

**State of Michigan
Civil Service Commission**

Capitol Commons Center, P.O. Box 30002
Lansing, MI 48909

Position Code

1. DEPTMGR3G48N

POSITION DESCRIPTION

This position description serves as the official classification document of record for this position. Please complete the information as accurately as you can as the position description is used to determine the proper classification of the position.

2. Employee's Name (Last, First, M.I.)	8. Department/Agency EDUCATION
3. Employee Identification Number	9. Bureau (Institution, Board, or Commission)
4. Civil Service Position Code Description DEPARTMENTAL MANAGER-3	10. Division Educator Excellence, Career Technical Education, Special Education, and Administrative Law
5. Working Title (What the agency calls the position) Youth Dorm Manager	11. Section Office of Special Education
6. Name and Position Code Description of Direct Supervisor VACANT; DEPARTMENTAL MGR-4	12. Unit Michigan School for the Deaf
7. Name and Position Code Description of Second Level Supervisor MCINTYRE, REBECCA; STATE ADMINISTRATIVE MGR-2	13. Work Location (City and Address)/Hours of Work 1235 W. Court St., Flint, MI. 48503 / Sunday-Thursday, 2:30 p.m. -10:30 p.m.

14. General Summary of Function/Purpose of Position

This position functions as the manager of the residential programs on the Michigan School for the Deaf (MSD) campus. The position is responsible for overseeing, creating and directing the programming and activities for students in the residential program. The position will also oversee and direct the coordination of training and services pertaining to the day-to-day activities of students residing at MSD. This position generates and carries out policy, oversees staff who provide direct care to the student, and serves on the staff team working to create a healthy environment to bring about positive changes in the behaviors, attitudes, and values of students in the residential program. This position works with MSD administration to obtain accreditation for Residential Facilities via Conference of Educational Administrators of Schools & Programs for the Deaf (CEASD) for the residential program.

15. Please describe the assigned duties, percent of time spent performing each duty, and what is done to complete each duty.

List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent.

Duty 1

General Summary:

Percentage: 80

Administrative responsibility for the residential component of the Michigan School for the Deaf (MSD).

Individual tasks related to the duty:

- Develop, implement and maintain appropriate programming, day-to-day activities and training for students in the residential program at MSD.
- Manage parent engagement efforts and ensure proper communication between the program and residential student's parents/guardians.
- Direct supervision of residential staff responsible for the daily care and guidance of residential students.
- Oversee and coordinate the application process for CEASD accreditation.
- Direct professional and non-professional staff responsible for caring for the residential student.
- Evaluate dorm staff performance and identify professional development and training needs.
- Maintain proper labor relations and conditions of employment.
- Work collaboratively with the School Principal and the MSD Business Manager to oversee the operational functions for residence hall such as building needs, damage assessment & reporting, housekeeping, and maintenance requests.
- Liaison with parents and residential staff to ensure appropriate and consistent communication.
- Oversee the coordination with school staff on all campus activities.
- Oversee and participate in the selection process of residential staff.

Duty 2

General Summary:

Percentage: 15

Provide leadership in the formulation and implementation of objectives for the residential program which includes training and therapeutic objectives.

Individual tasks related to the duty:

- Oversee and direct the coordination of training and services pertaining to the day-to-day activities of students residing at MSD.
- Maintain a healthy environment to bring about positive changes in behaviors, attitudes, and values of residential students through parent and community engagement efforts.
- Define program goals and objectives and communicate with school counselors and care providers to give guidance in their work.
- As part of the administrative team, provide a supervisory presence at various events.
- Maintain safe, secure environment in potential crisis situations by implementing emergency policies and procedures, and communicate/coordinate with fire and safety, facilities, and medical staff.
- Foster open and supportive communication with students and staff, have meaningful direct interactions, and assist them in conflict resolution techniques in workshops and individually.

Duty 3

General Summary:

Percentage: 5

Other assigned duties.

Individual tasks related to the duty:

16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.

- Development and interpretation of policies/procedures in the dormitory.
- Setting expectation for student behavior.
- Enforcement of employee union contractual obligations.
- MSD staff, students, and parents are affected by these decisions.
- Decisions regarding residential programs

17. Describe the types of decisions that require the supervisor's review.

Policy changes. Legislative and politically sensitive changes.

18. What kind of physical effort is used to perform this job? What environmental conditions in this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.

Physical effort typical of a school environment, as well as the use of physical restraint, when necessary. Employees are subject to the physical and emotional behavior of the students. The job duties require an employee to be absent of any physical limitation which would impair effective performance. Some travel is required. Disruptive student behavior may require physical intervention techniques as identified in CPI training. Be available on a 24-hours basis for activities in the residential component if need be.

19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, on-going basis.

NAME	CLASS TITLE	NAME	CLASS TITLE
FARAH, MARCIA	DEPARTMENTAL ANALYST-E P11	SHAW, ALVIN L	RESIDENT CARE AIDE SPV-1 10
	SECRETARY-E		

Additional Subordinates

20. This position's responsibilities for the above-listed employees includes the following (check as many as apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Complete and sign service ratings. | <input checked="" type="checkbox"/> Assign work. |
| <input checked="" type="checkbox"/> Provide formal written counseling. | <input checked="" type="checkbox"/> Approve work. |
| <input checked="" type="checkbox"/> Approve leave requests. | <input checked="" type="checkbox"/> Review work. |
| <input checked="" type="checkbox"/> Approve time and attendance. | <input checked="" type="checkbox"/> Provide guidance on work methods. |
| <input checked="" type="checkbox"/> Orally reprimand. | <input checked="" type="checkbox"/> Train employees in the work. |

22. Do you agree with the responses for items 1 through 20? If not, which items do you disagree with and why?

Yes.

23. What are the essential functions of this position?

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24. Indicate specifically how the position's duties and responsibilities have changed since the position was last reviewed.

Updated division, section, and office names. Removed athletic programming task, updated to work with principal and removed behavior plan task in duty 1. Removed task related to learning plans in duty 2. Updated box 16 to include development of policies and enforcement of union obligations.

25. What is the function of the work area and how does this position fit into that function?

The majority of time residential students are on campus is spent in the dormitory, outside the educational setting. Appropriate programs need to be developed and maintained to ensure a quality "home" life for students who are away from their families during the week.

26. What are the minimum education and experience qualifications needed to perform the essential functions of this position.

EDUCATION:

Possession of a bachelor's degree in any major.

EXPERIENCE:

Departmental Manager 13 - 15

Four years of professional experience, including two years equivalent to the experienced (P11) level or one year equivalent to the advanced (12) level.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of the organization, function of, and treatment programs in residential/dormitory setting.
- Knowledge of the principles of management, including program planning, monitoring, and evaluation; staffing and budgeting.
- Knowledge of employee policies and procedures; experience directing union employees is preferred.
- Ability to coordinate and direct program development, implementation and evaluation.
- Ability to work effectively with children and youth with varying levels of sophistication and aggressiveness.
- Ability to identify and solve administrative problems.
- Ability to communicate effectively with people who are deaf, hard of hearing, and hearing.
- Thorough knowledge of curriculum, supervision, instruction, and guidance.
- Thorough knowledge of training and supervisory techniques.
- The ability to correlate the educational program with the residential program.
- Knowledge and ability to facilitate Functional Behavioral Assessments, Behavior Intervention Plans and crisis management (required).
- Ability to instruct, direct, and evaluate employees.
- Ability to maintain records, prepare reports, and compose correspondence.
- Ability to participate in meetings, communicate effectively, and maintain favorable public relations.
- Ability to effectively communicate.
- Knowledge of Deaf Community and Deaf Culture.
- Knowledge and experience working with a variety of ages of students with all types of disabilities.
- Fluent in American Sign Language with strong communication for diverse levels of language

CERTIFICATES, LICENSES, REGISTRATIONS:

Proficient in communication using American Sign Language (as prescribed and measured by the ASLPI administered by the MSD is required) is preferred.

Valid driver's license.

NOTE: Civil Service approval does not constitute agreement with or acceptance of the desired qualifications of this position.

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Supervisor

Date

TO BE FILLED OUT BY APPOINTING AUTHORITY

Indicate any exceptions or additions to the statements of employee or supervisors.

NA.

I certify that the entries on these pages are accurate and complete.

Appointing Authority

Date

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Employee

Date