responsibilities as delegated by the Principal and/or other supervisory authority.
14. Use technology with efficiency for record keeping, administrative tasks, and communications.
15. Share responsibility for professional, cooperative staff relations and for activities important to the operation of the school.
16. Conduct oneself according to professional, ethical principles. Continuously strive to improve office methods, clerical techniques, and interpersonal relationships.
17. Accept responsibility for marketing the Academy in the community.
18. Display personal qualities that reflect favorably upon the individual, the group and the school.
19. Display pride in being a member of the Academy School team and Administrative Staff.
20. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
21. Adhere to all procedures and policies as outlined in the Employee Manual.

Required Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description 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.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Parent Liaison
Building: Edgewood/MLK Elementary Academies and Muskegon Heights Academy
Reports To: Principal and/or Designee
Funding Source: Title I
School Year: 2016-17

Summary:

The Parent Liaison will serve as the liaison between home and school for all three academy buildings. This includes communication between parents, school and local agencies to ensure that students receive a first-class learning experience. The will maximize their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

Qualifications:

12. Must possess a high school diploma or higher.
13. Bachelor's Degree, preferred.
14. Experience in customer service and/or family services, preferred.

Job Performance Responsibilities:

29. Share a commitment to the success of the mission, goals, and objectives of the Academy.
30. Coordinate with community leaders and organizations (e. g. businesses, landlords, shelters, etc.) for the purpose of building resources and expanding program capabilities to assist families of Title I students.
31. Communicate with parents on behalf of the school to ensure an ongoing partnership between the home and school is formed with identified Title I students.
32. Develop programs and activities designed to engage families in improving student achievement with Title I students.
33. Maintain confidentiality of identified Title I students and family information for the purpose of following the legal requirements and professional standards.
34. Coordinate home visits for identified Title I students in order to help parents and caregivers to reinforce the building of academic skills.
35. Develop and implement Schoolwide Positive Behavior Supports at all tiers for Title I.
36. Develop effective communication systems between instructional staff and those staff providing follow-up for office discipline referrals when involving Title I students.

Professional Development

9. Attend college classes, district provided professional development, professional development outside the Academy to keep teacher certification valid.

10. Attend meetings to continuously improve the Academy's School culture, climate and school improvement when specifically applying to Title I Students.

Leadership

94. Organize resources effectively to support Title I learning activities in each building.
95. Work cooperatively with identified Title I parents to generate parents' confidence in the teacher and instructional program.
96. Demonstrate genuine concern for Title I students in a climate characterized by high personal and student expectations.
97. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the school.
98. Promote a school culture based on the principles of firm, fair, and consistent practices that respect individual children and development of responsible citizenship.
99. Use technology effectively for record keeping and communications regarding Title I students.
100. Conduct oneself according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
101. Share responsibility for marketing the academy in the community.
102. Display pride in being a member of the academy Leadership Team.
103. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
104. Adhere to all procedures and policies as outlined in the Employee Manual.

Provide Building Wide Support for a Safe School Environment

- Work cooperatively with the building administrator, instructional staff, building staff, Title I students and parents.
- Assist the staff in creating a physical safe environment.

Documentation for Section 31a, Title I and General Fund

- Maintain logs that accurately identifies time/activity for Title I funding.

Perform all other duties as assigned by the Principal and/or designee.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Special Education Instructional Aide
Building: Edgewood/Dr. MLK and MHA Academies
Reports To: Principal and/or Designee
Funding Source: Special Education
School Year: 2016-17

Position Summary:

To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Qualifications:

1. Must possess an Associates' degree or have successfully passed the Workkeys test in order be considered "highly qualified".
2. Must have previous work experience with children.
3. Must have the ability to communicate effectively with children, parents, and staff.

Primary Tasks:

37. Share a commitment to the success of the mission, goals, and objectives of the charter school.
38. Support and fully participate in a school culture that focuses on student learning.
39. Set high expectations and standards for the achievement of students and own personal performance.
40. Support the classroom teacher in offering content and instruction that ensures student achievement of school's academic standards.
41. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
42. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
43. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Accept responsibility for the achievement of students.
2. Support the classroom teacher in guiding the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Support the classroom teacher in effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required; tracking and submitting grades accurately and on time; keeping classroom organized, neat and attractive at all times.

4. Motivate students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures and adapt effectively to unusual situations.
6. Use resources effectively to support learning activities in the classroom, the school, and the community.
7. Demonstrate exceptional classroom techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
8. Work cooperatively with parents and generate parents' confidence in the teacher.
9. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
10. Promote good citizenship through actions as role model.
11. Provide a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
12. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
13. Share responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
14. Conduct one-self according to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
15. Display personal qualities that reflect favorably upon the individual, the group, and the school.
16. Display pride in being a member of the charter school team by displaying positive behavior and fully participating in the school culture. Attend faculty meetings and participate on committees as requested.
17. Identify and participate in professional development opportunities.
18. Be familiar with and support school administration in the effective implementation of the school's Emergency Response Plan.
19. Adhere to all procedures and policies as outlined in the Employee Manual.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Human Resources/Recruiter
Building: Muskegon Public School Academy System-Wide
Reports To: Principal and/or Designee
Funding Source: General Fund
School Year: 2016-17

Summary:

Maintains and enhances the organization's human resources by planning, implementing, and evaluating employee relations and human resources policies, programs, and practices. Ensures legal compliance by monitoring and implementing applicable human resource federal and state requirements; conducting investigations; maintaining records; representing the organization at hearings. Achieves staffing objectives by recruiting and evaluating job candidates; advising managers; managing relocations and intern program.

Qualifications:

1. Masters' degree in School Personnel, Human Services, Administration or equivalent.
2. Demonstrated ability to exercise good judgment in interpreting and implementing school district policies and procedures.
3. Experience and/or training in school personnel and employee relations.
4. Excellent oral and written communication skills.
5. Ability to multi-task with or without supervision and direction.
6. Knowledge of database management systems.
7. Five years or more of experience in school personnel.
8. Evidence of participatory management style.

Performance Responsibilities:

1. Prepare, post and coordinate job postings.
2. Assist in assessing annual staffing needs.
3. Create job descriptions for various employee groups.
4. Coordinate the hiring process, benefits system and assist with payroll functions.
5. Review individual pay rates to ensure that they are consistent with aligned with academy guidelines.
6. Act as management representation to solve employee issues at the lowest level.
7. Assist with layoff and recall of academy staff as necessary.
8. Supervise and maintain individual employees' record procedures such as: W-4 forms, retirement system forms, criminal record checks, FMLA, physical exams, and verification of experience for staff.

9. Remain well versed in HIPPA laws, blood borne pathogens, OSHA and other necessary State and Federal Employment compliance issues.
10. Assist in the preparation of employee training.
11. Coordinate District-wide orientation program.
12. Prepare and facilitate new teacher orientation.
13. Complete state mandated Registry of Education (REP) report, bi-annually.
14. Facilitate the department's District's audit and work closely in the review of state and federal employee compliance issues.
15. Assist in resolving worker's compensation claims and day-to-day worker's compensation issues.
16. Share in human resources departments' budget preparation and management.
17. Attend teacher job fairs across the State of Michigan and when financially feasible nation-wide to recruit staff.
18. Recruit staff using social media including but not limited to Facebook, Twitter, Handshake, professional websites.
19. Establish recruiting requirements by studying organization plans and objectives; meeting with managers to discuss needs.
20. Build applicant sources by researching and contacting community services, colleges, employment agencies, recruiters, media, and internet sites; providing organization information, opportunities, and benefits; making presentations; maintaining rapport.
21. Perform recordkeeping responsibilities, as necessary.
22. Perform other duties as assigned by Superintendent.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Lead Custodian
Building: Muskegon Heights Public School Academy System
Reports To: Director of Operations and/or Designee
Funding Source: General Fund
School Year: 2016-17

Position Summary: To operate within the mission of Muskegon Heights Public School Academy System and provide a point of contact for the Director of Operations, building custodians, and maintenance vendors. This position requires the ability to lead and assist with all custodial/maintenance operations on a daily basis.

Qualifications:

1. A high school diploma/GED is required.
2. Three to five years custodial/maintenance experience.
3. This position requires skills in dealing with other custodial and building colleagues in a professional manner

Primary Tasks:

44. Share a commitment to the success of the mission, goals, and objectives of the school.
45. Support and fully participate in a school culture that focuses on student learning.
46. Set high expectations and standards for the achievement of custodial staff and one's own personal performance.
47. Offer resources, professional expertise and coaching that supports custodial staff's achievement of school's operational standards.
48. Use multiple sources of data collection to analyze barriers to operations and to access, identify and apply to the improvement of the academy's building sites.

Characteristic Duties and Performance Standards: (Essential):

Lead Custodian

1. Establish a daily routine to open and close academy buildings.
2. Maintain and perform the daily mail operations at each building, including daily pick up and distribution of letters, packages, payroll, etc.
3. Assist in assessing damages to pipes, electrical, heating and all necessary mechanical functions of each building.
4. Work directly with Director of Operations to contact all necessary contractors for building repairs.
5. Collect all work orders from each building.
6. Collaborate and input all work orders with the Director of Operations.
7. Collaborate and order all academy custodial supplies with the Director of Operations on a bi-weekly basis.
8. Provide substitute custodial services as necessary.
9. Submits a monthly report to the Regional Vice President/Superintendent which details all work orders, supplies ordered, condition of each building and status on necessary repairs.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: Custodian
Building: Muskegon Heights Public School Academy System
Reports To: Director of Operations and/or Designee
Funding Source: General Fund
School Year: 2016-17

Position Summary: To operate within the mission of Muskegon Heights Public School Academy System and provide a point of contact for the Director of Operations, building custodians, and maintenance vendors. This position requires the ability to lead and assist with all custodial/maintenance operations on a daily basis.

Qualifications:

4. A high school diploma/GED is required.
5. Three to five years custodial/maintenance experience.

Primary Tasks:

49. Share a commitment to the success of the mission, goals, and objectives of the school.
50. Support and fully participate in a school culture that focuses on student learning.
51. Set high expectations and standards for the achievement of custodial staff and one's own personal performance.
52. Offer resources, professional expertise and coaching that supports custodial staff's achievement of school's operational standards.
53. Use multiple sources of data collection to analyze barriers to operations and to access, identify and apply to the improvement of the academy's building sites.

Characteristic Duties and Performance Standards: (Essential):

1. Put garbage receptacles out for breakfast.
2. Clean offices, empty trash, vacuum, and wipe off surfaces.
3. Clean entry way windows.
4. Wash tables and take out garbage after breakfast.
5. Dust mop hallway floors.
6. Sweep down and mop stairways.
7. Check a clean restrooms and re-stock supplies.

8. Monitor cafeteria during lunch and keep garbage emptied, tables clean.
9. Use floor cleaning machine on floors.
10. Clean Windows and door glass throughout the building.
11. Label all spray bottles and identify what solution is in the bottle.
12. Keep all custodial closets clear debris, including empty boxes, receptacles, etc.

Monthly or as needed:

1. Clean windows in administration office inside and outside
2. Clean outside bathroom as needed
3. Clean press box as needed

Seasonal:

Shovel snow off all entry way including all stairs leading up to the door

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Muskegon Heights Public School Academy System
2441 Sanford Street
Muskegon Heights, Michigan 49444-2121

J o b D e s c r i p t i o n a n d Q u a l i f i c a t i o n s

In compliance with Board Policies; 4120 Employment of Professional Staff, 1400 Job Descriptions and 8320 Personnel Files and Administrative Guideline 4162

Position: At-Risk Security Officer
Building: Muskegon Heights Academy
Reports To: Principal and/or Designee
Funding Source: Section 31a/Title I/General Fund
School Year: 2016-17

Position Summary:

To provide students with a safe and secure learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Qualifications:

5. Must possess a minimum of a high school diploma; Associates degree preferred.
6. Prior experience working as school security is preferred.
7. Must demonstrate the ability to communicate with students, parents, staff and the public, effectively.
8. Ability to demonstrate aptitude and competence in the assigned position is required.

Performance Responsibilities:

1. Patrol District's assigned building and grounds to ensure safety of students and staff in the prevention of fire, theft, vandalism, and illegal entry.
2. Conduct routine inspections of doors, windows, and gates to determine that they are secure.
3. Question and direct visitors in the building to main office. Assist unauthorized visitors off the school property.
4. Patrol school grounds for unauthorized persons and/or vehicles.
5. Make written reports of security violations and provide a daily report to the principal.

6. Monitor hallways and bathrooms routinely throughout the day and check students for passes.
7. Check students' school identification badges and planners at the beginning of each day.
8. Write referrals on students who violate school policies such as: fighting, gambling, using profane language, skipping classes, etc.
9. Make phone calls to parents of students who are suspended/expelled because of disciplinary issues in and around the school, prior to their departure from the school.
10. Perform all other duties as assigned by the Principal and/or designee.

Disclaimer:

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify, the right of any supervisor to assign, direct or reassign duties and responsibilities to this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

4851-8525-1387.2