



Position Title:	KEC PROGRAM PRINCIPAL
Bargaining Unit:	EXEMPT
Salary or Pay Rate:	\$64,939 - \$78,444
Calendar High School:	52 Weeks
Calendar Elementary:	44 Weeks

GRPS Mission: Our mission is to ensure that all students are educated, self-directed and productive members of society.

JOB SUMMARY

This individual serves as the visionary instructional leader responsible for facilitating all phases of the school's programming, including the leadership and organization of instructional (including social-emotional) programming, administration, organization, and supervision of staff and students. This position is responsible for leadership regarding all tasks related to the instructional programming, administration and organization for prevention, intervention and programming.. This position is responsible for continually monitoring and evaluating programs and services for compliance and ensuring quality programming. Position reports directly to the Executive Director of Special Education and Early Intervention Services for Grand Rapids Public Schools.

ESSENTIAL JOB FUNCTIONS

Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:

JOB FUNCTIONS

Knowledge Base: Leadership

- Maintains and communicates an informed vision of success for all students while treating all persons with civility, respect, and dignity
- Works with district leadership, staff, students, parents, local educational agencies (LEAs), and community to build a shared vision of learning for all students. This includes progress monitoring, alignment of resources, and fostering innovation.
- Is knowledgeable and proficient in creating environments that assure learning.
- Is well versed in evidence based practices such as Positive Behavioral Supports, Zones or Regulation, Mindfulness, etc.
- Works with district leadership and staff to use data, information, and research to set priorities, evaluate programming, and collaborate for improved results for students.

- Establishes program routines that support and recognize habits of reflective practice, self-assessment, and personal renewal.
- Provide a safe school environment in a climate of high expectations for self, staff, students, and parents.
- Interacts with co-workers, administration, students and parents in positive, supportive and cooperative ways.

Programming

- Uses evidence based practices for supporting effective instruction.
- Establishes school processes and routines that engage teachers/staff in consistent, monitoring of student progress and evaluation practices, interventions, and improvement of instruction that meet the individualized needs of students.
- Assists district leadership and staff in implementation of content standards, selecting appropriate instructional and social-emotional resources, developing differentiation strategies for all students per the District's *Academic Plan* and the *School Improvement Plan*.
- Works with district leadership and staff to establish building and district systems, processes, trainings, and shared leadership to ensure full compliance with the IDEA, Michigan Administrative Rules for Special Education (MARSE), and the Kent Intermediate School District (KISD) Special Education Plan.
- Monitors, evaluates, and ensures development and implementation of quality evaluations, IEPs, transition planning, and provision of a free appropriate public education.
- Works with the school improvement team to develop a clear mission statement for the school and to plan for continuous school improvement that is consistent with the District mission.
- Reviews teacher plans/performance to ensure that all elements of the curriculum are taught in an environment where all students experience success.
- Assumes responsibility for implementation of the performance management system for self and staff.
- Participates in staff development to enhance professional or personal skills of staff and self who promote continuous quality improvement and life-long learning.

District Processes

- Builds relationships with district/building leadership, staff, students, families, LEAs, and the broader school community and seeks out resources and support while advocating for the District.
- Ensures all segments of the community are included, involved, respected, and valued.
- Establishes regular systems of two-way communication with district leadership, parents and community, while involving parents in their child's education.
- Trains teachers/staff to lead collaborative inquiry, assists colleagues in developing evidence based goals and strategies, and disseminates successful improvement work.
- Provides staff training and support to use the school's data system for collecting, analyzing and interpreting multiple forms of data for progress and performance monitoring.

Technology

- Learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology.
- Provides leadership, advocacy, and creative solutions for the schools use of technology to improve parent and community involvement, expand student learning opportunity, improve the monitoring and communication of student progress, and adapt the teaching and learning environment for better student results.
- Provides leadership that encourages and recognizes staff initiative and innovative use of technology to improve student results.

Human Capacity

- Works with district leadership and staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results.
- Identifies, develops, and supports staff, student and parent leaders with training, mentoring, coaching needed to carry out meaningful leadership in the school.
- Evaluates staff in accordance with state laws and district personnel evaluation policies

PRIMARY MANAGEMENT FUNCTIONS (Operational):

- Ensure that the procedures and policies of the School District are implemented.
- Ensure implementation of programs under IDEA '04; meet federal and state compliance requirements.
- Prepare budget and administer expenditure records per District procedures and policies as outlined in the District's shared decision-making model.
- Facilitate the operation, maintenance and use of the school building and grounds.
- Procure and provide for effective use of instructional materials, equipment and supplies.
- Coordinate the unique needs of students and human services agencies through inter-agency collaboration.
- Assume responsibility for reporting to parents.
- Provide for the supervision of students during non-instructional hours (before school, lunch, after school, bus loading and unloading).
- Maintain an up-to-date inventory of equipment, books and supplies.

EDUCATION AND EXPERIENCE

- Master's Degree in administration, supervision or education. Pursuant to 380.1246 and District expectations, the individual in this position must either hold a valid Michigan school administrator's certificate or not later than 6 months after he or she begins employment as a school administrator enroll in a program leading to certification as a school administrator and must complete the program within 3 years. The District may not continue the employment of

an individual who fails to enroll in a program within 6 months or fails to complete the program within 3 years, or BA degree with comparable training and experience.

- Knowledge which is acquired through completion of a Master's Degree; and eligibility for Full Approval as a Supervisor or Director of Special Education pursuant to 340.1771 or 340.1772 of the Michigan Administrative Rules for Special Education.
- At least 3 years of successful experience in an area of Special Education administration or other positions of leadership, significantly related to the responsibilities of the job.
- Demonstrated strong dedication and related skills/knowledge for student-centered teaching and learning which builds student, family and community connections.
- Demonstrates ability and desire in managing diversity by creating an environment for all in the school community regardless of differences and similarities, to reach their full potential in accomplishing the objectives of the school and the District.
- Demonstrated administrative ability and experience in collaborative skills and attitudes to work with others in teams, effective interpersonal communication skills, creativity, optimism, problem solving and flexibility.
- Must meet the continuing education requirement per the State of Michigan.
- High level of interpersonal skills to handle sensitive and confidential situations and documentation.
- Proven team leadership and problem solving (listen, identify problem and collaboratively problem solve).
- Demonstrated ability to make good decisions that are consistent and fair within contractual guidelines and Board policies
- Attention to detail in composing, typing, and proofing materials, establishing priorities and meeting deadlines.
- Excellent spelling, grammar and written communication skills.
- Excellent phone etiquette and oral communication skills.
- Strict adherence to the confidentiality requirements of the office/District and ability to maintain it at a high level.
- Knowledge of current issues, problems and challenges faced by urban education systems.
- Demonstrated regular and predictable attendance.

ADA Requirements:

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS:

This position requires the candidate to successfully take and implement Non Violent Crisis Intervention techniques, principles, and practices. While performing the duties of this job, the employee is required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The

employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision and ability to adjust focus.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.

This description is intended to describe the type and level of work performed by a person assigned to this position. It is not an exhaustive list of all duties and responsibilities required to be performed in the position.

METHOD OF APPLICATION:

Grand Rapids Public Schools manages employment applications online. Applications must be completed online at www.applitrack.com/grps/onlineapp. No hardcopy applications/resumes will be accepted for this position. Computer terminals are available in the GRPS Franklin Campus lobby from 8:00am – 4:00pm, Monday-Friday, for applicant use (Monday – Thursday during the summer).

Non-Discrimination

The Grand Rapids Public Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability or veteran status.

Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [616 819-2022](tel:6168192022) or humanresources@grps.org