Omaha Public Schools
Program Director, J.P. Lord (JP Lord Program Director)

Job Details

Program Director, J.P. Lord
JP Lord Program Director

Program Description:
Dr. J. P. Lord is a program within the Omaha Public Schools for students with multiple disabilities. The majority of our students have severe mental and physical disorders, and they are considered to be the most medically fragile children in our District. Students range in age from 5 - 21. The major focus areas for our students include communication skills, motor skills, life skills, and wellness. Students in our program take the Nebraska Alternate Assessment and they are learning basic math, literacy, science, and social science skills. Access to computers, Smart Boards, and other technology has provided students greater opportunities to participate in many learning activities. Students attend many age-appropriate events throughout the year such as homecoming, prom, and graduation. Students also enjoy community-based learning opportunities and reverse integration with community volunteers, who participate in student activities in the classrooms. We are proud to be J. P. Lord Pandas!

Job Title: Program Director

Location: JP Lord

Reports To: Director of Special Education

Work Schedule/FLSA Status: 10 month / 210 days, Exempt

Salary Schedule: OSAA Level 4

Position Purpose: The program director at JP Lord will serve as the instructional leader providing educators with the necessary district focus, research, and data information to best develop effective curriculum and instructional skills for medically fragile students with multiple disabilities. This person must be an excellent leader who is committed to improving outcomes for students with disabilities by establishing expectations for consistent use of appropriate cognitive, sensory, self-help, and communication programs as identified on Individual Education Programs (IEPs).

The program director at JP Lord will also assume other district level duties as assigned to support the effective planning and implementation of other special education programs and services for students with disabilities across the district. This person plays an integral role in ensuring that compliance is maintained by supporting implementation of special education rules and regulations.

Individuals interested in the program director position may be asked to first complete and gain entry to the Principal Candidate Pool. The Principal Candidate Pool screening process provides opportunities for candidates to demonstrate their proficiency on the OPS Principal Competencies.

Essential Performance Responsibilities:

Achievement and Results: Leader articulates clear expectations and holds self and others accountable for achieving high results for all students.

- Demonstrates high expectations and an unyielding belief that all students can and will achieve at high levels.
- Holds self and others accountable for reaching the highest potential for all students.
- Articulates a clear and compelling vision to improve outcomes for students with disabilities.
- Sets challenging goals, continuously monitors progress, and demonstrates persistence to overcome obstacles to achieve goals.
- Proactively develops and implements school improvement plans to accomplish student IEP goals.
- Helps teachers reach and engage each student based on individual needs and interests.
**Equity Leadership:** Leader demonstrates awareness and conviction to address inequities and holds adults accountable for doing the same.

- Creates urgency and develops plans to improve outcomes for students with disabilities and address unmet IEP goals.
- Addresses biases, engages in courageous conversations, and makes difficult decisions in the best interest of students.
- Supports teachers and staff to skillfully address race, culture, class, language acquisition and unique student learning needs to ensure all students achieve at high levels.

**Instructional Leadership:** Leader helps all students master standards through data-driven instruction and staff evaluation and development.

- Promotes student mastery of standards by implementing rigorous instructional strategies and assessments aligned to curricula.
- Uses - and enables others to use - multiple forms of student data to inform instruction and advance learning.
- Ensures that teachers check for student understanding and clarify, reteach, or adjust instruction.
- Partners with staff to provide students the appropriate scaffolds and interventions to meet their individual learning needs.
- Evaluates staff and teachers. Observes classrooms to support effective teaching practices that result in improved student achievement.
- Provides coaching and timely, targeted, actionable feedback to ensure growth in practice.

**Talent Management:** Leader promotes professional learning, maximizes staff talent, and appropriately matches talent to student needs.

- Differentiates approach based on performance: recognizes and retains high performers, provides targeted support to mid-performers, and develops or exits low performers.
- Strategically selects and assigns staff to meet students’ unique needs.
- Provides targeted professional development and support based on observation and student data.

**School Culture:** Leader creates a culture that promotes learning, collaboration, respect, and safety for all.

- Creates a positive, safe, respectful, and welcoming school culture that focuses on each student’s development.
- Promotes collaboration among students, families, staff, and the community.
- Shares leadership or delegates appropriately, leveraging individuals’ strengths and interests.
- Sets and maintains clear expectations for students that inform positive behavior management strategies.
- Engages families as integral partners in their children’s education.

**Communication and Interpersonal Skills:** Leader skillfully and appropriately engages diverse constituents to meet student needs.

- Actively listens, solicits input from diverse stakeholders, and seeks to understand and address others’ perspectives and needs.
- Effectively communicates with students, families, staff, and the community.
- Moves adults to take action and ownership.
- Manages change, gains buy-in, and overcomes resistance.
- Resolves conflict in a direct but constructive manner, seeking “win-win” solutions.
- Develops and navigates school and district relationships and understands implications of actions.
- Reflects, accurately assesses own strengths and growth areas, solicits candid feedback, and seeks ongoing growth opportunities.

**Problem Solving and Strategic Thinking:** Leader assesses situations, defines action plans, and solves problems to accomplish goals.

- Collects, analyzes, and uses multiple forms of data to make informed decisions.
- Identifies problems, analyzes root causes, and develops effective solutions.
- Executes effectively: develops and implements action plans, anticipates risks, and adapts to changing circumstances.
**Operational Leadership:** Leader develops school systems, procedures, and protocols to maximize instructional time and attain school goals.

- Prioritizes, aligns, and effectively manages people, time, and resources (e.g., budget, facilities, etc.) to improve student outcomes and attain school goals.
- Establishes clear systems and structures to maximize instructional time and student learning.
- Delegates and monitors school operations to ensure a safe learning environment and asks for support to resolve issues as appropriate.

**Additional Duties:**

Performs other related tasks as assigned by the Superintendent or designee.

**Equipment:** This position may require the use of assistive technology devices and accessibility equipment (e.g., Hoyer lifts, standers, wheelchairs), use SMART boards and iPads in addition to basic office equipment such as computers, copiers, scanners, and fax machine. Must always comply with OPS’s guidelines for equipment use.

**Travel:** Limited travel may be required.

**Physical and Mental Demands, Work Hazards:**

- Must be able to respond rapidly in emergency situations.
- Must have organization, time management, communication, and interpersonal skills.
- Must be comfortable addressing personal care needs of medically fragile students such as changing and feeding students.
- Work in school building environments.

**Interrelations:**

- Contact with personnel within the district and with customers and vendors.
- Will be working under the indirect supervision of the director of special education in order to lead JP Lord to meet goals as outlined by the district, state, and building.
- Will be working with a diverse population requiring the ability to handle all situations with tact and diplomacy.
- Must understand and respond appropriately to customer needs and maintain a positive attitude with all customers and colleagues.
- Expected to interact with all internal and external customers in a friendly, professional manner and provide quick, responsive customer service.

**Employee Punctuality and Appearance:**

- In order for schools to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave.
- Any deviation from assigned hours must have prior approval from the employee’s supervisor or building administrator.
- All employees are required to report to work dressed in a manner that reflects a positive image of Omaha Public Schools and is appropriate for their position.

**Knowledge, Skills, and Abilities:**

- Minimum of master’s degree with appropriate course work in the areas of administration, supervision, special education, and related fields.
- A valid Nebraska Teaching Certificate with endorsement in the area of administration and supervision and special education required.
- Minimum of five years of successful special education teaching experience required. Successful teaching experience in a multiculturally diverse urban setting preferred.
- Demonstrated knowledge of Rule 51 and current special education best practices of instruction.
- Instructional expertise in special education with proven ability to support, coach, and develop teachers to improve instructional practice.
- A demonstrated philosophy that all students can and will learn.
- Demonstrated evidence of proficiency in the OPS Principal Competencies.
- A demonstrated track record of increasing student achievement.
A record of success in leading adults and students.
Effective communication and interpersonal skills.
Problem-solving and strategic thinking skills.
The knowledge of educational and related service for students with verified disabilities.
Demonstrates the promotion of life-long learning by providing pertinent professional development in the cognitive, communication, sensory, and self-help areas as well as cultural proficiency and awareness of understanding diversity.
Implements Board policies and the District Strategic Plan school-wide for the staff and students.
The skills pertinent to foster positive human relationships and the ability to work effectively with students, parents, community agencies, members of the instructional staff, classroom teachers and administrators.
A willingness and demonstrated abilities conducive to a continuous quest for quality education.

Terms of Employment
This position is treated as a full-time exempt certified position. The terms of your employment will be governed by applicable state laws regulating employment or teaching in a Nebraska public school and Board of Education policies, as those laws and policies may change from time to time. If your position is represented by a collective bargaining representative, then your employment will also be governed by a negotiated agreement between OPS and that collective bargaining representative.

Terms of employment are contingent upon:

- Verification of a valid Nebraska Teaching License or other required license.
- A background check which demonstrates background is acceptable for the position sought and working with or around students.
- Verification of U.S. Citizenship or legal authorization to work in the United States.
- Successful completion of a tuberculosis skin test (if required by federal law for your position).
- Execution and delivery to OPS of an Administrator Contract presented by OPS.

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities, employment, and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming Street, Omaha, NE 68131. (531-299-0307)

The Omaha Public School District is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation in the application process please contact the human resources department at 531-299-0240.

Shift Type
Full-Time
Salary Range
Per Year
Location
J.P. Lord

Applications Accepted
Start Date
02/05/2021
End Date
03/05/2021

Job Contact
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HR Administrator
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