

ADMINISTRATOR, ALTERNATIVE LEARNING CENTER

Definition

Oversees the planning, assessment, instructional leadership, communication, community relations, safety, and administrative management required to manage a secondary alternative learning center (ALC); may assist the principal or senior administrator of the host site with administrative responsibilities, as requested; and performs related duties as required or assigned.

Typical Tasks (illustrative only)

Administers the affairs of a secondary alternative learning center in compliance with school division policies and legal requirements associated with the management of the assigned human, material, and financial resources. Administers and directs the coordination of a secondary alternative learning program that provides educational services to middle and high school students assigned by the Fairfax County Public Schools (FCPS) hearing office following a major disciplinary hearing; collaborates with the hearing office to ensure that students comply with the probationary conditions of their placement at the ALC; enforces School Board policies regarding attendance and supervises maintenance of attendance policies; supervises and actively participates in student counseling, scheduling, and schedule adjustments; interprets School Board policies to students, staff, and the community; develops, or participates in development of, a master schedule for the educational portion of the alternative learning program; participates in the selection, evaluation and utilization of supplementary tests, multimedia, and other instructional or reference materials; prepares alternative learning center budget and supervises the maintenance of financial and budgetary controls; provides instructional leadership; collaborates in the planning, development, implementation, and evaluation of the instructional program and develops and executes appropriate in-service staff development and training programs; plans, implements, supports, and assesses instructional programs; manages collaborative development and implementation of school improvement plans; identifies, analyzes, and resolves problems using effective problem solving techniques; enforces standards of discipline, health, and safety, which promote the general welfare of both students and staff; works in a collegial and collaborative manner with students, parents, other administrators, school personnel, and the community to support the success of a diverse student population ; creates required and requested reports, forms and surveys; participates in personnel selections and assignments; models professional, moral, and ethical standards as well as personal integrity in all interactions and counsels staff with respect to same; and participates in professional development activities.

Supervision Received/Given

Receives general supervision from a director. Participates in the screening, selection, assignment, supervision, and evaluation of staff, as assigned. Provides guidance and assistance to full-, part-time, and/or hourly employees, as required.

Education/Experience/Skills

Postgraduate Professional License (master's degree) with endorsements in one or more relevant subject areas and with endorsement in administration and supervision preK-12, plus six years of progressively more responsible experience as a teacher, administrator, or supervisor, including some experience related to at-risk students or instructional programs. Can demonstrate knowledge of current curriculum and instructional practices and trends; knowledge of public school organization

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Education/Experience/Skills (continued)

and administration and the support activities required; knowledge of FCPS curriculum, instructional goals, procedures, and practices in alternative education programs; knowledge of growth and development and learning theory in specialty; ability to plan, organize, and coordinate comprehensive secondary school instructional and student services programs; knowledge of growth and development and learning theory in specialty; skill in teaching at-risk learners; ability to manage curriculum development, staff development, and related activities and provide a high level of instructional leadership for teachers and administrators; excellent human relations skills and ability to establish and maintain successful cooperative working relationships with appropriate school communities, and school-based and central office staffs; ability to plan, supervise and evaluate the work of instructional and support staff; ability to develop effective working relationships with students from diverse populations, staff, community, and the general public; and ability to communicate effectively, both orally and in writing.



Established: April 2006