

Position Title: **Supervisor, Special Education- Principal of the Developmental Center**
Department: Special Education
Reports To: Assistant Superintendent, Special Education

SUMMARY: Provide instructional leadership to assigned staff and use supervisory and administrative skills to provide sound educational programs for students up to age 26, who have moderate to severe disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Is responsible for the safety and well-being of all students.
- Develop, implement and maintain an appropriate curriculum to foster maximum educational opportunity and independence for students who are autistic, emotionally, cognitively and/or physically impaired.
- Supervise and coordinate special education classroom programs and staff assignments.
- Assist in the design, implementation and maintenance of programs and services which provide appropriate educational opportunities in the least restrictive settings.
- Supervise homebound or hospitalized students who are installed at DKDC.
- Establish and maintain standards of student conduct and enforces discipline as necessary.
- Develop and sustain communication within the program that will promote appropriate work relationships and positive staff morale.
- Implement procedures for referral, evaluation, placement, assignment, and re-evaluation of students with regard to the Special Education services program for students from age 2-1/2 through age 26.
- Provide leadership in the development and implementation of the School Improvement Plan.
- Provide for and/or secures appropriate in-service training for program personnel.
- Coordinate and attend special events held to recognize student achievement, and school sponsored activities.
- Maintain and promote community relations.
- Supervise preparation of attendance reports and similar data necessary for reimbursement of funds, collecting of tuition for out-of-district students, and similar fiscal matters.
- Is responsible for compiling and complying with Special Ed. Rules/Regulations and maintaining all reports, records, etc. legally required and useful.
- Interpret the objectives and programs of the Spec. Ed. services to the Board, staff and the public.
- Provide oversight to the physical plant maintenance and food service operation.
- Maintain professional skills and provide educational leadership for program staff.
- Develop budget recommendations, provide expenditure control on budgets for Special Education; maintain financial responsibility and efficient resource management, including purchasing of equipment, materials and supplies.
- Is responsible for MET, IEPT, Transition, State Assessments and other mandated requirements.
- Consult with parents of students enrolled in the program and develops an ongoing system of parent awareness.

- Supervise and evaluate the professional, paraprofessional, teacher assistants, itinerate staff, food service, and maintenance/custodial staff assigned to the program.
- Collaborate with college and university officials regarding teacher training and preparation.
- Adhere to Board Policies.

SUPERVISORY RESPONSIBILITIES:

Supervise assigned employees and the Assistant Principal. Is responsible for the overall direction, coordination, and evaluation of the professional, paraprofessional, teacher assistants, food service and maintenance/custodial staff as assigned. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees and substitute and temporary employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

DRUG FREE WORKPLACE REQUIREMENT:

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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

EDUCATION and/or EXPERIENCE:

- Full approval as a Supervisor of Special Education under Rule 340.1772 of the Michigan Special Education Administrative Rules.
- Master's Degree or Specialist in Educational Administration or Special Education preferred.
- Three years administrative experience in a Michigan public school system preferred and five years successful experience working within special education.
- Knowledge of contemporary methodology and practice as they relate to students with disabilities; knowledge of curriculum frameworks, program development, curriculum adaptation, and assessment processes.
- Familiarity with community based instruction, job training and transition activities.
- Knowledge of staff and program evaluation procedures.
- An understanding of professional development and staff evaluation practices.
- Knowledge and experience in the school improvement process.
- Knowledge in the implementation of LRE and the full continuum of special education services.
- Ability to read, analyze and interpret professional journals, technical procedures, and governmental regulations. Ability to write reports and effectively present information. Ability to respond to questions from staff, parents and general public. Ability to manage a crisis situation effectively.
- Ability to gather data and make judicious decisions under stress and pressure.
- Thorough knowledge of state and federal Special Education laws and regulations.
- Ability to establish and maintain effective working relationships with students, staff, parents and community members.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Teaching Certificate with Special Education endorsement and special education supervisors or director approval.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

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 define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

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 sit and talk or hear. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours. The employee is responsible for safety, well-being, and work output of others. Must be able to meet demands from several people.

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.

The noise level in the work environment is usually quiet; the noise level in this position also varies. When visiting a building the noise level will be loud, in the office, quiet and at meetings, moderate.