



Shiawassee

Regional Education Service District

1025 N. Shiawassee Street ~ Corunna, MI 48817

Phone: 989-743-3471 Fax: 989-743-6477

www.sresd.org

2005 -2006 ANNUAL WEBSITE REPORT

2005- 2006 Board of Education

Timothy Atkinson, President

Robert Sleeper, Vice President

Cathy Mulholland, Treasurer

Dennis Henige, Trustee

Tom Atherton, Trustee

John E. Hagel, SRESD Superintendent

DATA REPORTING FOR INTERMEDIATE SCHOOL DISTRICTS

TABLE OF CONTENTS

Public act 413 of 2004 amended the Revised School code by adding section 620, which requires each intermediate school district to post information on its website by December 31 of each year beginning in 2006. These reporting requirements give SRESD a chance to tell our story to the community.

The information is broken into the following categories:

General Overview of Shiawassee Regional Education Service District (pages 2-7)

1. General Information –page 8
2. Fiber Optic or Cable Equipment – page 8
3. IRS 1099 - page 8
4. Contracts – page 8
5. Contract Modifications – page 9
6. Motor Vehicles – page 9
7. Certain ISD Expenditures – page 9
8. Travel – page 9
9. Administrative Job Descriptions – page 10-21
10. Salary, Expense Account and Supplemental Compensation – page 22
11. Other Useful Information – page 22

GENERAL OVERVIEW OF SHIAWASSEE RESD

Shiawassee Regional Education Service District (SRES D) provides support for all public, charter and non-public schools that operate within Shiawassee County. There are 57 Intermediate School Districts in the State of Michigan. Each bases its work on the specific needs of their constituent school districts. All offer leadership, programs, and services in the areas of instruction, career and technical education, special education, technology and business.

Local School Districts served by Shiawassee RESD

Byron Area Schools

312 W. Maple
Byron, MI 48418
810-266-4881
Superintendent, Dr. Mark Miller
State Aid Membership: 1,379.19

Durand Area Schools

310 N. Saginaw St.
Durand, MI 48429
989-288-2681
Superintendent, Dr. Jan Amsterburg
State Aid Membership: 1,916.75

Morrice Area Schools

691 Purdy Lane
Morrice, MI 48857
517-625-3142
Superintendent, Mr. Bruce Burger
State Aid Membership: 665.95

Owosso Public Schools

1405 West North St.
Owosso, MI 48867
989-723-8131
Superintendent, Mr. Greg Gray
State Aid Membership: 3,916.08

Corunna Public Schools

124 N. Shiawassee St.
Corunna, MI 48817
989-743-6338
Superintendent, Mr. John Smith
State Aid Membership: 2,383.30

Laingsburg Community Schools

320 E. Grand River Rd.
Laingsburg, MI 48848
517-651-2705
Superintendent, Mr. Richard Dunham
State Aid Membership: 1,297.96

New Lothrop Area Public Schools

9285 Easton Road
New Lothrop, MI 4846
810-638-5091
Superintendent, Mr. John Strycker
State Aid Membership: 787.88

Perry Public Schools

2775 Britton Road
Perry, MI 48872
517-625-3108
Superintendent, Mrs. Jacklyn Hurd
State Aid Membership: 1,926.93

Non-Public Schools:

Grace Lutheran School, Laingsburg Christian School, Salem Lutheran School, Spring Vale Academy, St. Joseph School, St. Paul School, Owosso Christian School.

VISION

The Shiawassee Regional Education Service District aspires to be respected by those we serve for responding to their needs and preparing for the future. We are caring and supportive of our customers and each other. SRES D is knowledge-driven, research-based, and committed to being collaborative leaders.

MISSION

The mission of the Shiawassee Regional Education Service District is to provide direct and collaborative services that support quality learning environments.

VALUES

We all accept the responsibility for leadership within our organization. As reflected in our daily actions, we are committed to performing high standards of service, we add value to our customers, and we are responsive to their needs. Our behavior demonstrates respect for our customers and our colleagues. We are committed to fostering learning centered education. We engage in organizational and personal learning. We are knowledge-driven and committed to implementing best practices.

We make decisions regarding our programs, products and services based upon facts and information. We are future-focused and manage for innovation by encouraging risk-taking and focusing on results. We aspire to be a flexible, adaptable organization with the capacity to respond rapidly to changing environments, circumstances, and customer requirements.

KEY INDICATORS OF SUCCESS

Local District and Customer Satisfaction

Customers of Shiawassee RESD utilize our services and are satisfied because we add value in areas that are critically important to them.

SRES D Employee Satisfaction

Employees of SRES D are consistently satisfied with their roles and working conditions; we recruit, develop, and retain the highest quality staff available to serve our customers.

SRES D Student Achievement

Students of the SRES D consistently achieve at high levels; we provide students with strategies and skills that ensure their employability and/or goal achievement.

SRES D Financial Stability

Our organization maintains a stable financial position that allows us to achieve our mission and vision in a quality manner.

SRES D Quality Processes

The work processes within the SRES D enable the staff to be efficient and effective in achieving organizational goals.

SERVING OUR CUSTOMERS

Programs for All Students:

SRES D provides programs, services, and assistance to support academic learning for all students. Services provided by SRES D to local districts through consortium include early childhood programs, assistance in the areas of physical therapy, occupational therapy, speech, psychology, social work, nursing, attendance, and juvenile court. Also served through the consortium are children who are gifted and talented, learning disabled, autistic, or emotionally impaired.

Public School Districts and Non-Public Schools:

The SRES D key customer group is a consortium of the eight Public School Districts in Shiawassee County. The districts receive state funded services and/or contract with SRES D on an annual basis for SRES D services offered, or by working with RES D to build a customized service. SRES D strives to provide opportunities for customers that add value beyond contract relationships including regularly scheduled meetings of the Superintendent Council, Curriculum Directors Council, Principals, Counselors, Career Technology Education Coordinators, Special Needs Para-Professionals, and Media/Technology Specialists. SRES D also offers services on an ad hoc basis to any school or district, locally, regionally, or statewide.

The non-public/parochial schools in Shiawassee County are also an important customer group. Services provided to public schools are equally available to students in non-public schools, are primarily focused on eligible special education students with delivery at the school site, and include professional development opportunities for non-public school staff.

Direct services to students include Teen Leadership programming, Shiawassee Scholar events, the CHAMP program, summer technology camps and numerous career programs.

Local Service Planning:

In order to fulfill our mission, the SRES D continued implementation of Local Service Planning this past year. It is a five phase process for 1) identifying local district needs, 2) developing a countywide plan based on common needs, 3) developing customized local service plans, 4) deploying the plans, and 5) evaluating and revising the plans. Professional development and other services provided to districts this past year were based on the general areas of need identified including Early Childhood and No Child Left Behind.

Other Educational Organizations:

In addition to schools, SRES D provides services related to coordination, facilitation, quality assurance, data collection, and reporting for other Intermediate School Districts, the Michigan Department of Education, Michigan Department of Career Development, Genesee-Shiawassee Workforce Development Board, Educational Advisory Board, Michigan Workforce Agency, Capital Area Science and Math Center, and various professional organizations.

**SERVICES AND SUPPORT PROVIDED BY SHIAWASSEE RESD
TO LOCAL SCHOOL DISTRICTS**

| | |
|--|--|
| Administrative Services | Fiber Optic Network |
| Assessment Assistance & Support | GED and Work Keys Testing |
| Assistance/Support with Federal/State Compliance | Gifted and Talented Services |
| Career Education: *Career & Technical Education(CTE), CTE Student Reporting | Hardware, Software & Instructional Technology Support |
| Classroom Speaker Directory | Grant Writing |
| Employability Skills Training; Junior Achievement, Mock Interviews, Reality Store Training, Student Industry Certification Programs, School to Work Programs, Workforce Investment Act (WIA) | Financial and Student Software Applications and Scheduling |
| Communication and Data Services | Hearing Impaired Programs |
| Instructional Strategy Programs | Instructional Technology/Media Services |
| Inter-district Cooperative Programs | Cost reductions through group purchasing |
| Curriculum Development Support | Network Design and Management |
| Parent Advisory Committee | Partnerships |
| Physical and Occupational Therapy | Professional Development |
| Curriculum Mapping and Alignment | Professional Consultation |
| Program for Students with Developmental Disabilities | School Improvement & Accreditation Assistance |
| Special Education Student Support Services | Social Workers |
| Survey Creation and Support | Speech Therapy |
| SRES and LEA Integration | Substitute Teacher Registration |
| Data Analysis and Presentation Support | Distance Learning through SITES |
| Early Childhood Programs and Services | Early Childhood Trainings |
| Energy Supply Reduction | Truancy Services |
| Technology Preparation, Planning, Training, Repair Orientation | Special Education Student Support Services |
| Data Collection and Reporting | Psychological Services |
| Pupil Accounting Services | |

BELIEF STATEMENT

In Support of the mission, we believe:

A positive self image is one of the most important qualities we can help our students to develop. The Least Restrictive Environment for students means a continuum of program alternatives. Meeting individual needs means having realistic yet high expectations for student performance, adapting techniques necessary for optimum development, and respecting each student's right to make decisions regarding his/her own future. Obtaining suitable employment opportunities for our students is an important priority. Community based instruction benefits the students as well as the community.

A functional program is one which includes instruction in cognition, communication skills, vocational training, emotional development, leisure and social skills, adaptive living and the enhancement of life activities through artistic exposure and exploration. The RESD should work closely with families so that good rapport is established and maintained. (Create a sense of community) Staff members need to have training opportunities which will help them grow professionally and therefore enrich the education of their students.

PARTNERSHIPS

Shiawassee RESD has established numerous partnerships which include:

- Michigan Department of Education, a key decision driver on statewide initiatives, legislative efforts, curriculum design, instructional delivery mechanisms, and grants to facilitate school improvement.
- Michigan Department of Labor and Economic Growth, Department of Career and Technical Preparation facilitates curriculum development support and federal programming for approved Career & Technical Education Programs.
- The Association of Educational Service Agencies (ASEA) in partnership with the Michigan Association of Intermediate School Administrators (MAISA) and other ISD's to leverage new business opportunities and facilitate a network of strategic alliances.
- Michigan Regional Educational Media Center Association (REMC) in partnership with MAISA facilitates continuous improvement, provides cutting edge information, and legislative lobbying efforts.
- Michigan Staff Development Council (MSDC), networking leaders in school improvement, professional development, curriculum, instruction and assessment.
- Michigan Association for Community College Educator Preparation for connecting community colleges and K-12 organizations.
- The School Improvement Facilitator's Network (SIFN) providing hands-on support, training, and tools in the area of school improvement, professional development, curriculum, instruction, and assessment.
- Collaboration with the University of Michigan—Flint to provide professional development and credit to local district administrators and teachers.
- Consortium partnership with the eight local districts for delivery of Special Education Services, the Shiawassee Interactive Telecommunication Educational System (SITES), and the Shiawassee

Career Preparation System career pathway opportunities.

- Lansing Community College, Western Michigan University, Central Michigan University, Mott Community College, Ferris State University, and Saginaw Valley State University provides university credit for professional development.
- College credit for students is provided by Baker College of Owosso, Lansing Community College, and Mott Community College for several approved Career & Technical Education Programs.
- Partnership with the Shiawassee Regional Chamber of Commerce and Junior Achievement of Southeastern Michigan to provide Career Preparation programs.
- Partnership with Memorial Healthcare of Owosso, Baker College of Owosso, and Mane Street Academy of Hair Design in providing Career & Technical Education programming for students in the 8 local districts.
- Michigan ESP Center for Professional Learning partnership providing professional development and certification for educational support personnel.
- Partnership with Michigan Works! Career Alliance and the Michigan Rehabilitation Services to provide workforce development training for students with barriers to employment.
- Michigan Energy Limited (MISEC) provides deregulated energy at reduced cost.
- Interagency partnerships with Shiawassee County Family Court, Family Independence Agency, Michigan State University Extension, Memorial Healthcare Center, and Shiawassee County Mental Health to support and interface with the broad spectrum of physical, social and economic issues facing students and their families.
- Partnerships with Genesee, Lapeer, Saginaw and St. Clair County ISD's, and Lansing Community College to provide distance learning opportunities and unified purchasing.
- Partnership with the Mid-Michigan Consortium for designing professional development activities, state curriculum based assessments, and classroom activities and tools, for school staff in six counties.
- North Central Regional Educational Laboratory (NCREL) assists with the design and delivery of current, research-based professional development opportunities.

SRES D Compliance, Notices, Policies

SRES D complies with all federal laws and regulations prohibiting discrimination, and with all requirements and regulations of the U.S. Department of Education, that no person on the basis of race, color, religion, national origin, or citizenship status, creed or ancestry, age, gender, marital status, non-disqualifying disability, height, or other protected categories shall be discriminated against, excluded from participation in, denied or otherwise be subjected to discrimination in employment or in any program or activity for which it is responsible or for which it received financial assistance from the U. S. Department of Education. If you need accommodations such as interpreter services, please call Don Trap, Assistant Superintendent, at 989-743-3471 or call TTY 989-743-6102 at least 72 hours in advance of need.

1. General Information:

| | |
|---|---|
| Total Budget: \$17,307,961 | Pupil FTE's: 14,477.47 |
| Constituent Districts, PSA's, Non-Public Schools = 13 | Taxes Levied: General Ed: .2238 Special Ed: 3.6802 |
| Total ISD Employees (Full & Part-time) 311 (data obtained from the REP report) | Taxable Valuation of all Properties: \$1,911,205,341 |

2. Fiber Optic or Cable Equipment & Operating system software for Fiber Optic/Cable Equipment Networks:

The following information includes the expenditure and source of funding for equipment and software:

| NAME | AMOUNT |
|------------------|-------------|
| Foundry Networks | \$24,310.00 |
| Novell | \$ 6,388.00 |
| CDW Government | \$ 7,450.00 |

3. IRS – 1099's

Payments made to individuals for whom a federal income tax form 1099 was issued in amounts over \$25,000:

| NAME | SERVICE | AMOUNT |
|----------------|-------------------------|-------------|
| Ann Saffer | Professional Services | \$46,928.75 |
| Barbara Vrable | Nursing Services | \$48,998.85 |
| Claudia Rhode | Professional/Consultant | \$36,216.68 |

*Calendar year 2005

4. Contract Information:

The following are vendors who were paid for contracts that were entered into by the ISD during the fiscal year:

| NAME | SERVICE | AMOUNT |
|----------------------------------|---------------------------------|----------|
| Advanced Audiology, LLC | Testing & Professional services | \$24,950 |
| Michigan Public Health Institute | Project Evaluation Services | \$28,190 |
| The University of Michigan | Internet | \$25,095 |
| Verizon North | Telephone Service | \$38,736 |

5. Contract Modifications:

There are no contract modifications to report.

6. Motor Vehicles:

The following vehicles were owned or leased by the ISD during the fiscal year weighing less than 7,500 pounds:

| MOTOR VEHICLE | PURPOSE |
|--------------------------|------------------------------|
| 2002 Chevy Express Van | Custodial vehicle |
| 2002 Chevy Express Van | Inter-school courier vehicle |
| 2003 Jeep Grand Cherokee | Superintendent vehicle |

7. Certain RESD Expenditures:

ISD expenditures for administration and Public Relations, Surveys, Polling, Lobbying, and Legal Services:

| DESCRIPTION | AMOUNT | % OF BUDGET |
|--|---------------|--------------------|
| Administrative Costs | \$335,225.00 | 1.9368% |
| Public Relations, Legal Fees Surveys, Polling, Lobbying | \$ 9,591.00 | .0554% |

8. Travel Information:

Intermediate School District's are required to report travel information for each board member or administrator if their travel expenses exceed \$3,000 paid for with ISD funds, for the fiscal year.

Shiawassee RESD did not pay any board member or administrator travel expenses in excess of \$3,000.

9. Administrative Job Descriptions:

SUPERINTENDENT

SUMMARY

Under direction of the Board of Education, manages the school district acting as an agent of the Board. Provides information and input to the Board, manages school business and provides liaison between the community and the District.

SUPERVISORY RESPONSIBILITIES:

Manages subordinate supervisors who supervise employees in the Finance/Planning, Curriculum/Staff Development, Community Education, Special Education, Principals, and Personnel/Employee Relations, Vocational Education and Building and Student Services Departments. Is responsible for the overall direction, coordination, and evaluation of these units. Also directly supervises non-supervisory employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

1. Acts as the agent of the Board of Education.
2. Establishes and prepares meeting agendas, presents items for consideration to the Board, responds to inquiry from the Board.
3. Manages a staff of administrators including the Assistant Superintendents, Directors, and Principals.
4. Ensures the communication and interpretation of Board decisions and requests to staff.
5. Provides goal setting and problem solving to staff.
6. Recommends hiring to Board and evaluates performance.
7. Responds to staff and community regarding questions or problems about school operations.
8. Recommends policy and program decisions to the Board.
9. Develops administrative rules and procedures to implement Board policy.
10. Attends regular and special Board meetings each month.
11. Oversees the preparation of the annual budget.
12. Interviews candidates and recommends candidates to the Board for hiring.
13. Attends various organizational meetings outside the district.
14. Ensures compliance with appropriate State and Federal Constitutional and statutory rules and regulations.

SUPERINTENDENT, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGES SKILLS AND ABILITIES FOR EMPLOYMENT:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Minimum of a Master's Degree in Educational Leadership: must have strong leadership skills, communication skills.

CERTIFICATES, LICENSES, REGISTRATIONS:

Certification for Superintendent, Certification for Central Office Administration through State.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Demonstrate dynamic interpersonal skills working with parents, staff and representatives of agencies and constituent school districts. Ability to organize, generate, direct and monitor small and large group activities. Ability to communicate effectively, both written and orally. Ability to exercise good judgment and make decisions in accordance with board policies and established administrative operating procedures.

ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION

SUMMARY

Plan, organize, and implement the Special Education programs for Shiawassee RESD; contribute to the overall program to assist schools and students succeed; perform related duties as required.

SUPERVISION RECEIVED

Work is performed under the general direction of the Superintendent, consistent with the policies established by the District.

SUPERVISION EXERCISED

Directly supervises those employees in his/her area of responsibility. Supervisory responsibilities include hiring, training, assigning work, checking work in progress and/or upon completion, evaluating performance and recommending or participating in the disciplinary or grievance process.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

An employee in this position may be called upon to do any or all of the following essential duties: (These examples do not include all of the duties which the employee may be expected to perform.)

1. Assess Special Education needs of the district.
2. Develop annual and long range plans to address Special Education needs.
3. Identify resources to address needs.
4. Develop goals to achieve plans and goals.
5. Allocate resources to reach goals.
6. Identify problems in the Special Education programs and seek solutions.
7. Recruit, interview and recommend staff for employment to the Superintendent.
8. Prepare and administer Special Education and related budgets.
9. Plan and coordinate professional development activities for teaching staff.
10. Develop, implement and maintain evaluation procedures for programs and personnel.
11. Ensure compliance with State and Federal Special Education laws by RESD and ISD's.
12. Perform related work as required.

ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGES, SKILLS AND ABILITIES FOR EMPLOYMENT

All of the following functions, qualifications, knowledge's, skills, abilities (KSA's) and duties are essential. An employee in this class, upon appointment, should have the equivalent of the following:

- Considerable knowledge of Federal, State and local trends.
- Considerable knowledge of Federal, State and District programs.
- Considerable knowledge of State and District policies and procedures.
- Considerable knowledge of Special Education requirements.
- Considerable knowledge of State and District reports.
- Considerable knowledge of developing and administering budgets.
- Knowledge of recruiting and interviewing requirements.
- Knowledge of District business and industry requirements.
- Knowledge of contract requirements.
- Ability to recruit and interview.
- Ability to supervise and lead.
- Ability to develop annual and long term plans.
- Ability to organize and implement plans.
- Ability to negotiate.
- Graduation from a college or university of recognized standing with a Master's degree, and an additional minimum of thirty hours in the specific or related field.
- Special Education Administrator certificate required.
- Teaching degree required.
- Administrative certification required.
- Three years experience required in specific or related field.

ASSOCIATE SUPERINTENDENT FOR SCHOOL IMPROVEMENT AND INSTRUCTIONAL SUPPORT SERVICES

SUMMARY

Plan, organize, and implement School Improvement programs for Shiawassee RESD; contribute to the overall process to assist schools and students succeed; perform related duties as required.

SUPERVISION RECEIVED

Work is performed under the general direction of the Superintendent, consistent with the policies established by the District.

SUPERVISION EXERCISED

Directly supervises those employees in his/her area of responsibility. Supervisory responsibilities include hiring, training, assigning work, checking work in progress and/or upon completion, evaluating performance and recommending or participating in the disciplinary or grievance process.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

An employee in this position may be called upon to do any or all of the following essential duties: (These examples do not include all of the duties which the employee may be expected to perform).

1. Research School Improvement needs of the district by collection data.
2. Develop annual and long range plans to address School Improvement needs.
3. Identify resources to address needs.
4. Develop goals to achieve plans and goals.
5. Allocate resources to reach goals.
6. Identify problems in School Improvement programs and seek solutions.
7. Recruit, interview and recommend staff for employment to the Superintendent.
8. Prepare and administer School Improvement related budgets.
9. Plan and coordinate professional development activities for teaching staff.
10. Develop, implement and maintain evaluation procedures for programs and personnel.
11. Perform related work as required.

ASSISTANT SUPERINTENDENT FOR SCHOOL IMPROVEMENT
AND INSTRUCTIONAL SUPPORT SERVICES, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGES
SKILLS AND ABILITIES FOR EMPLOYMENT

All of the following functions, qualifications, knowledge's, skills, abilities (KSA's) and duties are essential. An employee in this class, upon appointment, should have the equivalent of the following:

- Considerable knowledge of Federal, State and local trends.
- Considerable knowledge of Federal, State and District programs.
- Considerable knowledge of State and District policies and procedures.
- Considerable knowledge of vocational education requirements.
- Considerable knowledge of State and District reports.
- Considerable knowledge of developing and administering budgets.
- Knowledge of recruiting and interviewing requirements.
- Knowledge of District business and industry requirements.
- Knowledge of contract requirements.
- Ability to recruit and interview.
- Ability to supervise and lead.
- Ability to develop annual and long term plans.
- Ability to organize and implement plans.
- Ability to negotiate.
- Graduation from a college or university of recognized standing with a Master's degree, with an additional minimum of 30 hours in the specific or related field.
- Vocational Education Administrator certificate required.
- Teaching degree required.
- Administrative certification required.
- Three years experience required in specific or related field.

SPECIAL EDUCATION SUPERVISOR

SUMMARY

Supervise and evaluate SRESD Special Education Staff; provide leadership to organize, administer, and evaluate Special Education programs and services; consult and collaborate with LEA and RESD; serve as resource to administrators, teachers and parents perform related duties as required.

SUPERVISION RECEIVED

Work is performed under the general direction of the Director Special Education, consistent with the policies established by the District.

SUPERVISION EXERCISED

Supervise School Psychologists, Teachers of Speech/Language Impaired, School Social Worker, Teacher Consultants, Occupational Therapist, Physical Therapist, classroom teachers and instructional aides. Supervision includes hiring, assigning work and setting priorities, checking work in process and/or upon completion, evaluating performance, and recommending or participating in the disciplinary or grievance process.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

An employee in this position may be called upon to do any or all of the following essential duties: (These examples do not include all of the duties which the employee may be expected to perform.)

1. Supervise and lead RESD Special Education staff.
2. Serve as resource to building administrators, teachers, instructional aides, support staff, and parents.
3. Resolve evaluation, placement and planning issues for staff and students.
4. Provide consultation for procedural, legal, and compliance issues.
5. Coordinate and monitor the referral process and delivery of special education programs and services.
6. Facilitate the process of linking school improvements with Special Education.
7. Coordinate meetings with staff on support services, critical issues, people, student programming etc.
8. Consult with administration on procedural, legal, critical and compliance issues.
9. Collect, analyze and discriminate qualitative and quantitative data for Special Education program/service delivery.
10. Facilitate the implementation of student outcomes.
11. Coordinate and facilitate transition planning.
12. Perform related work as required.

SPECIAL EDUCATION SUPERVISOR, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGES, SKILLS AND ABILITIES FOR EMPLOYMENT

All of the following functions, qualifications, knowledge's, skills, abilities (KSA's) and duties are essential. An employee in this class, upon appointment, should have the equivalent of the following:

- Considerable knowledge of Special Education programs.
- Considerable knowledge of Special Education policies and procedures.
- Reasonable knowledge of Special Education resources.
- Knowledge of computer and computer software.
- Ability to supervise and lead.
- Ability to organize and implement plans.
- Ability to handle stress.
- Graduation from a college or university of recognized standing with a Master's degree.
- Minimum of two to three years experience in the specific or related field.

DIRECTOR, INSTRUCTION AND TECHNOLOGY

SUMMARY

Administer, plan, organize, develop, implement and monitor educational programs; coordinate special projects; serve as liaison and resource person; prepare proposals, budgets and final reports; coordinate department activities; provide leadership in the development of ongoing long range plans; oversee operations of departments; perform related duties as required.

SUPERVISION RECEIVED

Work is performed under the general direction of the Assistant Superintendent, consistent with the policies established by the District.

SUPERVISION EXERCISED

Directly supervise specialists, secretaries, operators, counselors, courier, paraprofessionals, and clerks. Supervision includes assigning work and setting priorities, checking work in process and/or completion, evaluating performance. Can also include hiring, training, and recommending or participating in the disciplinary or grievance process.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

An employee in this position may be called upon to do any or all of the following essential duties: (These examples do not include all of the duties which the employee may be expected to perform.)

1. Research, compile and analyze needs, and propose and recommend projects.
2. Plan and coordinate school programs.
3. Devise, formulate, design, develop and author proposals.
4. Direct and monitor school programs for compliance.
5. Assist with development of long range plans.
6. Prepare, allocate, communicate, maintain, review budgets.
7. Design systems to meet needs.
8. Supervise department staff.
9. Recruit, interview, hire and evaluate department personnel.
10. Maintain files and compile data for annual reports.
11. Ensure and enforce Federal, State, and District regulations, policies and procedures.
12. Perform related work as required.

DIRECTOR, INSTRUCTIONAL TECHNOLOGY, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGES, SKILLS AND ABILITIES FOR EMPLOYMENT

All of the following functions, qualifications, knowledge's, skills, abilities (KSA's) and duties are essential. An employee in this class, upon appointment, should have the equivalent of the following:

- Considerable knowledge of Federal, State, and District programs.
 - Considerable knowledge of Federal, State, and District policies and procedures.
 - Reasonable knowledge of how to write funding proposals.
 - Considerable knowledge of laws governing school funding and programs.
 - Knowledge of goals and objectives of the District.
 - Considerable knowledge of the departments technology.
 - Reasonable knowledge of Federal, State, and District resources.
 - Knowledge of computers and required computer software.
 - Ability to supervise and lead.
 - Ability to communicate.
 - Ability to make presentations.
 - Ability to handle stress.
- Following certificates may be required:
- Teaching
- Graduation from a college or university of recognized standing with a Master's degree.
- Minimum of three to ten years experience in the specific or related field.

DIRECTOR OF FINANCE

SUMMARY

Accountable for overseeing the district's business and financial needs including Federal/State/Local requirements and other matters as required and/or assigned.

SUPERVISION RECEIVED

Work is performed under the general direction of the Superintendent, consistent with the policies established by the District.

RESPONSIBILITIES AND ESSENTIAL DUTIES AND FUNCTIONS

An employee in this position may be called upon to do any or all of the following essential duties: (These examples do not include all of the duties which the employee may be expected to perform.)

1. Plans, assigns, and directs work in reviewing department budget requests and revenues. Prepares annual budget for review by the Superintendent of Schools.
2. Plans, assigns, and directs the investigation and continuous review of departmental, operations, and procedures. Prepares reports and recommendations to the Superintendent of Schools.
3. Makes reports and recommendations relating to budget preparation and administration.
4. Supervises the maintenance of complex financial records and the preparation of periodic and specific reports.
5. Confers with and advises department heads on budget matters.
6. Plans, assigns, assists, and directs work of central office payroll and finance employees.
7. Performs internal auditing and assists with external audits during closing of the district's financial records.
8. Maintains accurate and complete records of assets, inventories, and insurance.
9. Analyzes proposed and existing legislation to assess implications for district; communicate implications of proposed legislation with appropriate legislators, professional groups, and community.
10. Assist in the planning, development and implementation of the district's budget process to facilitate meeting community's educational mission. Process must include developing overall budget strategy, obtaining broad range of input, aligning resources with Strategic Plan, prioritizing needs, allocating resources among priorities, communicating with community, staff and board, and developing mechanisms for monitoring and evaluation of financial performance.
11. Monitors district cash flow and maximizes the district's use of resources by implementing cost savings programs, generating investment income, and cost effective borrowing.
12. Oversees compliance reporting to Federal, State, Local, and private funding sources.
13. Assists with the district's risk management activities, benefit programs (i.e., health, liability, tax sheltered plans, life, long term disability, worker's compensation and unemployment), and payroll function.
14. Performs other related duties as assigned.

DIRECTOR OF FINANCE, (cont)

ESSENTIAL FUNCTIONS, QUALIFICATIONS AND KNOWLEDGE'S, SKILLS AND ABILITIES FOR EMPLOYMENT

All of the following functions, qualifications, knowledge's, skills, abilities (KSA's) and duties are essential. An employee in this class, upon appointment, should have the equivalent of the following:

Demonstrated ability to add value to the district and its administrative team and commitment to education excellence.

Ability to communicate and work effectively with administrative team, Board members, professional and support staff, bargaining units, community members, municipal agencies, and others as required.

Strong leadership, team-building skills, proven effectiveness in involving and working with people at all levels.

Experience and training in accounting, fund investment, budget development, monitoring and reporting, computers, technology, negotiations, and regulatory compliance.

Knowledgeable and/or ability to learn of Michigan school finance, legal, and insurance matters.

Minimum of BA in accounting or business; additional education and/or experience in school business and finance and/or other related business experience.

CPA and/or Master's Degree a plus.

10. Salary, Expense Account and Supplemental Compensation:

The following data represent the annual monetary value of the top 3% employees of the intermediate school district. The employees were determined by taking the number of ISD employees, multiplied by .03 to determine the 3% figure.

| POSITION | SALARY | EXPENSE ACCOUNT | REIMB. EXPENSE | SUPPLEMENTAL COMPENSATION |
|-------------------------|------------|-----------------|----------------|---------------------------|
| Superintendent | \$129,900. | -0- | -0- | \$14,540. |
| Asst. Superintendent | \$107,258. | -0- | -0- | \$ 250. |
| Assoc. Superintendent | \$ 97,854. | -0- | -0- | \$ 250. |
| Regional Supervisor | \$ 87,091. | -0- | -0- | \$ 250. |
| Regional Supervisor | \$ 85,616. | -0- | -0- | \$ 250. |
| Regional Supervisor | \$ 85,616. | -0- | -0- | \$ 250. |
| Regional Supervisor | \$ 85,616. | -0- | -0- | \$ 250. |
| Director of Instruction | \$ 83,859. | -0- | -0- | \$ 250. |
| Director Finance | \$ 83,039. | -0- | -0- | \$ 250. |

OTHER USEFUL INFORMATION

Economic Factors:

Foundation Allowance

The Board of Education and Administration agreed to an estimate of a foundation allowance of \$7,085 per pupil for the 06-07 fiscal year based on information received from various educational organizations such as Michigan Association of School Business Officials, Michigan Association of School Administrators, and the Michigan Association of School Boards as well as discussions local state representatives. The political debate regarding the funding of public education, the current economic climate in the State of Michigan and the gubernatorial election will all affect this estimate before the final foundation allowance is known.

Retirement Rates

The continuing cost of health insurance to current and potential retirees continues to drive the rate increases the Michigan School Personnel Retirement System recommends to the legislature for approval. The rate increased to 17.74% in 2006-07 from 16.34% in 2005-06. The forecast is based on actuarial assumptions that these types of increases will occur until 2012.

Analysis of Budgets:

The Uniform Budget Act of the State of Michigan requires that the local Board of Education approve the original budget for the upcoming fiscal year prior to July 1, the start of the fiscal year.

As a matter of practice, Shiawassee Regional Educational Service District amends its budget during the school year. The June, 2006 budget amendment was the final budget for the 2005-06 fiscal year.

