
BOARD AGENDA ITEM

Information/Discussion _____

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Action ☒ X

Item: Request for additional position – Deaf & Hard of Hearing – Total Communications

Paul Symowski

Submitted by: *Paul Symowski*, *Kirsten Myers* reodysign Date: March 28, 2023

Recommended by: *Dave Rodgers* reodysign Board Meeting Date: April 17, 2023

RECOMMENDATION:

Additional position:

- 1 Program Coordinator – Deaf & Hard of Hearing (DHH) Total Communication

BACKGROUND:

The Deaf & Hard of Hearing (DHH) Program has been unable to find a DHH Supervisor this school year, despite a national search. The Special Education department would like to restructure the support for staff and students by hiring a Program Coordinator for the Total Communication Program under the direction of the Supervisor of Low Incidence. This professional position would have the knowledge and skills related to American Sign Language, deaf culture, and effective instruction to support the 48 staff that support the deaf & hard of hearing students in the DHH Total Communication Program.

POSITION DESCRIPTION

Title: Program Coordinator – DHH Deaf / Hard of Hearing Program

Location:

Classification:

**Reports to and
Evaluated By:** Professional

**Terms of
Employment:** Supervisor of Low Incidence

Grade 7 - 200 Days

BROAD STATEMENT OF RESPONSIBILITIES:

Under the direction of the Supervisor of Low Incidence, the Program Coordinator for Deaf / Hard of Hearing (DHH) serves as an instructional leader in the planning, coordination, and administration of behavioral special education programming. The position of Deaf / Hard of Hearing Program Coordinator provides technical assistance, professional development and coaching to local, regional, and/or Center Programs.

DUTIES AND RESPONSIBILITIES:

1. Provides leadership and supervision in the management of the Kent ISD DHH/Total Communication for students with disabilities.
2. Assists staff in interpreting curriculum expectations, PBIS, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students.
3. Uses the working knowledge of effective instruction in establishing school processes and routines that engage teachers/staff in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies which meet the individualized needs of students.
4. Assists special education staff with Least Restrictive Environment decision-making matrices.
5. Works with staff to develop meaningful IEPs and programming to support increased student growth and achievement for students with disabilities.
6. Attends IEPs as determined for the purpose of facilitating process.
7. Provides county, building, and classroom professional development and coaching.
8. Forms relationships with staff, students, families, LEAs, and the broader school community and seeks out resources and support while advocating for the school/program.
9. Ensures all segments of the community are included, involved, respected, and valued.
10. Establishes regular systems of two-way communication with parents and community, while involving parents in their child's education.

11. Trains teachers/staff to lead collaborative inquiry; assists colleagues in developing evidence based goals and strategies; and disseminates successful improvement work.
12. Works with staff to deepen student and school data analysis to evaluate and revise school improvement goals and strategies.
13. 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.
14. Assists in working with staff, students, parents, local educational agencies, public school academies, and the community to build a shared vision of learning for all students.
15. Assists in working with staff, students, families, and community agencies to link school priorities and strategies into the school improvement plan to achieve school and district goals.
16. Works with 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, and the Kent Intermediate School District Special Education Plan.
17. Provides staff development opportunities that incorporate the mission of the district, program evaluation outcomes, and input from the teachers.
18. Serves as a member of the program's School Improvement team.
19. Assists in planning, organizing, and coordinating services including the scheduling of interpreters and captioners to meet the accommodation requests of deaf and hard of hearing students.
20. Work with leadership and staff to use data, information, and research to set priorities, evaluate programming, and collaborate for improved results for students.
21. Support 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.
22. Performs other duties as directed by Supervisor/Administrator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Valid Michigan professional certification in an area related to Special Education required.
2. Master's degree in Special Education or related field, preferred.
3. Three years of successful experience in special education.
4. Knowledge and experience working with low-incidence populations.
5. Fluent in American Sign Language.
6. Sensitivity to and understanding of deaf culture.
7. Knowledge of Interpreter Code of Professional Conduct and the Code of Professional Ethics of real time captioners.
8. Experience developing and delivering professional learning for staff.
9. Knowledge of special education laws, rules, regulations and compliance responsibilities.
10. Ability to work constructively with parents, students, staff and community agencies.
11. Ability to implement complex systems of support.
12. Ability to handle conflict productively.

13. Ability to drive between buildings and local school districts.
14. Must pass criminal background check as required by School Safety Legislation.
15. Demonstrates a strong commitment to equity, social justice and inclusion in all practices and position responsibilities. Demonstrates the ability to examine the impact of education inequities in student achievement outcomes as it aligns with race, ethnicity, and socio-economic status.

The above is intended to describe the general content of and requirements for the performance of this position. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements.