

# Job Posting Supervisor of Exceptional Student Education – Programs for Deaf or Hard of Hearing (DHH)



**Job Title:** Supervisor of Exceptional Student Education – Programs for Deaf or Hard of Hearing (DHH)

**Location:** Division of Exceptional Student Education

**Salary** \$71,324 - \$88,346

**Reports to:** Senior Executive Director

**Bargaining Unit:** OSAS

**Benefits Eligible:** Yes

*In accordance with the agreement between the Organization of School Administrators (O.S.A.S.) and the Board of Education of the School District of the City of Detroit, Article 6.4, Promotion Procedure, the following vacancy is announced:*

## **Position Summary:**

The Supervisor of the Deaf and Hard of Hearing (DHH) will provide oversight to the instructional and non-instructional staff in the areas of behavior management plans, functional analysis of behavior, eligibility, placement, IEP and annual reviews, policies and procedures, while providing information and emotional support for students and families to promote understanding and coping skills for students with hearing loss.

## **Minimum Qualifications:**

- Must possess a master's degree or higher with an endorsement in at least one special education area.
- Three years of successful experience in special education.
- Must hold (or be eligible) for a full or temporary approval by the State Department of Education as a Special Education Supervisor upon completion/verification of enrollment in the supervisor of special education program from a college or university approved by the state board of education for preparation of special education supervisors.
- Out of State Candidates: One or more current Special Education endorsements is required, with a preference of one endorsement in Deaf or Hard of Hearing (DHH).
- A high standard of personal and professional integrity; commitment, and self -motivation to accomplish objectives. Forward thinking problem-solver with demonstrated ability to maintain high levels of confidentiality
- Depth of knowledge in DHH and the impact upon student learning and development (behavioral, cognitive, social, and emotional development) of this disability
- Skill in developing positive interpersonal relationships and sensitivity to staff and shared stakeholders needs

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## Essential Functions:

1. Lead staff in the development and evaluation of Special Education programs/services for continuous improvement to ensure compliance with state and federal mandates and the alignment of Special Education instruction and assessment with District curriculum standards
2. Work closely and collaboratively with building teams in the design and implementation of engaging teaching strategies that support effective instruction, development of Functional Behavior Assessments, and implementation of Positive Behavior Support Plans for students exhibiting behaviors that interfere with their learning and the learning of others.
3. Maintain and present appropriate student and program data to support the development, presentation and management of programs and program budgets
4. Support, supervise and evaluate Exceptional Student Education DHH staff, as assigned
5. Assist with recruiting, recommending and assigning teachers and paraprofessionals in compliance with Special Education rules and regulations
6. Provide consultation to Executive Directors, principals, curriculum leaders and supervisors regarding program operations, compliance, curriculum modifications, accommodations
7. Review, recommend, and provide consultation on the purchase of teaching/learning materials and supplies
8. Supervise and coordinate the purchase, implementation and evaluation of assistive technology and supplemental materials/equipment to support the learning of students with disabilities
9. Participate in the design and coordination of professional development activities to inform and equip staff with knowledge and skills needed in Exceptional Student Education programs/services
10. Conduct professional development trainings and staff meetings to improve instructional programming and promote the professional growth and development of District staff
11. Participate in the coordination and provision of parental and community activities, including training opportunities, committees and parent meetings that promote cooperative and supportive working relationships to improve the outcomes of students with disabilities
12. Provide assistance with the investigation, resolution and implementation of corrective actions related to complaints, due process hearings and compliance monitoring
13. Prepare and present Wayne County Regional Educational Service Agency Act 18 Budget for DHH programs and services
14. Participate in the Wayne County Regional Educational Service Agency Act 18 collaborative(s)
15. Resolve problems and respond to parental requests for information or assistance in a timely fashion
16. Monitor the timely development and full implementation of IEPs in DHH programs
17. Attend IEP, MDR and other student-centered meetings as necessary to resolve issues and insure the appropriate development and implementation of programs and services

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18. On-going program visitations to observe, provide feedback, guided practice, and/or coordinate specific problem-solving activities
19. Assist in the preparation of federal, state, county and district reports and grants as deemed necessary
20. Participate in the development of departmental systems, policies and procedures
21. Participate in ongoing professional growth and development to remain current on researched based best practices and current federal and state mandates
22. Lead staff in the selection, adaptation, implementation and design of classroom settings to facilitate and enhance opportunities for students to participate, interact, and learn with all students and adults in both special and general educational settings
23. Analyze data for the use of measuring program/service effectiveness and individual student progress
24. Proficiency with Microsoft Suite and electronic IEP systems, excellent skills and ability in oral and written communication
25. Exceptional fiscal integrity and accountability
26. Fulfill other duties and responsibilities as assigned

### **Security Clearance:**

#### Internal Applicants

If you are a current Detroit Public Schools Community District employee, you do not have to submit to a new security clearance, unless your new role requires a different type of criminal background check.

#### External Applicants

In alignment with Michigan law, if you are hired to fill a position, you will be required to submit to a Detroit Public Schools Community District criminal background check. Information regarding required background checks will be shared at point of hire.

### **Method of Application:**

Applicants must apply through the online application system, [www.detroitk12.org/careers](http://www.detroitk12.org/careers). Only applications submitted through the online application system will be considered for any posted position and all applications require a resume to be considered.

Successful candidates are required to submit official transcript(s) at point of offer to hire. Teaching service outside of the Detroit Public Schools Community District must be verified by the applicant's prior employer(s) prior to hire. It is the applicant's responsibility to provide all documentation (including copies) as requested.

Applicants requesting assistance during the application process should contact the Office of Human Resources via email at [recruitment@detroitk12.org](mailto:recruitment@detroitk12.org) or phone at (313) 873-6897.

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*DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, transgender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions opportunities. Contact the Civil Rights Coordinator for more information at (313) 240-4377 or [detroitk12.org/compliance](http://detroitk12.org/compliance).*

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## Job Posting Guidelines

The following guidelines detail the steps that should be taken when creating each section of a job posting.

When posting a job, the HR Manager should be sure to follow the checklist to ensure consistency across all job postings.

- Transfer the information forwarded from the hiring manager into the template
- Ensure the font is ARIAL and font size 12
- Take out any unnecessary blurbs, additional information, or verbiage
  - i.e. Unnecessary bolding or capitalization, run-on sentences, or information that does not fall in the categories listed under the posting
  - After blurbs, verbiage, requirements, etc. are removed, the HR Manager should send the posting back to the hiring manager to make sure the changes are approved
- Check the posting for any grammatical errors
- Ensure all requirements are listed in a concise matter
- When verifying educational requirements, spell out the degree level
- Check the spacing. Be sure the spacing transfers when copy and pasting into PeopleSoft
- Check the union announcement. Be sure to change the union accordingly

The following guide checklists can be used to assist Hiring Managers in creating their job posting to be submitted to Human Resources.

Guide To [Heading](#):

- There are 6 categories in the heading that should always be filled
- The title should list the position
  - It is not necessary to include the year as all posting should be current
  - Before a posting is put up for a new school year, the posting from the previous school year should be closed. i.e. If posting for a pooled position as “Self-Contained” for the next school year, close the posting that was used for the previous school year
- For salary, if there is a range, it should read “Salary Range: \$XX,XXX-\$XX,XXX”

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- For hourly salary, it should read “Salary: \$XX.XX/hr”
- If the hiring manager is unsure of the salary, request the salary from the HR Manager
  - If the HR Manager is unsure of the salary, Labor Relations should be contacted and they can confirm the salary amount
- If it is a pooled posting, the location should read “To Establish an Eligibility Pool”
- The “Reports To” field should not be a name. It should be the position title of their direct supervisor.
  - For Central Office positions, “Reports To” should match the position title listed on the Org Chart
  - For School-based positions, “Reports To” should be “Principal”

## Guide To [Position Summary](#):

- The position summary should be 3 to 5 sentences. Please see sample position summaries here.
- The position summary should not include minimum qualifications
- The position summary should detail the main functions and overall purpose of the position
- The summary should be written in present tense

## Guide To [Minimum Qualifications](#):

- This section should include only the minimum educational level required, along with the minimum experience required, if applicable
- When listing degree requirements, the degree levels should be spelled out and not abbreviated
- If there is a physical requirement for the position, it should be listed here
- The minimum qualifications sections should only list the credentials needed to fill the position. It should not include any job functions
- This section should always be bulleted in the job posting

## Guide To [Essential Functions](#):

- This section should be written in present tense
- This section should list the responsibilities of the desired employee, in order of importance with the most critical functions listed first
- This section should be numbered
- Be as concise as possible. Essential Functions should typically not surpass 15 items—if there are more than 15, it’s likely that some functions can be combined
- The final function should always read “Performs other duties as assigned by supervisor.”
- The sentences for this section should be complete sentences and start with a verb
- All sentences in this section should end with a period

## Guide To [Standard Messaging](#):

- All job postings should have the same standard messaging at the end
- The standard messaging that shows at the end of the posting should not change unless policy or language has been updated by General Counsel
- HR Managers will change the standard messaging if instructed to by leadership

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### Job Posting Template Roll Out

- During the Recruitment & Staffing meeting, I will take 15 minutes to present the new job posting template, explain the changes, get any necessary feedback, and discuss next steps.
- Next steps will be to update the current postings on the DPSCD Job Board. HR Managers and Aisha will split up the postings.
  - Posting should be updated within 5 business days. The goal is to have all postings cleaned up by July 3<sup>rd</sup>.
- Aisha will be responsible for assigning who must update which postings.
- The job posting template and guidelines will be available on Sharepoint in the Recruitment & Staffing folders.
  - As HR Managers are updating, the job posting description should be uploaded to Sharepoint in the 'Job Posting Descriptions' folder as **JobTitle\_2020**.
  - All job posting descriptions should be uploaded in Word format
- The Central Office HR Manager will be responsible for sharing the template and guidelines with Hiring Managers via email.
  - When new job descriptions are created in Central Office, the HR Manager should upload the job description to Sharepoint.