



Position Title:	Supervisor – Special Education Services
Unit:	Exempt
Earning Days:	223 or as annually determined by the district
Annual Salary:	\$77,398 and comprehensive benefits package

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

Position Overview

This individual serves as the visionary 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.

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/building leadership, staff, students, parents, local educational agencies (LEAs), the Kent Intermediate School District (KISD) and community to build a shared vision of learning for all students. This includes progress monitoring, alignment of resources, and fostering innovation on valid measures, including IEP goals and objectives.
- Works with district/building leadership and staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results for students.
- Works with district/building leadership, staff, students, and families to link school priorities and strategies into the School Improvement plan to achieve school and district goals.
- Contributes to practices and norms that help build capacity within District.
- Establishes program routines that support and recognize habits of reflective practice, self-assessment, and personal renewal.

Programs

- Assists district/building leadership and staff in interpreting curriculum expectations, including PBIS, selecting appropriate instructional and social-emotional resources, developing differentiation strategies, and making the

curriculum relevant for all students per the District's Academic Plan and the School Improvement Plan.

- Uses working knowledge of effective instruction in establishing school processes and routines that engage teachers/staff in routine monitoring of student progress and evaluation, interventions, and improvement of instructional strategies which meet the individualized needs of students.
- Works with district/building 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.

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/building 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.
- Works with district/building leadership and staff to deepen student and school data analysis to evaluate and revise school improvement goals and strategies.
- 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/building 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

Requirements

- 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 telephone 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:

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 40 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