

CONTRACT SCHEDULE 5

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STAFF RESPONSIBILITIES

JACKSON PREPARATORY &  
EARLY COLLEGE  
STAFF RESPONSIBILITIES  
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**JACKSON PREPARATORY  
&  
EARLY COLLEGE**

**STAFF RESPONSIBILITIES**

|   |                                 |
|---|---------------------------------|
| <b>Position:</b>                              | President                       |
| <b>Reporting Relationship:</b>                | Board of Governors/ AccessPoint |
| <b>Employment Type:</b>                       | Professional/At-Will/Exempt     |
| <b>Name of Employer:</b>                      | AccessPoint                     |
| <b>Length of Assignment:</b>                  | 12 Months                       |
| <b>Criminal Background Check Requirement:</b> | Yes                             |

**Essential Functions:**

- Responsible for the leadership of the Academy
- Oversee academic program of JPEC, ensuring successful achievement of JPEC's mission, objectives and educational goals
- Manage State and Federal grants
- Work collaboratively with the JPEC Executive and Leadership Teams to make decisions informed by multiple perspectives
- Provide leadership in developing, implementing, monitoring, evaluating JPEC's plan of action within a continuous improvement process
- Regular reporting to the Board of Governors
- Manage the district buildings in support of safety and learning
- Maintain a positive and collaborative relationship with the authorizer in pursuit of shared educational goals
- Establish short-term and long-term goals and strategies in alignment with mission and vision of the Academy
- Recruit and hire staff
- Responsible for leading, developing and maintaining a curriculum with high standards in compliance with state and federal laws
- Develop a positive school climate and culture that promotes appropriate discipline of students, rapport with teachers, and support of parents in preparing students for college work and life
- Manage sound fiscal policies, including developing, recommending and implementing budgets that support JPEC's various programs
- Implement policies and procedures established by the Board of Governors
- Ensure compliance across all operational areas
- Secure and sustain parent community involvement
- Articulate school vision and brand for recruitment
- Act as a liaison to various community programs
- Supervise Administrative Staff
- Perform other duties as assigned by JPEC on behalf of the Board of Governors
- Provide leadership around the development and improvement of the instructional programs
- Implement policies and procedures established by the Board of governors and ensure full reporting compliance across operational areas

**SUPERVISORY RESPONSIBILITIES:**

Supervise, train and evaluate Deans of Instruction for Preparatory and Early College levels, Counselor(s) and Administrative staff.

**CONTACTS AND PURPOSE OF CONTACTS:**

*Internal:* Coordinate and communicate with all areas of Jackson Preparatory & Early College and Jackson College including Provost, Instructional Deans, faculty, Institutional Research, Scheduling Office and Business Office.

*External:* Frequent contact with educational partners, prospective instructors, business and community

leaders, prospective parents and students.

**EDUCATION AND EXPERIENCE REQUIREMENTS:**

- Possess a M.A./M.S. in education and/or a valid Michigan Central Office or School Administrator Certificate
- Must have 5+ years administrative experience
- Extensive knowledge of curriculum and instruction
- Knowledgeable about educational research
- Knowledgeable about data, analysis and statistics
- Knowledge of developmentally appropriate practices at middle and high school level

**PROFESSIONAL QUALITIES AND ABILITIES:**

- Possesses a positive attitude; able to see good in self and others
- Shows flexibility including the acceptance of and willingness to change; see change as an opportunity for growth
- Seeks improvement over time by taking risks and trying new things
- Knows and acknowledges personal limits
- Displays self-discipline and strong work ethic
- Accepts responsibility for professional and personal growth
- Demonstrates commitment to be a productive/supportive member of the JPEC community
- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results
- Accepts criticism gracefully and uses it as an opportunity for growth
- Handles conflict effectively.
- Inspires others; sets an example of professionalism both within JPEC and the community
- Serves as a role model of good written and oral communication skills and good time management skills
- Leads and/or follows as circumstances require

**Americans with Disabilities Act (ADA) compliance section**

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

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

**LANGUAGE SKILLS:**

Able to analyze, read, and interpret the most complex documents. Have the ability to respond effectively to the most sensitive inquiries or complaints. Have the ability to write speeches and articles using original or innovative techniques or style. Have the ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or Boards of Governor's.

**MATHEMATICAL SKILLS:**

Have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Have the ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**

Have the ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Have the ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Have the ability to deal with a variety of abstract and concrete variables.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds.

**WORK ENVIRONMENT:**

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

While performing the duties of this job, the employee is exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Guidance Counselor  
**Reports To:** JPEC President  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** *Provides student support for college preparation and character education*

### **Overview and Scope of Position:**

#### **Essential Functions:**

- Develop and Manage a Comprehensive School Counseling Program
- Provide Preventative and Responsive Student Services
- Personalize Student Planning
- Support District and School Systems

#### **Core Responsibilities:**

##### ***Development and Management***

- Uses data to develop and inform the school counseling program and evaluates the program's impact on the school's instructional goals.
- Collaborates on the development and management of the comprehensive school counseling program with school administrators, instructional leaders, or district leadership team
- Communicates and shares the goals of the comprehensive school counseling program to stakeholders including students, families and community partners.
- Develops and maintains a written plan for effective delivery of the school counseling programs based on JPEC annual student achievement goals and aligned with the American School Counseling Association (ASCA) National Standards for School Counseling Programs.
- Balances time appropriately between providing direct services to students through preventive and responsive services, including individual student planning, and development and management, system support and accountability.
- Collaborates with district leadership team and school leaders in the development of handbooks and applicable programming specifically related to drug and alcohol prevention.

##### ***Preventative and Responsive Services***

- Designs, implements and assesses the guidance curriculum.
- Utilizes responsive counseling, initiating individual and group sessions for students' academic, social and personal concerns.
- Consults with families and staff to appraise student needs and interests, and to discuss appropriate recommendations for educational options.
- Plans, coordinates and provides the classroom guidance sessions to meet the identified guidance and counseling competencies in the areas of academic achievement, career and educational development, and personal and social development to assist students in developing decision-making skills and identifying life goals.
- Assesses student needs and makes referrals to appropriate school resource personnel, social agencies, community agencies and alternative programs.
- Intervenes during crisis situations and participates on school crisis team.

- Collaborate with Dean of Students to mediate conflict between students and between students and faculty.

#### ***Individual Student Planning***

- Prepares students for the transition to the next level: high school and post high school activities/options.
- Plans and coordinates programs such as career and high school fairs, test skills preparation, improved/perfect attendance celebrations and other extensions of the counseling program to support students' knowledge of post-secondary options.
- Assist students in navigating their academic, workplace and community experiences, through the use of individual student planning which includes Educational Development Plans (EDPs), pathways of study, student interviews, and other planning tools.
- Collaborates with parents/guardians and educators to assist students with educational and career planning. Participates in school management teams in order to advocate for students needs and provide guidance for school staff.

#### ***System Support***

- Guides, coordinates and supports other school staff in implementing school wide advisory programs.
- Uses responsive counseling strategies to establish relationships and collaborate with educators, students, families, and community partners which reflect recognition of and respect for each individual, and promotes an understanding and appreciation of diverse populations and cultures.
- Assists families and Dean of Students in obtaining services for their children through an appropriate referral and follow-up process.
- Serves as liaison between the social services agencies.
- Assists teachers in understanding their students, including providing and interpreting student data.
- Provides in-service training on topics related to the school counseling program and supporting student achievement.

#### **Accountability:**

- Conducts at minimum a yearly program audit to review the extent and quality of program implementation.
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established program requirements.
  - Uses all available data, including academic grades, discipline referrals and attendance data, to identify students in need and to deliver services.
    - Interprets tests, student data and other assessment results appropriately within the counseling environment for the purpose of developing and implementing academic plans for individual students aligned to district Multi-Tiered System of Support (MTSS).
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## **SUPERVISORY RESPONSIBILITIES**

Supervise, train and evaluate student employees as needed.

## **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and Early College and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

## **EDUCATION AND EXPERIENCE REQUIREMENTS**

Must have a Michigan professional counseling certification with school endorsement

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others

Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth

Seeks improvement over time by taking risks and trying new things

Knows and acknowledges personal limits

Displays self-discipline and a strong work ethic

Accepts responsibility for professional and personal growth

Demonstrates commitment to be a productive/supportive member of the JPEC community

Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results

Accepts criticism gracefully and uses it as an opportunity for growth

Handles conflict effectively

Inspires others; sets an example of professionalism both within JPEC and the community

Serves as a role model of good written and oral communication skills and good time management skills

Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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



**LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

**MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

**PHYSICAL DEMANDS**

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**WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**JACKSON PREPARATORY  
&  
EARLY COLLEGE**

**STAFF RESPONSIBILITIES**

|   |                                       |
|---|---------------------------------------|
| <b>Position:</b>                              | Teacher                               |
| <b>Reporting Relationship:</b>                | Dean of Students/Provost/ AccessPoint |
| <b>Employment Type:</b>                       | Professional/At-Will/Exempt           |
| <b>Name of Employer:</b>                      | AccessPoint                           |
| <b>Length of Assignment:</b>                  | 12 Months                             |
| <b>Criminal Background Check Requirement:</b> | Yes                                   |

**Essential Functions:**

- Responsible for knowing and implementing the curriculum adopted by JPEC
- Responsible for an instructional program and the utilization of teaching methods which consider the individual needs, interests, abilities, and maturity levels of the students
- Responsible for the application and use of formative and summative assessments as required by federal, state, and JPEC guidelines and regulations
- Responsible for establishing positive relationships with students
- Responsible for establishing positive and proactive relationships with parents and families.
- Demonstrates professional conduct and practices, and demonstrates responsibility for the supervision of students at all times
- Designs individual and flexible learning plans for students
- Responsible for academic advising and coaching
- May be assigned as a department head
- Perform other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:**

None

**CONTACTS AND PURPOSE OF CONTACTS:**

*Internal:* Coordinate and communicate with all areas of Jackson Preparatory & Early College and Jackson College including Provost, Instructional Deans, faculty, Institutional Research, Scheduling Office and Business Office.

*External:* Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

**EDUCATION AND EXPERIENCE REQUIREMENTS:**

- Must have a Bachelor's Degree
- Must have a valid Michigan Teaching Certificate with a proper endorsement in specified subjects
- Must have a satisfactory background

**PROFESSIONAL QUALITIES AND ABILITIES:**

- Possesses a positive attitude; able to see good in self and others
- Shows flexibility including the acceptance of and willingness to change; see change as an opportunity for growth
- Seeks improvement over time by taking risks and trying new things
- Knows and acknowledges personal limits
- Displays self-discipline and strong work ethic
- Accepts responsibility for professional and personal growth
- Demonstrates commitment to be a productive/supportive member of the JPEC community
- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results
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- Handles conflict effectively.
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- Serves as a role model of good written and oral communication skills and good time management skills
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## **Americans with Disabilities Act (ADA) compliance section**

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### **LANGUAGE SKILLS:**

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### **MATHEMATICAL SKILLS:**

Have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Have the ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY:**

Have the ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Have the ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Have the ability to deal with a variety of abstract and concrete variables.

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### **WORK ENVIRONMENT:**

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While performing the duties of this job, the employee is exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.

**JACKSON PREPARATORY  
&  
EARLY COLLEGE**

**STAFF RESPONSIBILITIES**

**Title:** Executive Assistant  
**Reports to:** JPEC President/COO/Access Point  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** Provides administrative support for the President/Executive Team and is responsible for office duties.  
**Criminal Background Check Requirement:** Yes

**Title:** Executive Assistant  
**Reports To:** JPEC President/COO

**Scope of Position:**  
*Provides administrative support for the President/Executive Team and is responsible for office duties.*

**Essential Functions:**

- Front Desk responsibilities
- Assist with PowerSchool and other district programs
- Executive Assistant to the President
- Responsible for Parent/Student/Staff communication when necessary
- Drafting/editing correspondence, creating reports, etc.
- Responsible for student enrollment procedures. Including scheduling, tours, paperwork, and necessary communication/follow up.
- Assist in the maintenance and organization of school district/Board of Education Policies
- Obtain, gather, and organize pertinent data as needed.
- Transportation/bussing liaison
- Responsible for student attendance
- Assist with student behavior supervision
- Responsible for Social Media Oversight
- Responsible for communicating necessary information when asked.
- Responsible for the intake and administration of students' medication(s)
- Assists school President and Deans as needed
- Supervises/trains/evaluates student employees as needed
- Receives student visitors and callers
- Technology liaison
- Maintains school records; i.e. student files, schedule 8 for Charter Agreement, PowerSchool notes, and anything that is asked.

## **SUPERVISORY RESPONSIBILITIES:**

None

## **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory & Early College, JPEC Board Members, Jackson College personnel including Provost, Instructional Deans, and faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students, and guests.

## **EDUCATION AND EXPERIENCE REQUIREMENTS**

High school diploma

Must have 5+ years previous administrative experience

Must have a satisfactory background check

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others

Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth

Seeks improvement over time by taking risks and trying new things

Knows and acknowledges personal limits

Displays self-discipline and a strong work ethic

Accepts responsibility for professional and personal growth

Demonstrates commitment to be a productive/supportive member of the JPEC community

Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results

Accepts criticism gracefully and uses it as an opportunity for growth

Demonstrates strong organization skills

Proactively anticipates the needs of the President as well as the larger JPEC community with the ability to plan day-to-day activities while also to the month ahead

Handles conflict effectively

Inspires others; sets an example of professionalism both within JPEC and the community

Serves as a role model of good written and oral communication skills and good time management skills

Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

**PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

**WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Chief Financial Officer / Chief Information Officer  
**Reports To:** JPEC President/ AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** Oversees the district's financial management and financial strategic planning

## **Overview and Scope of Position:**

### **Essential Functions:**

- Oversees District Finances and Accounting
- Provide Financial Leadership
- Support Human Resources and Staff Morale
- Oversee District and School Technology Information Systems

### **Core Responsibilities:**

#### ***Finances and Accounting***

- Manages and verifies financial information accurately
- Manages bookkeeping and reconciliation
- Balances various accounting policies and procedures
- Liaises with our board approved Employee Management Company on all payroll matters
- Designs and provides high quality and complex digital reports, spreadsheets, and presentations
- Facilitates financial reporting to all required agencies

#### ***Financial Leadership***

- Leads and collaborates with team members to analyze and solve complex financial planning
- Develops institutional vision and financial strategic planning
- Develops and maintains written documentation on policies, processes, and procedures to include district staff development training
- Oversees month end and year end reporting, budget preparation, annual audit, and internal controls
- Liaise with our board approved insurance agency
- Facilitates leadership development of our school administration with school budgeting

#### ***Human Resources and Staff Morale***

- Liaises with our board approved Employee Management Company and district staff regarding employment standing and salary and benefits
- Coordinates necessary action steps related to employee payroll, retirement, and status changes
- Facilitates the creation of district policies, procedures, and processes
- Collaborates with the Executive Team on the development and implementation of staff annual events
- Collaborates with the Chief Operational Officer on the development and implementation of district policies related to staff needs

#### ***Information System Support***

- Manages internal district technology systems related to student and staff technology use and student information system tracking
- Manages the Academy's website development and maintenance
- Oversees the Academy's virtual network system and coordinate with necessary technology consultants

- Guides the Academy's Technology Team with project development and management
- Collaborate with district leadership on the development of a technology vision, mission, and strategic plan
- Completes additional duties as assigned by the President

### **Accountability:**

- Designs coherent district and school financial plans that clearly place student learning at the center of instructional and operational expenditures
  - Creates efficient and consistent communication processes focused on district financial oversight for essential stakeholders
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established responsibilities.
  - Manages time appropriate updates to district technology infrastructure with little to no disruption to operations, communication, and academics
    - Maintains effective and productive professional relationships with the district's Employee Management Company and Insurance Agency, creating efficient and barrier free transitions during change.
    - Allocates resources to district team development and staff morale
- 

### **SUPERVISORY RESPONSIBILITIES**

Supervise, train and evaluate student employees as needed.

### **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and Early College and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

### **EDUCATION AND EXPERIENCE REQUIREMENTS**

Must have a Michigan professional counseling certification with school endorsement

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community

### **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others

Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth

Seeks improvement over time by taking risks and trying new things

Knows and acknowledges personal limits

Displays self-discipline and a strong work ethic

Accepts responsibility for professional and personal growth

Demonstrates commitment to be a productive/supportive member of the JPEC community



Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results  
Accepts criticism gracefully and uses it as an opportunity for growth  
Handles conflict effectively  
Inspires others; sets an example of professionalism both within JPEC and the community  
Serves as a role model of good written and oral communication skills and good time management skills  
Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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### **LANGUAGE SKILLS**

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### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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### **WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Dean of Students  
**Reports To:** JPEC President/ AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** *Work closely with school leaders, personnel, students, and families, to build and maintain a positive, safe, school climate.*

### **Overview and Scope of Position:**

The Dean of Students functions as an advocate for students through conflict resolution, behavior intervention, mentoring, and support. This individual works closely with the College Prep Principal and Early College Provost, as well as district faculty, in addressing student concerns and using the district's restorative practices with the overall intent of ensuring students are supported and remain in classes.

### **Essential Functions:**

- Supervise Student Supports and Accountability
- Facilitate District Behavioral Program
- Support District and School Systems

### **Core Responsibilities:**

#### ***Supervise Student Supports and Accountability***

- Provide leadership of behavior management and supervision of behavior contracts
- Facilitate the conflict resolution and restorative circles/practices
- Manage and uphold school behavioral expectations, including attendance and classroom expectations alignment with school-wide goals
- Confer with students, families, and faculty regarding student related policies
- Coordinate with Guidance Counselor and community organizations and resources in developing a network of student/family support services

#### ***Facilitate District Behavioral Program***

- Manage the documentation of student behavior through the district student information system (SIS)
- Lead and/or assist in planning, developing, and implementation of student behavior plans
- Attend appropriate meetings regarding student growth and success (IEP and 504 case conferences, parent meetings, expulsion hearings, etc.) as necessary
- Assist in maintenance of the crisis management plan and school safety requirements
- Compile, analyze, and share student discipline data regularly, and use that data to make decisions
- Support with the development, implementation, and evaluation of policies and regulations pertaining to student life, especially those related to alcohol and drug usage, student conduct and student residences

### **System Support**

- Guides, coordinates and supports other school staff in implementing school wide advisory programs.
- Assists families and Guidance Counselor in obtaining services for their children through an appropriate referral and follow-up process.
- Assists teachers in understanding their students, including providing and interpreting student data.
- Provide an efficient and clear communication system to coordinate student behavioral updates between district personnel, school leaders, and students/families
- Other duties as assigned by the JPEC President

### **Accountability:**

- Implements and facilitates an efficient and consistent communication process regarding student behavior and behavior plans.
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established program requirements.
  - Maintains complete documentation of student support and advocacy, and collaboration with families and district personnel.
    - Applies district policies and expectations consistently, and models positive student advocacy and relational development
- 

### **SUPERVISORY RESPONSIBILITIES**

Supervise, train and evaluate student employees as needed.

### **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and Early College and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

### **EDUCATION AND EXPERIENCE REQUIREMENTS**

Must have a Bachelor's degree (preference of degree in field related to management, leadership, coaching).

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others  
Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth  
Seeks improvement over time by taking risks and trying new things  
Knows and acknowledges personal limits  
Displays self-discipline and a strong work ethic  
Accepts responsibility for professional and personal growth  
Demonstrates commitment to be a productive/supportive member of the JPEC community  
Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results  
Accepts criticism gracefully and uses it as an opportunity for growth  
Handles conflict effectively  
Inspires others; sets an example of professionalism both within JPEC and the community  
Serves as a role model of good written and oral communication skills and good time management skills  
Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

### **WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Principal  
**Reports To:** JPEC President/ AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** *Responsible for management and oversight of the academic program and student services in the college preparatory grades.*

### **Overview and Scope of Position:**

The Principal is the College Preparatory's Chief Academic and Student Affairs Officer and reports directly to the President/CEO. The Principal functions as the College Preparatory's head administrator and has broad and comprehensive responsibilities for the success of students and faculty in achieving their goals. Methods to accomplish these responsibilities include, but are not limited to, strategic academic planning and evaluation, facilitating the growth of academic and student affairs programs, developing academic policy and procedures, the fiscal management for the academic institution, and advocating for faculty and student rights and responsibilities. The Principal is expected to provide the academic and administrative leadership necessary in achieving a high standard of excellence in instruction, student services, and college and career readiness. He/she will foster collaboration with faculty, staff, students, parents, and external communities to promote student success through research, use of best practices, evaluation, continuous improvement, shared governance, and student success strategies. The Principal serves as a member of the President's Leadership Team

### **Essential Functions:**

- Oversees the college preparatory educational mission, vision, and core values
- Oversees college preparatory continuous improvement
- Oversees college preparatory faculty instructional performance and professional development
- Leads the college preparatory student and faculty culture
- Manage the college preparatory's systems and communication strands

### **Core Responsibilities:**

#### ***Mission, Vision, Core Values***

- Designs school-wide educational mission focused on promoting academic success and well-being for each student.
- Develops and promotes a collaborative vision with school team members and the community.
- Articulates, advocates, and cultivates core values that define the school's culture identified as: student-centered education, high expectations, student support, equity, inclusiveness, social justice, openness, care, trust, and continuous improvement.
- Develops and evaluates staff actions to achieve the vision of the college preparatory.
- Evaluates the college preparatory's mission and vision and adjusts to changing expectations and opportunities for the school. Adapts to the changing needs and situations of students.
- Models and pursues the college preparatory's mission, vision, and values in all aspects of leadership.

### ***Continuous Improvement***

- Seeks to make school more effective for each student, teachers and staff, families, and the community, and methods of continuous improvement to achieve the vision and full mission of the school
- Prepares the school and community for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed with improvement.
- Engages faculty and staff in an ongoing process of evidence-based inquiry and situationally-appropriate strategies focused on learning, strategic goal setting, planning, transformational and incremental change, and evaluation for continuous school and classroom improvement.
- Assesses and develops the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for school improvement.
- Develop appropriate systems of data collection, management, analysis, and use, connecting the district office and external partners for support in planning, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services, as well as manage uncertainty and risk, politics of change, with courage and perseverance, support, and transparent communication.
- Develop and promote distributed leadership among teachers and staff for inquiry, experimentation, and innovation for improvement.

### ***Faculty Performance and Development***

- Empowers and entrusts faculty and staff with collective responsibility for meeting academic, social, emotional, and physical needs, and developing an environment that promotes professional development and collaboration.
- Establishes and sustains a professional culture of engagement and commitment to a shared vision, set of goals, and objectives directed at holistic education, high expectations, ethical, and equitable practices, trust and open communication, collaboration, and collective efficacy.
- Develops and supports open, productive, caring, and trusting working relationships, and ensures mutual accountability among team members.
- Provides and facilitates distributive leadership opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Recruits and develops effective teachers and professional staff.
- Delivers actionable feedback and professional growth cycles

### ***Student and Faculty Culture***

- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of school resources, and all aspects of school leadership
- Models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement
- Protect and promote democratic values, autonomy, accountability, equity, social justice, community, and diversity; places students at the center of all school and educational decisions.
- Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff's backgrounds and cultures.
- Provides moral direction for the school and promotes and expects ethical and professional behavior among faculty and staff.
- Ensures culturally responsive practices and processes are embedded within school culture
- Cultivates student and faculty engagement in positive relational development and facilitates coherent systems of support.

### ***Curriculum, Instruction, and Assessment***

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district and college preparatory, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Vertically and horizontally align curriculum, instruction, and assessment to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Ensure instructional practices are intellectually challenging, authentic to students, are differentiated, and developmentally appropriate.
- Promote the effective use of technology in the service of teaching and learning
- Employ valid assessments that are consistent with student learning and development, and are aligned with standards of measurement, both progress and benchmarks.
- Uses assessment data appropriately to monitor student progress and to improve instruction.

### ***Systems and Communication Strands***

- Fosters accessibility and openness through connecting with families
- Engages in consistent communication with families and community stakeholders.
- Implements and monitors operations and administrative systems that promote the mission and vision of the college preparatory.
- Manages school resources ethically and responsibly
- Develops and maintains data and communication systems
- Manages governance processes and internal/external politics focused on achieving the school's mission and vision.
- Assist President as needed



## **Accountability:**

- Compiles an annual school improvement plan and performance report at minimum that is coherent and aligned to district outcomes
  - Creates efficient and consistent communication processes focused on transparency
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established responsibilities.
  - Designs and maintains a curriculum aligned to the early college
    - Leads with compassion, understanding, and inspiration
    - Maintains a high level of organization and reliability
- 

## **SUPERVISORY RESPONSIBILITIES**

Supervise college preparatory faculty and other assigned personnel by the President.

## **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and College preparatory and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

## **EDUCATION AND EXPERIENCE REQUIREMENTS**

Master's degree in education. Post-graduate degree or advanced training preferred

Must have five (5) years minimal of teaching experience

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community
- Commitment to community education and parent communications

Ability to engage in positive promotion and marketing that fosters school and community pride

Ability to encourage high levels of student and staff participation

Knowledge, ability and commitment to working with diverse populations

Such alternatives to the above qualifications as the JPEC President may find appropriate and acceptable.

Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others  
Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth  
Seeks improvement over time by taking risks and trying new things  
Knows and acknowledges personal limits  
Displays self-discipline and a strong work ethic  
Accepts responsibility for professional and personal growth  
Demonstrates commitment to be a productive/supportive member of the JPEC community  
Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results  
Accepts criticism gracefully and uses it as an opportunity for growth  
Handles conflict effectively  
Inspires others; sets an example of professionalism both within JPEC and the community  
Serves as a role model of good written and oral communication skills and good time management skills  
Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

### **WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Provost / Vice President  
**Reports To:** JPEC President/ AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** *Responsible for district academic and instructional leadership and operational management of the early college staff, faculty, and students.*

### **Overview and Scope of Position:**

The Provost is the Early College's school leader, the district's academic and instructional leader, and reports directly to the President/CEO. He/she represents the President in his/her absence. The Provost functions as the district's head administrator and has broad and comprehensive responsibilities for the success of students and faculty in achieving their goals. Methods to accomplish these responsibilities include, but are not limited to, strategic academic planning and evaluation, facilitating the growth of academic and student affairs programs, developing academic policy and procedures, the fiscal management for the academic enterprise, and advocating for faculty and student rights and responsibilities. The Provost is expected to provide the academic and administrative leadership necessary in achieving a high standard of excellence in instruction, student services, and college and career readiness.

He/she will foster collaboration with faculty, staff, students, parents, and external communities to promote student success through research, use of best practices, evaluation, continuous improvement, shared governance, and student success strategies. The Provost serves as a member of the President's Leadership Team.

### **Essential Functions:**

- Oversees the early college educational mission, vision, and core values
- Oversees early college continuous improvement
- Oversees early college faculty instructional performance and professional development
- Leads the early college student and faculty culture
- Supports the President and executive team with strategic planning with the district's curriculum, instruction, and assessment
- Manage the early college's systems and communication strands

### **Core Responsibilities:**

#### ***Mission, Vision, Core Values***

- Designs school-wide educational mission focused on promoting academic success and well-being for each student.
- Develops and promotes a collaborative vision with school team members and the community.
- Articulates, advocates, and cultivates core values that define the school's culture identified as: student-centered education, high expectations, student support, equity, inclusiveness, social justice, openness, care, trust, and continuous improvement.
- Develops and evaluates staff actions to achieve the vision of the early college.
- Evaluates the early college's mission and vision and adjusts to changing expectations and opportunities for the school. Adapts to the changing needs and situations of students.
- Models and pursues the early college's mission, vision, and values in all aspects of leadership.

### ***Continuous Improvement***

- Seeks to make school more effective for each student, teachers and staff, families, and the community, and methods of continuous improvement to achieve the vision and full mission of the school
- Prepares the school and community for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed with improvement.
- Engages faculty and staff in an ongoing process of evidence-based inquiry and situationally-appropriate strategies focused on learning, strategic goal setting, planning, transformational and incremental change, and evaluation for continuous school and classroom improvement.
- Assesses and develops the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for school improvement.
- Develop appropriate systems of data collection, management, analysis, and use, connecting the district office and external partners for support in planning, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services, as well as manage uncertainty and risk, politics of change, with courage and perseverance, support, and transparent communication.
- Develop and promote distributed leadership among teachers and staff for inquiry, experimentation, and innovation for improvement.

### ***Faculty Performance and Development***

- Empowers and entrusts faculty and staff with collective responsibility for meeting academic, social, emotional, and physical needs, and developing an environment that promotes professional development and collaboration.
- Establishes and sustains a professional culture of engagement and commitment to a shared vision, set of goals, and objectives directed at holistic education, high expectations, ethical, and equitable practices, trust and open communication, collaboration, and collective efficacy.
- Develops and supports open, productive, caring, and trusting working relationships, and ensures mutual accountability among team members.
- Provides and facilitates distributive leadership opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Recruits and develops effective teachers and professional staff.
- Delivers actionable feedback and professional growth cycles

### ***Student and Faculty Culture***

- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of school resources, and all aspects of school leadership
- Models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement
- Protect and promote democratic values, autonomy, accountability, equity, social justice, community, and diversity; places students at the center of all school and educational decisions.
- Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff's backgrounds and cultures.
- Provides moral direction for the school and promotes and expects ethical and professional behavior among faculty and staff.
- Ensures culturally responsive practices and processes are embedded within school culture
- Cultivates student and faculty engagement in positive relational development and facilitates coherent systems of support.

### ***Curriculum, Instruction, and Assessment***

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district and early college, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Vertically and horizontally align curriculum, instruction, and assessment to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Ensure instructional practices are intellectually challenging, authentic to students, are differentiated, and developmentally appropriate.
- Promote the effective use of technology in the service of teaching and learning
- Employ valid assessments that are consistent with student learning and development, and are aligned with standards of measurement, both progress and benchmarks.
- Uses assessment data appropriately to monitor student progress and to improve instruction.

### ***Systems and Communication Strands***

- Fosters accessibility and openness through connecting with families
- Engages in consistent communication with families and community stakeholders.
- Implements and monitors operations and administrative systems that promote the mission and vision of the early college.
- Manages school resources ethically and responsibly
- Develops and maintains data and communication systems
- Manages governance processes and internal/external politics focused on achieving the school's mission and vision.
- Assist President as needed

### **Accountability:**

- Compiles an annual school improvement plan and performance report at minimum that is coherent and aligned to district outcomes
  - Creates efficient and consistent communication processes focused on transparency
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established responsibilities.
  - Designs and maintains an aligned and coherent district curriculum
  - Leads with compassion, understanding, and inspiration
  - Maintains a high level of organization and reliability
-

## **SUPERVISORY RESPONSIBILITIES**

Supervise early college faculty and other assigned personnel by the President.

## **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and Early College and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

## **EDUCATION AND EXPERIENCE REQUIREMENTS**

Master's degree in education. Post-graduate degree or advanced training preferred

Must have five (5) years minimal of teaching experience

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community
- Commitment to community education and parent communications

Ability to engage in positive promotion and marketing that fosters school and community pride

Ability to encourage high levels of student and staff participation

Knowledge, ability and commitment to working with diverse populations

Such alternatives to the above qualifications as the JPEC President may find appropriate and acceptable.

Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others

Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth

Seeks improvement over time by taking risks and trying new things

Knows and acknowledges personal limits

Displays self-discipline and a strong work ethic

Accepts responsibility for professional and personal growth

Demonstrates commitment to be a productive/supportive member of the JPEC community

Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results

Accepts criticism gracefully and uses it as an opportunity for growth

Handles conflict effectively

Inspires others; sets an example of professionalism both within JPEC and the community

Serves as a role model of good written and oral communication skills and good time management skills

Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

**LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

**MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

**PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

**WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.



# JACKSON PREPARATORY & EARLY COLLEGE

## STAFF RESPONSIBILITIES

|   |                             |
|---|-----------------------------|
| <b>Position:</b>                              | Custodian                   |
| <b>Reporting Relationship:</b>                | Chief Operations Officer    |
| <b>Employment Type:</b>                       | Professional/At-Will/Exempt |
| <b>Name of Employer:</b>                      | Access Point                |
| <b>Position Type:</b>                         | Full-time                   |
| <b>Criminal Background Check Requirement:</b> | Yes                         |

### Essential Functions:

- Sweeping, dusting, mopping & vacuuming
- Event set-up & tear down
- Trash and recycling removal
- Restroom cleaning and stocking of supplies
- Disinfecting/sanitizing of major touch points
- Cleaning cafeterias, classrooms and stairwells
- Other routine housekeeping tasks
- Sanitizing surfaces to ensure a healthy germ-free environment
- Removing Garbage (Lifting 40-50lbs)
- Ensuring all tasks are completed in allotted amount of time, and exceeds expectations

### SUPERVISORY RESPONSIBILITIES:

None

### EDUCATION AND EXPERIENCE REQUIREMENTS:

- Must be at least 18 years of age
- High School diploma or equivalent
- Must have a satisfactory background check and fingerprinting
- Previous experience with janitorial work is a plus

### PROFESSIONAL QUALITIES AND ABILITIES:

- Reliable attendance
- Punctual
- Understanding and executing verbal and written instructions
- Ability to work independently as well as within a group setting
- Take pride in your work and be respectful of others. A strong sense of personal responsibility
- Adhere to strict compliance with safety requirements including adherence to all COVID-19 requirements and restrictions

**JACKSON PREPARATORY  
&  
EARLY COLLEGE**

**STAFF RESPONSIBILITIES**

**Title:** Attendance Secretary  
**Reports to:** Chief Operations Officer/AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** Provides administrative support and is responsible for office duties.  
**Criminal Background Check Requirement:** Yes

**Title:** Attendance Secretary  
**Reports To:** Chief Operations Officer

**Scope of Position:**  
*Provides administrative support and is responsible for office duties*

**Essential Functions:**

- Cultivate and facilitate a positive environment at all times. Act as the office's CEO (Chief Energy Officer).
- Ensure office and front desk coverage at all times.
- Demonstrates a high level of service and care of guests at all times.
- Maintain a professional and organized appearance of your person and work area.
- Maintains student daily attendance records
- Receptionist for all visitors, students, and callers
- Responsible for parent assistance and correspondence
- Responsible for coordinating and communicating with volunteers
- Data entry into student database system
- Assists school President and Deans as needed
- Responsible for assisting with the management of field trips and the collection of funds

**SUPERVISORY RESPONSIBILITIES:**

None

**CONTACTS AND PURPOSE OF  
CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory & Early College, JPEC Board Members, Jackson College personnel including Provost, Instructional Deans, and faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students, and guests.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

- High school diploma
- Must have 5+ years previous administrative experience
- Must have a satisfactory background check

**PROFESSIONAL QUALITIES AND ABILITIES**

- Possesses a positive attitude; able to see good in self and others
- Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth

- Seeks improvement over time by taking risks and trying new things
- Knows and acknowledges personal limits
- Displays self-discipline and a strong work ethic
- Accepts responsibility for professional and personal growth
- Demonstrates commitment to be a productive/supportive member of the JPEC community
- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results
- Accepts criticism gracefully and uses it as an opportunity for growth
- Demonstrates strong organization skills
- Proactively anticipates the needs of the President as well as the larger JPEC community with the ability to plan day-to-day activities while also to the month ahead
- Handles conflict effectively
- Inspires others; sets an example of professionalism both within JPEC and the community
- Serves as a role model of good written and oral communication skills and good time management skills
- Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

**WORK ENVIRONMENT**

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

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

**Title:** Chief Operational Officer  
**Reports To:** JPEC President/ AccessPoint  
**Employment Type:** Administration/At-Will/Exempt  
**Length of Assignment:** 12 Months  
**Scope of Position:** Oversees the district's operations, systems, and initiatives.

### **Overview and Scope of Position:**

The Chief Operational Officer will be a results-driven self-starter who plays a key role in the district's current and future success, including operational growth and achievement, systems supporting students' college and career readiness, and the implementation and oversight of initiatives. The Chief Operational Officer will provide support to and collaborate with the Board of Governors, President, and Executive Team with a primary focus on program management and strategic initiatives.

### **Essential Functions:**

- Oversees District Initiatives and Operations
- Provides Strategic Planning and Leadership
- Develops Systems and Communication Strands

### **Core Responsibilities:**

#### ***District Initiatives and Operations***

- Administers and co-manages the implementation of strategic initiatives
- Oversees the operations of the office of the President, including board communications, executive retreat, and strategic planning sessions
- Oversees the district's Student Information System
- Manages district policies and procedures efficiently
- Supports the executive team in systems development and the daily function of the organization

#### ***Strategic Planning and Leadership***

- Facilitates external relationships with community groups, policymakers, funders, and other stakeholders
- Designs and oversees district marketing strategies
- Strategically designs, implements, and leads innovative systems focused on the executive team and organizational goals
- Oversees transportation, facilities maintenance, nutrition services and security activities to ensure efficient and lawful functioning of the district and initiate standard operating procedures and policies.
- Ensures that all activities of the operations office conform to district policies, regulations, and procedures.
- Works cooperatively with CFO and President in administering school-site and district operational needs.
- Supervision & Technical Responsibilities: The COO directly supervises office administrative staff and various department leaders as assigned by the President

#### ***Systems and Communication Strands***

- Models strategic direction for internal and external communications, presentations, speeches, and correspondence
- Represents the President at programmatic, strategic, and community meetings acting as a thought leader and spokesperson on behalf of JPEC
- Develops systems for stakeholder engagement in alignment with the district's vision and purpose
- Assist President as needed

### ***Human Resources and Staff Morale***

- Designs new staff onboarding practices
- Facilitates the creation of district policies, procedures, and processes
- Collaborates with the Executive Team on the development and implementation of staff annual events
- Collaborates with the Chief Financial Officer on the development and implementation of district policies related to staff needs
- Coordinates hiring, onboarding, and training of personnel, as appropriate
- Assists School Leaders with staffing reassignments, documentation of disciplinary actions, including terminations, as appropriate

### ***Facilities Management & Operations***

- Serves all staff and administration in the District regarding all matters pertaining to operations.
- Oversees, supervises, and directs the following areas in coordination and collaboration with landlord
  - *Construction management*
  - *Facilities and maintenance needs*
  - *Transportation*
  - *Emergency planning and preparedness*
  - *Custodial operations*
  - *Energy management and conservation activities*
  - *Other operational divisions of the District, as assigned by the President*
- Works directly with the CFO to develop and organize ongoing, long range, and preventive maintenance plans and programs for district buildings and equipment; reports status updates to School Leaders and President.
- Works directly with the CFO to negotiate contracts as appropriate
- Develops design concepts and appropriate specification documentation needed to communicate design intent, when requested by the President
- Manages, oversees and coordinates Project Managers, Construction Managers, Contractors, and Consultants during the planning, construction, and closeout phases of site construction projects or modernization.
- Coordinates the updates to the District's Long Range Facility Master Plan, working closely with the CFO on sources and use of funds, status, and schedule of construction and phasing of projects; monitors school facility legislation; Provides annual reports to the President
- Prepares monthly status report on all facilities projects

### ***Emergency Planning & Preparedness/Safety/Risk Management***

- Oversees the District safety and emergency preparedness plans
- Assists in the overall District risk management process
- Acts as a resource person and investigator regarding any emergencies, security systems and maintenance problems at District facilities; initiates appropriate actions
- Regularly communicates with other administrators, personnel, and outside organizations to coordinate work, personnel requirements, and to resolve issues and conflicts, as appropriate and as needed
- Provides recommendations to the President and School Leaders concerning equipment, materials, personnel, policies and procedures to assure an economical, safe, compliant

and efficient work environment.

**Accountability:**

- Designs coherent systems for district initiatives and operations
  - Creates efficient and consistent communication processes focused on district policies and personnel
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established responsibilities.
  - Manages district's student information system
    - Maintains effective and productive professional relationship with the district's Employee Management Company
    - Facilitates organizational strategies for the executive team and Board of Governors
- 

**SUPERVISORY RESPONSIBILITIES**

Supervise, train and evaluate student employees as needed.

**CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and Early College and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

Must have a minimum of a bachelor degree and 5+ years previous administrative or leadership experience

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others  
Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth  
Seeks improvement over time by taking risks and trying new things  
Knows and acknowledges personal limits  
Displays self-discipline and a strong work ethic  
Accepts responsibility for professional and personal growth  
Demonstrates commitment to be a productive/supportive member of the JPEC community  
Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results  
Accepts criticism gracefully and uses it as an opportunity for growth  
Handles conflict effectively  
Inspires others; sets an example of professionalism both within JPEC and the community  
Serves as a role model of good written and oral communication skills and good time management skills  
Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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

### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

### **WORK ENVIRONMENT**

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



While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions while traveling between buildings on campus. The noise level in the work environment is usually moderate.

|                              |  |
|------------------------------|--|
| <b>Title:</b>                | <b>Instructional Coach</b>   |
| <b>Reports To:</b>           | JPEC Principal   |
| <b>Employment Type:</b>      | At-Will/Exempt   |
| <b>Length of Assignment:</b> | 12 Months  |
| <b>Scope of Position:</b>    | <i>Responsible for supporting faculty in learning and implementing researched-based effective instructional strategies</i> |

### **Overview and Scope of Position:**

The Instructional Coach serves as part of the Leadership Team. This individual is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the following goals: a.) increasing student engagement; b.) improving student achievement; and c.) building teacher capacity. He or she works as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding about researched-based effective instructional strategies. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

### **Essential Functions:**

- Facilitates the intellectual and professional development of teachers
- Creates positive relationships with teachers and administrators
- Communicates and demonstrates researched-based instructional practices that result in increased student performance
- Communicates effectively with all members of the school district and community
- Reacts to change productively and effectively manages other tasks as assigned
- Supports the value of an education

### **Core Responsibilities:**

- Demonstrate willingness to assume leadership positions
- Demonstrate knowledge of researched-based instructional strategies that engage all students
- Provide organized, individual and/or group learning opportunities for teachers as needed
- Demonstrate a thorough knowledge of curriculum and subject matter
- Demonstrate knowledge using a variety of assessment tools and provide support in analyzing student assessment data
- Assist teachers with designing instructional decisions based on assessment data and materials in alignment with curriculum
- Assist teachers with specific classroom activities when requested
- Provide support for classroom motivation and management strategies
- Monitor intervention programs by observing and meeting with teachers
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies
- Provide assistance in researching instructional and/or curriculum issues
- Model lessons when appropriate
- Provide encouragement and emotional support to teachers and support ongoing professional growth
- Manage time and schedule flexibility that maximizes teacher schedules and learning
- Work positively toward meeting identified district and building improvement goals
- Assist with development of district curriculum, instruction and assessments
- Develop and maintain a confidential, collegial relationship with teachers

- Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed
- Obtain advance approval of the Principal for unique activities and expenditures
- Attend workshops/conferences to learn about new innovative instructional strategies
- Understand that job responsibilities may vary related to each building's needs
- Perform duties as assigned by the Principal

### ***Continuous Improvement***

- Seeks to make school more effective for each student, teachers and staff, families, and the community, and methods of continuous improvement to achieve the vision and full mission of the school
- Prepares the school and community for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed with improvement.
- Engages faculty and staff in an ongoing process of evidence-based inquiry and situationally-appropriate strategies focused on learning, strategic goal setting, planning, transformational and incremental change, and evaluation for continuous school and classroom improvement.
- Assesses and develops the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for school improvement.
- Develop appropriate systems of data collection, management, analysis, and use, connecting the district office and external partners for support in planning, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services, as well as manage uncertainty and risk, politics of change, with courage and perseverance, support, and transparent communication.
- Develop and promote distributed leadership among teachers and staff for inquiry, experimentation, and innovation for improvement.

### ***Faculty Performance and Development***

- Empowers and entrusts faculty and staff with collective responsibility for meeting academic, social, emotional, and physical needs, and developing an environment that promotes professional development and collaboration.
- Establishes and sustains a professional culture of engagement and commitment to a shared vision, set of goals, and objectives directed at holistic education, high expectations, ethical, and equitable practices, trust and open communication, collaboration, and collective efficacy.
- Develops and supports open, productive, caring, and trusting working relationships, and ensures mutual accountability among team members.
- Provides and facilitates distributive leadership opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Recruits and develops effective teachers and professional staff.
- Delivers actionable feedback and professional growth cycles

### ***Student and Faculty Culture***

- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of school resources, and all aspects of school leadership
- Models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement
- Protect and promote democratic values, autonomy, accountability, equity, social justice, community, and diversity; places students at the center of all school and educational decisions.
- Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff's backgrounds and cultures.
- Provides moral direction for the school and promotes and expects ethical and professional behavior among faculty and staff.
- Ensures culturally responsive practices and processes are embedded within school culture

- Cultivates student and faculty engagement in positive relational development and facilitates coherent systems of support.

#### ***Curriculum, Instruction, and Assessment***

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district and college preparatory, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Vertically and horizontally align curriculum, instruction, and assessment to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- Ensure instructional practices are intellectually challenging, authentic to students, are differentiated, and developmentally appropriate.
- Promote the effective use of technology in the service of teaching and learning
- Employ valid assessments that are consistent with student learning and development, and are aligned with standards of measurement, both progress and benchmarks.
- Uses assessment data appropriately to monitor student progress and to improve instruction.

#### ***Systems and Communication Strands***

- Fosters accessibility and openness through connecting with families
- Engages in consistent communication with families and community stakeholders.
- Implements and monitors operations and administrative systems that promote the mission and vision of the college preparatory.
- Manages school resources ethically and responsibly
- Develops and maintains data and communication systems
- Manages governance processes and internal/external politics focused on achieving the school's mission and vision.
- Assist President as needed

### **Accountability:**

- Compiles an annual school improvement plan and performance report at minimum that is coherent and aligned to district outcomes
  - Creates efficient and consistent communication processes focused on transparency
  - Prepares and submits a variety of requested reports and data, to ensure fulfillment of established responsibilities.
  - Designs and maintains a curriculum aligned to the early college
    - Leads with compassion, understanding, and inspiration
    - Maintains a high level of organization and reliability
- 

### **SUPERVISORY RESPONSIBILITIES**

Supervise college preparatory faculty and other assigned personnel by the President.

### **CONTACTS AND PURPOSE OF CONTACTS**

**Internal:** Coordinate and communicate with all areas of Jackson Preparatory and College preparatory and Jackson College, including Provost, Instructional Deans, Success Navigator, faculty, Institutional Research, Scheduling Office and Business Office.

**External:** Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

### **EDUCATION AND EXPERIENCE REQUIREMENTS**

Master's degree in education. Post-graduate degree or advanced training preferred

Must have five (5) years minimal of teaching experience

Must have a satisfactory background check

Demonstrated successful management and/or leadership through:

- Excellent communication skills
- Excellent supervisory skills
- Excellent organizational skills
- High integrity and demonstrated good moral character and initiative
- A conceptual understanding of human growth and development
- Skill and sensitivity in working with all members of the school community
- Commitment to community education and parent communications

Ability to engage in positive promotion and marketing that fosters school and community pride

Ability to encourage high levels of student and staff participation

Knowledge, ability and commitment to working with diverse populations

Such alternatives to the above qualifications as the JPEC President may find appropriate and acceptable.

Must meet continuing education requirements as prescribed by rules promulgated by the State of Michigan, as applicable.

## **PROFESSIONAL QUALITIES AND ABILITIES**

Possesses a positive attitude; able to see good in self and others  
Shows flexibility including the acceptance of and willingness to change; sees change as an opportunity for growth  
Seeks improvement over time by taking risks and trying new things  
Knows and acknowledges personal limits  
Displays self-discipline and a strong work ethic  
Accepts responsibility for professional and personal growth  
Demonstrates commitment to be a productive/supportive member of the JPEC community  
Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results  
Accepts criticism gracefully and uses it as an opportunity for growth  
Handles conflict effectively  
Inspires others; sets an example of professionalism both within JPEC and the community  
Serves as a role model of good written and oral communication skills and good time management skills  
Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS**

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### **LANGUAGE SKILLS**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS**

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### **WORK ENVIRONMENT**

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

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## JACKSON PREPARATORY & EARLY COLLEGE

### STAFF RESPONSIBILITIES

|   |   |
|---|---|
| <b>Position:</b>                              | Math and Literacy Intervention Specialist |
| <b>Reporting Relationship:</b>                | Provost and Principal                     |
| <b>Employment Type:</b>                       | Professional/At-Will/Exempt               |
| <b>Name of Employer:</b>                      | Vensure Employer Services                 |
| <b>Position type:</b>                         | Part-time                                 |
| <b>Criminal Background Check Requirement:</b> | Yes                                       |

#### Essential Functions:

- To facilitate competency-based remediation support in Math & Literacy that aligns with established core curriculum. Working with faculty and department heads, the focus of this support will be through bridge courses and pull-out instruction to address learning gaps caused by the COVID-19 pandemic.
- Provide direct instructional service to students as well as pull-out instruction as needed.
- Consult with other professionals and colleagues.
- Collaboratively plan, deliver, and evaluate instructional outcomes through a departmental structure.
- Conduct research needed to perform the essential functions of the position.
- Deliver direct instruction in a classroom with the support of a learning management system and digital tools.
- Monitor student progress toward college readiness in Math and English Language Arts.

#### SUPERVISORY RESPONSIBILITIES:

None

#### CONTACTS AND PURPOSE OF CONTACTS:

*Internal:* Coordinate and communicate with all areas of Jackson Preparatory & Early College and Jackson College including Provost, Instructional Deans, faculty, Institutional Research, Scheduling Office and Business Office.

*External:* Frequent contact with educational partners, prospective instructors, business and community leaders, prospective parents and students.

#### EDUCATION AND EXPERIENCE REQUIREMENTS:

- A valid Michigan Provisional or Professional Educator Certificate. **OR**
- 90 credit hours and enrolled in an accredited teacher certification program.
- Interested candidates should complete the [online application](#)
- Must successfully pass background screening.

#### PROFESSIONAL QUALITIES AND ABILITIES:

- Possesses a positive attitude; able to see good in self and others
- Shows flexibility including the acceptance of and willingness to change; see change as an opportunity for growth
- Seeks improvement over time by taking risks and trying new things
- Knows and acknowledges personal limits
- Displays self-discipline and strong work ethic
- Accepts responsibility for professional and personal growth
- Demonstrates commitment to be a productive/supportive member of the JPEC community

- Successfully organizes, executes and follows up on projects; sets specific objectives and measures to achieve results
- Accepts criticism gracefully and uses it as an opportunity for growth
- Handles conflict effectively.
- Inspires others; sets an example of professionalism both within JPEC and the community
- Serves as a role model of good written and oral communication skills and good time management skills
- Leads and/or follows as circumstances require

## **Americans with Disabilities Act (ADA) compliance section**

### **QUALIFICATIONS:**

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

### **LANGUAGE SKILLS:**

Able to analyze, read, and interpret the most complex documents. Have the ability to respond effectively to the most sensitive inquiries or complaints. Have the ability to write speeches and articles using original or innovative techniques or style. Have the ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or Boards of Governor's.

### **MATHEMATICAL SKILLS:**

Have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Have the ability to apply concepts of basic algebra and geometry.

### **REASONING ABILITY:**

Have the ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Have the ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Have the ability to deal with a variety of abstract and concrete variables.

### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is required to stand and walk, reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds.

### **WORK ENVIRONMENT:**

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

While performing the duties of this job, the employee is exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.