



- Position: Alternative School Principal; Program Coordinator
- Reports to: Executive Director
- Minimum Qualifications: Supervisory Certification, Type 75
Illinois Certification, LBS1, Special Education Endorsement, or Type 73
Experience providing specialized instruction or services for students with disabilities
Such other qualifications as may be determined by the Executive Director
- Job Summary: The Program Coordinator plans, organizes, and directs the provision of classroom instruction, and related service delivery to Mid-Valley Special Education Cooperative's programs and services to which they are assigned. This position entails the responsibility of instructional leadership in all aspects of the program and oversight of the physical plant.
- Performance Expectations: Duties may include, but are not limited to the following:

IPSL Standard 1:

VISION OF LEARNING: Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Leadership

1. In collaboration with the leadership team, helps to develop and implement the vision and mission of the cooperative.
2. Promotes the success of all learners by providing effective, comprehensive and broad-based leadership and support to assigned programs and services, leadership in the cooperative, respective departments, supervised classrooms, and host schools.
3. Follows policies and procedures and relevant state and federal rules and regulations and MVSEC Board.
4. Provides leadership to build capacity for professional growth and development of personnel.
5. Assists the Executive Director in program evaluation, improvement, planning and development.
6. Assists the Executive Director with promoting excellence and high educational standards for all programs and services.
7. Demonstrates knowledge of specialized assessment methods, techniques, methodology, and curriculum for special education students appropriate for assigned program.
8. Demonstrates knowledge and ability to apply principles and methods of developing an instructional and behavioral management system appropriate for assigned program.
9. Demonstrates initiative and innovation regarding the cooperative's mission, best practices for the cooperative and assigned programs and services.

10. Demonstrates a thorough knowledge of federal and state statutes and regulations affecting the education of students with disabilities and the management of the cooperative and special education services.
11. Participates in professional development activities in order to maintain and improve professional competence.

IPSL Standard 2:

SCHOOL CULTURE & INSTRUCTIONAL PROGRAM: Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

1. Provides direction, orientation and ongoing support, professional development and technical assistance for MVSEC staff as well as parents, school district personnel, volunteers and agency personnel.
2. Supports staff that work with general education staff to foster integration and transition of special education students.
3. Assists staff in establishing a positive and varied instructional/learning environment for students that reinforces appropriate pupil behavior, according to student interests and abilities and is conducive to learning
4. Assists staff in the implementation of academic, functional and social instruction necessary to students' individual goals/objectives and/or program goals.
5. Assists staff with data management, behavioral programming, and classroom management in alignment with program expectations.
6. Supports staff with the implementation of appropriate instructional and assistive technology.

IPSL Standard 3:

MANAGEMENT: Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

1. Coordinates the provision of alternative assessments, specialized evaluations, annual review schedules, and transition activities to and from assigned programs. Facilitates team meetings when appropriate.
2. Observes classrooms on an ongoing basis to identify student or program needs and provide support. Observes staff in a variety of settings, including classrooms, school buildings and grounds and social-curricular activities.
3. Works collaboratively with the Executive Director to recruit, hire, supervise and evaluate personnel.
4. Oversees and approves expenditures for assigned programs, and assists in development of yearly budget.
5. Develops, implements, communicates appropriate special education and administrative procedures.
6. Manages scheduling and assignment of teachers and classes; facilitates transition/course requirements from home districts and schools.
7. Supervises and ensures the security of standardized testing.
8. Prepares and submit reports in a timely manner.
9. Manages the physical plant for a safe and secure learning environment. Collaborates with the facilities department, Regional Office of Education, and community school safety officers.
10. Prepares and implements all safety procedures and plans.

11. Demonstrates knowledge of personal technology use (Word, Outlook, PowerPoint, Excel).
12. Demonstrates an understanding of the impact of instructional technology and assistive technology on programming for students with disabilities.
13. Demonstrates the ability to manage time, work independently, and be self-motivated.
14. Performs related duties, as assigned.

IPSL Standard 4:

COLLABORATION: Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

1. Acts as liaison with teachers, parents, and administrators in the provision of special education services.
2. Works collaboratively with District Liaisons, department supervisors, building level administrators and coordinators to facilitate MVSEC satellite programs integration into host schools and assist in managing complicated or difficult cases.
3. Collaborates with teachers, related service providers, principals, and District Liaisons to ensure appropriate, safe and accessible educational environment for students with special needs.
4. Promotes collaborative partnerships with parents and community agencies.
5. Engages in and models positive interactions with all staff members.
6. Demonstrates the ability to function as a member of an educational team and a leadership team.
7. Maintains ongoing appropriate and timely written and oral communication with parents, Mid-Valley staff, other school district personnel, and other community service agencies.
8. Maintains appropriate expectations and communications with staff assigned to the programs/services.
9. Assure the meaningful participation of families.

IPSL Standard 5:

PERSONAL ETHICS: Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

1. Demonstrates problem-solving skills, flexibility, organizational skills, patience, creativity, and the ability to facilitate change.
2. Maintains a high level of integrity, fairness, ethical behavior and confidentiality of information regarding students, personnel and all job related matters.
3. Demonstrates ethnic and cultural sensitivity and competence.
4. Promotes high expectations for self, students, and staff.
5. Serves as a positive role model.
6. Maintains a high level of ethical behavior, confidentiality and student-focus.
7. Demonstrates a genuine interest in the student population and vision of the cooperative.

IPSL Standard 6:

UNDERSTANDING OF CONTEXTS: Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1. Maintains a positive working relationship with other administrators and communicates essential information in a timely manner.
2. Demonstrates ability to maintain favorable public relations.
3. Considers the needs of other agencies such as host schools, member districts or community agencies.
4. Engages in educational networks, professional organizations and other educational forums.

Physical Work Requirements

With appropriate accommodations and/or modifications, employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer, operate standard office equipment, telephone, and student technology.
3. See and hear a computer screen and printed matter with or without visual aids.
4. Hear and understand speech at normal levels and on the telephone.
5. Speak so that others may understand at normal levels and on the telephone.
6. Stand, walk, bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25-50 pounds waist height.
7. Physically manage students, if necessary. Participate in Nonviolent Crisis Intervention methods, if appropriate.
8. Work in both indoor and outdoor environments, some of which may have air-conditioning.
9. Work in environments where privacy is limited and noise levels vary.

The above statements are intended to describe the general nature and level of work being performed by staff assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.