



Iowa School
for the Deaf



Iowa Educational Services
for the Blind and
Visually Impaired

Superintendent Prospectus

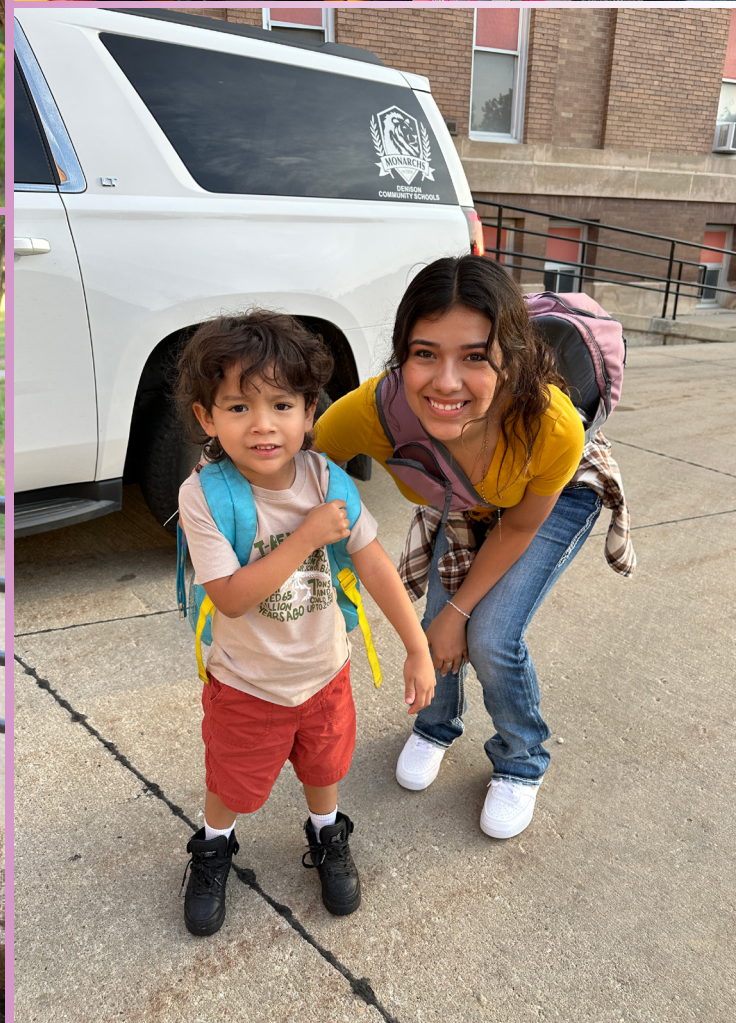
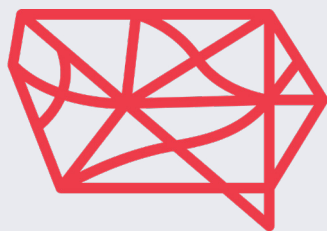
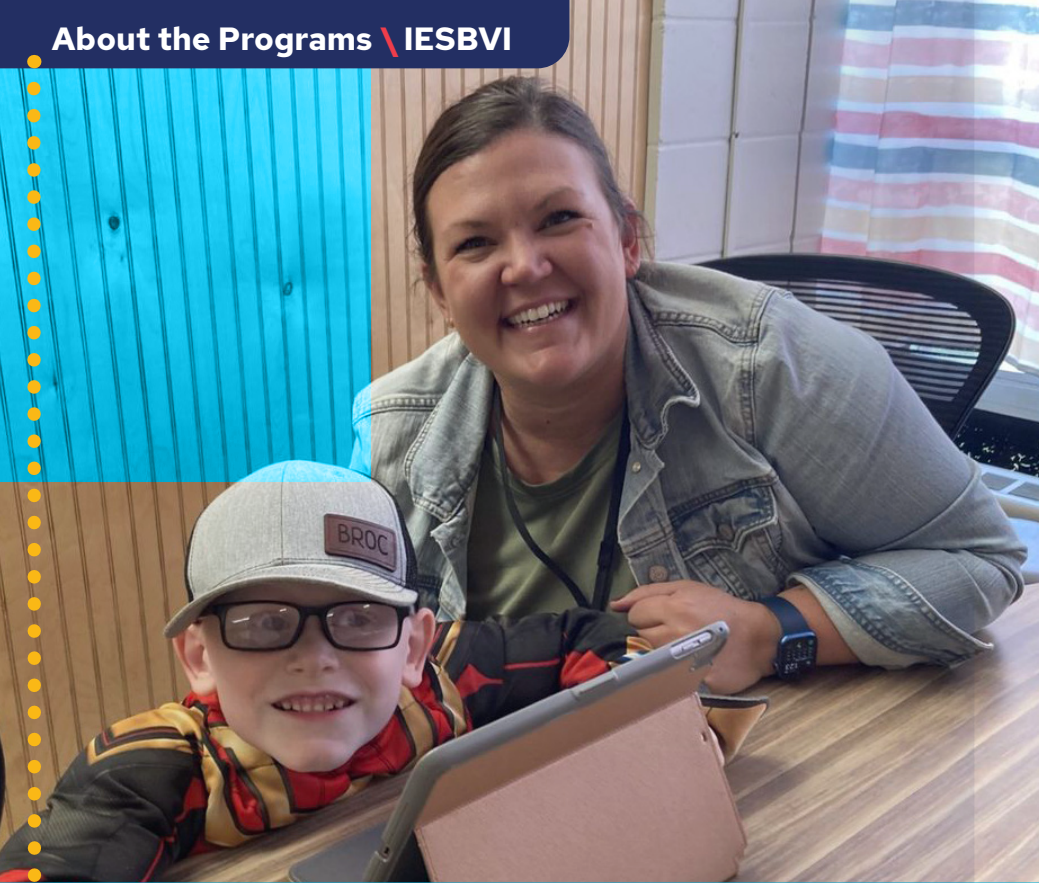


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Iowa Educational Services
**for the Blind and
Visually Impaired**

**Iowa Education Services for the Blind and
Visually Impaired (IESBVI)**

Iowa Educational Services for the Blind & Visually Impaired works with infants, children, teens and young adults with visual impairments in the state of Iowa. We work with Iowa's Area Education Agencies (AEAs) and school districts, providing support for students to successfully learn in and out of the classroom.



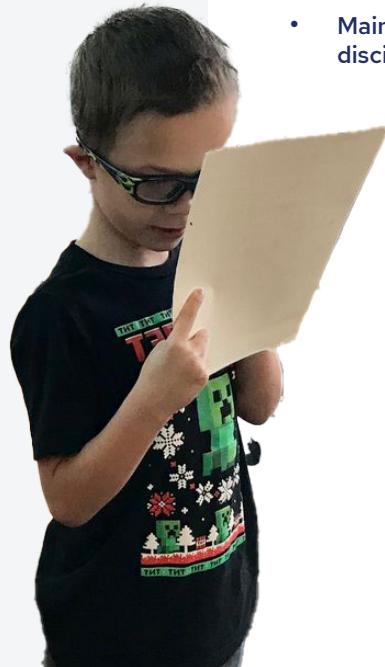
Iowa Educational Services
for the Blind and
Visually Impaired

Mission

Our mission is to enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate educational opportunities, resources, and support services.

Vision

All students can learn, achieve and thrive.



IESBVI Goals

- Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities
- Assure an adequate supply of highly trained teachers and orientation and mobility specialists
- Assure adequate and professional supervision, ongoing professional development and equitable job assignments for professionals working with blind and visually impaired students
- Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population
- Maintain a center of excellence in Iowa for discipline specific expertise

This is how we
thrive.

IESBVI Core Values

Program quality

Collaboration with colleagues and constituent groups

Civility, honesty, integrity, and fairness

Diversity among faculty, staff, and students

Ethical behavior

Open, effective communication

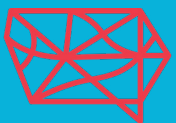
Public accountability, stewardship, and service

Optimal personal development and achievement



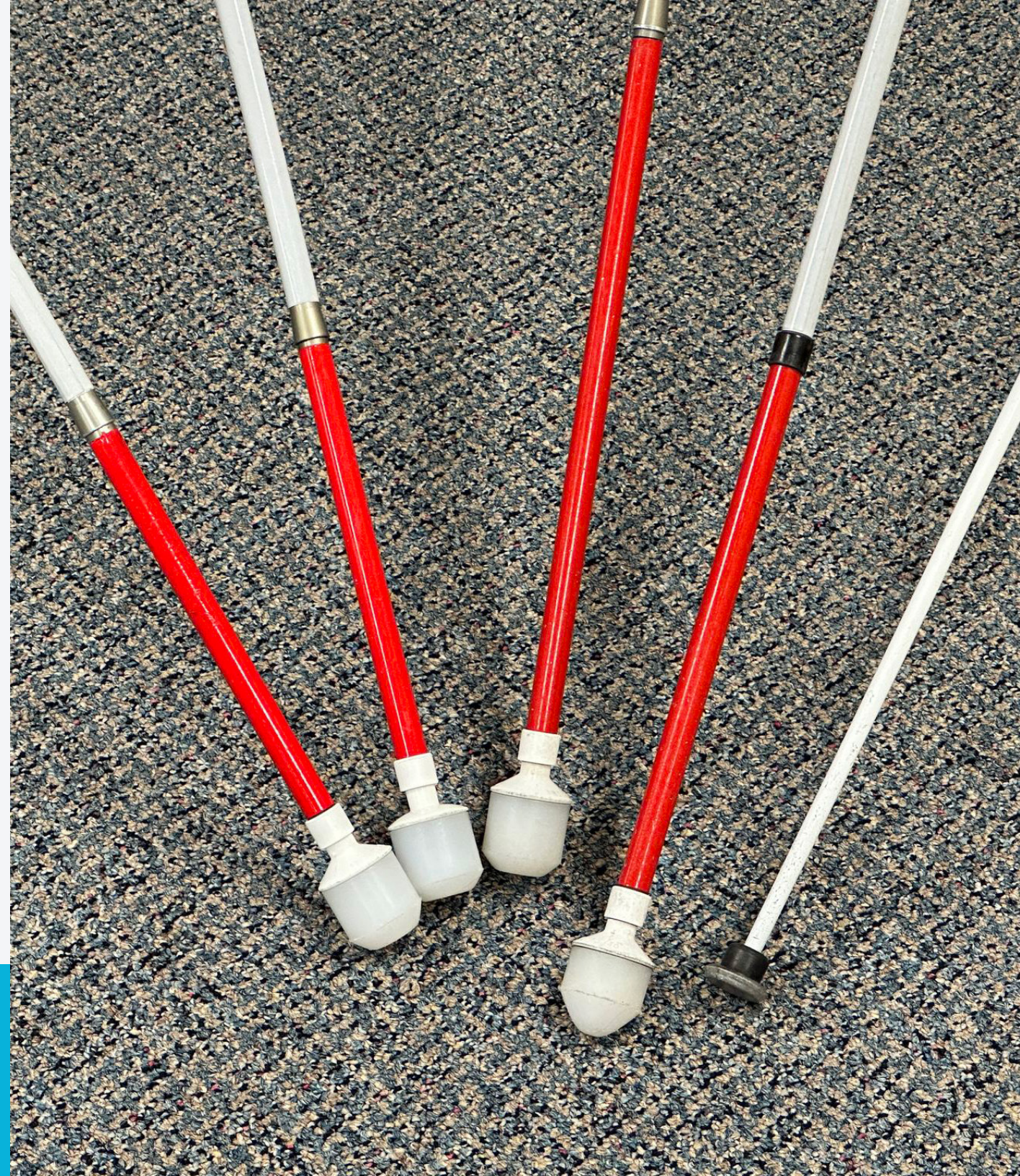
Guiding Principles

- Passion and skills for life-long learning that serve as a role model and prepare students who are blind or visually impaired to achieve their full potential
- Collaboration and coordination with families, other agencies and stakeholders to meet the needs of Iowa's students who are blind or visually impaired
- Integrity, honesty, ethics, and civil discourse in all activities
- Respectful interaction among members of diverse backgrounds, cultures, communication modes and beliefs
- Nurturing environments that promote critical thinking, free inquiry, open communication, and broad participation
- Effective communication that informs constituents of the role, value, and impact of Iowa Educational Services for the Blind and Visually Impaired for students who are blind or visually impaired
- Effective, accountable service to the public through strategic planning and program implementation for Iowa's students who are blind or visually impaired
- Effective stewardship of resources
- Recruitment, retention, and development of outstanding faculty and staff



History

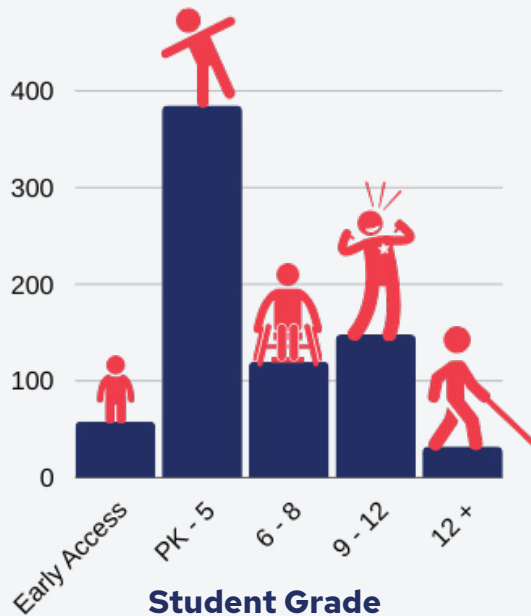
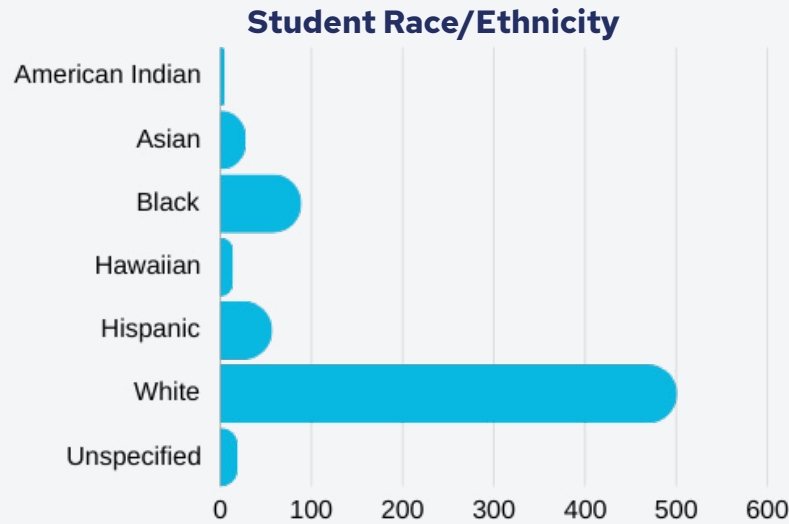
Established in 1852 in Keokuk, Iowa, the school for the Blind holds the distinction of being Iowa's second oldest educational institution. Relocated to Iowa City in 1853, it received a generous land donation in Vinton, Iowa, in 1858, leading to the establishment of the Iowa College for the Blind's campus in 1862. Over the years, it underwent various name changes, including Iowa Asylum for the Blind, Institute for the Instruction of the Blind, Iowa College for the Blind, and Iowa School for the Blind, adopting the name Iowa Braille and Sight Saving School in 1951. In August 2010, a legislative study committee changed the name to "Iowa Educational Services for the Blind and Visually Impaired" (IESBVI). Since the change, IESBVI has continued to provide support and instruction for visually impaired students statewide.



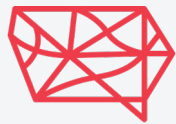
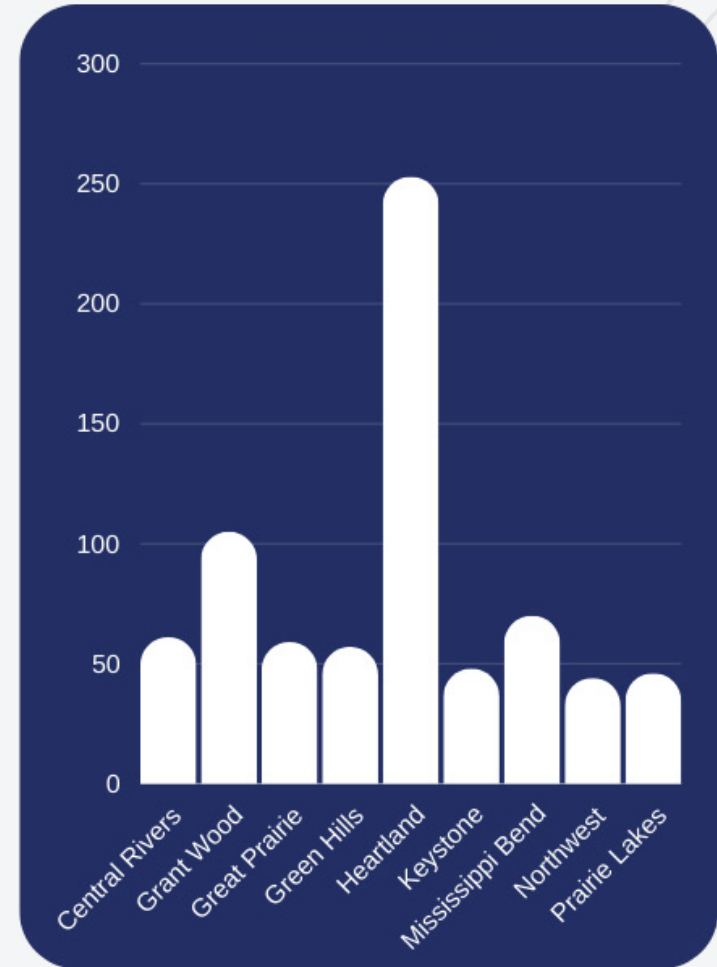
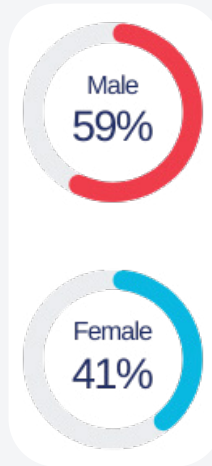
Demographics

743 Children Served

75 Full-Time Staff



Student Gender

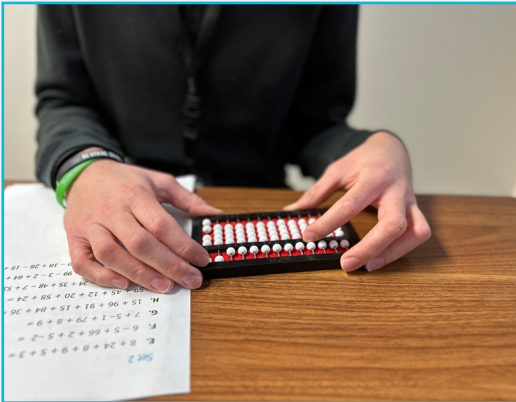


IESBVI Programs and Services



Itinerant Educators & Mobility Specialists

Teachers of the Visually Impaired (TVI) and Orientation & Mobility Specialists (OMS) assist students who are blind and visually impaired, ages birth to 21 years old, who demonstrate a need for special education services. Assistance from these professionals comes in the form of specially designed instruction and recommended accommodations and modifications for those whose visual impairments are affecting their education. IESBVI's service model is an itinerant model in which TVIs and OMS travel to students' local school buildings to provide services.



Statewide Consultants

IESBVI offers additional services in the form of statewide, content-specific consultants. IESBVI Consultants are available to support students, parents and educational professionals in the state of Iowa.



Post-Secondary Transition

Successful transition from school to adult life requires assessment and instruction in all areas of the expanded core curriculum, as well as an understanding of the intended post-secondary outcome for the student's future. The transition process begins, at the latest, at the IEP when the student is age 14. Collaboration between the student, family, team of educators and future partners in targeted areas of living, working and learning can set students up for future success.





IESBVI Programs and Services

Assistive Technology

Students with visual impairments may require assistive technology devices or software to access and participate in the general education environment. Assistive technologies include: braille notetakers, screen reading software, tablets, talking book players, low vision devices, magnifiers, and closed-circuit television (CCTV).



Activities, Camps, and Sports

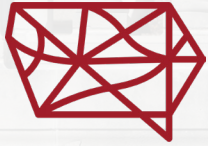
Iowa Educational Services for the Blind & Visually Impaired offers a variety of extra-curricular opportunities through Expanded Learning Programs (ELPs). All opportunities help support student achievement in the areas of the Expanded Core Curriculum (ECC). ELPs include summer camps, weekend retreats, sports teams and much more.



4PLUS Transition Program

The 4PLUS (Post-senior Learning for Ultimate Success) Transition Program is a residential, education-based transition program exclusively for Iowa's post-high school seniors who are blind or visually impaired. The program is for students who are in need of additional transition services in the areas of living, learning and working prior to completing their formal K-12 education.





Iowa School
for the Deaf



Iowa School for the Deaf (ISD)

At Iowa School for the Deaf, children thrive through communication, opportunity, independence, and a sense of belonging. Individualized attention through specialized staff ensures academic and social success, regardless of hearing level or communication preference.



Iowa School
for the Deaf

Mission

Iowa School for the Deaf prepares deaf or hard-of-hearing students from preschool through age 21 for life as literate citizens who contribute to society.

Vision

Iowa School for the Deaf is the statewide resource that provides education and outreach services optimized for students who are deaf or hard of hearing to prepare for adult life.

ISD Goals

Administration

- Improve agency effectiveness by ensuring relevance of programs and services
- Ensure both internal and external stakeholders are informed about agency progress to achieve strategic goals.

Student life

- Develop and implement opportunities for personal and professional development for staff and training and support for students and families to address the social-emotional needs of our students.

Academic program

- Improve the level of academic and social/emotional supports we provide to ISD students

This is how we
thrive.

ISD Core Values

Program quality and communication access

Collaboration with colleagues and constituent groups

Civility, honesty, integrity, and fairness

Diversity among faculty, staff, and students

Ethical behavior

Diversity among faculty, staff and students

Open, effective communication

Public accountability, stewardship, and service

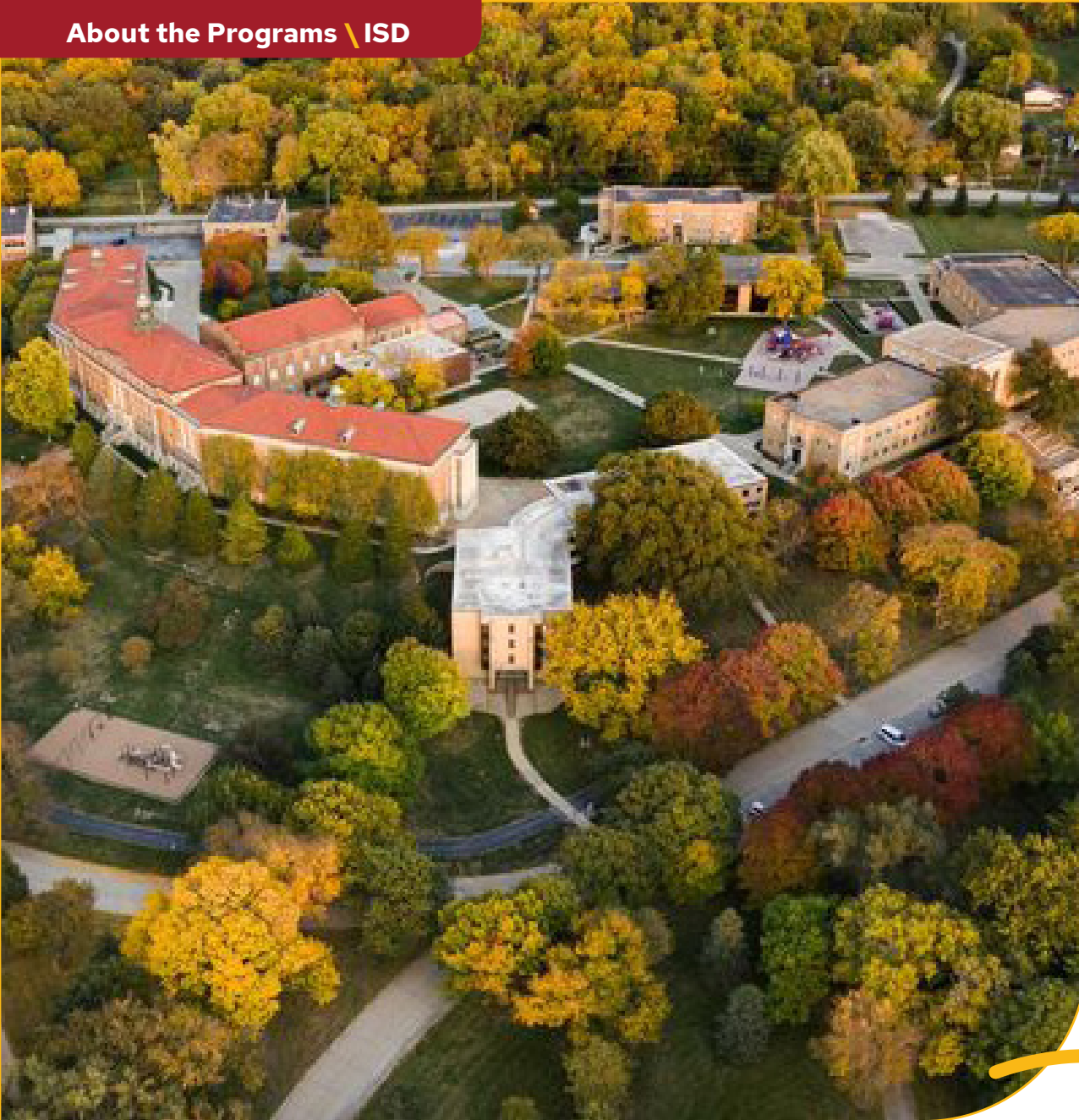
Optimal personal development and achievement



Guiding Principles

- Passion and skills for life-long learning that serve as a role model and prepare students who are deaf or hard of hearing to achieve their full potential
- Outreach, collaboration and coordination with families, other agencies and stakeholders to meet the needs of Iowa's students who are deaf or hard of hearing
- Integrity, honesty, ethics, and civil discourse in all activities
- Respectful interaction among members of diverse backgrounds, cultures, communication modes and beliefs
- Nurturing environments that promote critical thinking, free inquiry, open communication, and broad participation
- Effective communication that informs ISD's constituents of the role, value, and impact of the Iowa School for the Deaf for students who are deaf or hard of hearing
- Effective, accountable service to the public through strategic planning and program implementation for Iowa's students who are deaf or hard of hearing
- Effective stewardship of resources
- Recruitment, retention, and development of outstanding faculty and staff





History

The Iowa School for the Deaf (ISD) was established in 1854-55 as the "Iowa Institute for the Deaf and the Dumb" in Iowa City. Initially a privately managed training school, it gained state funding in 1855 with twenty-one students aged twelve to twenty-eight. Facing space constraints in the late 1860s, the school moved to Council Bluffs in 1870, acquiring a vast land parcel for a new campus emphasizing vocational training in trades and manual labor. By the 1880s, the focus shifted to providing high school diplomas and encouraging college attendance, aligning with the opening of Gallaudet College in Washington, D.C. The first ISD students to earn diplomas in the 1880s marked a turning point, supported by the visionary Dr. J. Schuyler Long, who became the first deaf Principal from 1902 to 1933. Long's advocacy for higher education and deaf empowerment set the foundation for ISD's philosophy, making it a respected institution in Council Bluffs with enduring community support.

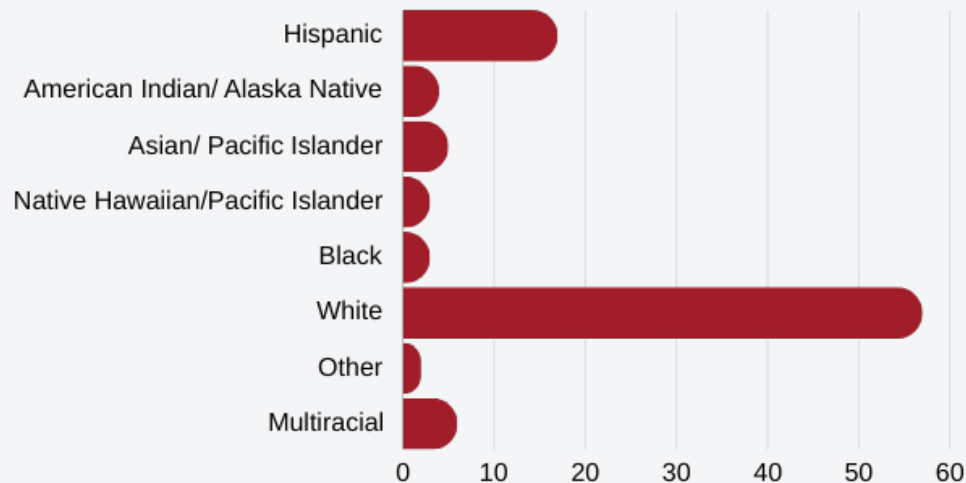


Demographics



97 Total Number of Students

Student Race/Ethnicity



Student Gender



125 Full-Time Staff





ISD Programs and Services

Dormitory

Living in the ISD campus dorms provides students a true language-immersion environment. Houseparents, residential counselors, cooks, nurses and other staff can all interact with our students using sign language. For some students, coming to Iowa School for the Deaf is their first experience where they can directly communicate with others 24 hours a day. Language continues to be practiced and perfected in the boarding program, developing and enhancing both English and American Sign Language skills.





Outreach

Iowa School for the Deaf Outreach Program provides appropriate assessment for deaf and hard of hearing students across Iowa by professionals for the purposes of academic, language, goal planning, monitoring performance and identifying learning and developmental needs. Skill assessments are also available for educational interpreters. The outreach program also provides resources and consultation to help families with deaf and hard-of-hearing children, early intervention programs, Area Education Agencies, and the Iowa Department of Education.





Preschool

The earlier children experience a language-rich environment, the stronger their vocabulary and communication skills will be. This leads to ultimately narrowing the learning gap between them and

their hearing peers. Families choose a preschool schedule that is right for them, from daily attendance to attendance a few days a week.



Elementary

In addition to academic classes routinely found in public school programs, students in Iowa School for the Deaf's elementary school are offered art, speech therapy, language, American Sign Language,

library, physical education and guidance. Small class sizes allow teachers to address diverse needs of the students who rotate classrooms for all subjects. This increases independence and organization skills.



Middle School and High School

Students are challenged to use critical thinking, imagination and creativity in classes. Staff help foster skills and attitudes within each student leading to positive self-esteem and self-advocacy. Aside from classes typically offered in public high school programs, a transition focus prepares students for life outside of high school, both in the worlds of work and college. Some students mainstream

at Lewis Central High School (located across the street) with an Iowa School for the Deaf interpreter. The semester system is used at Iowa School for the Deaf and each credit equals one semester of class. Iowa School for the Deaf students meet Iowa's required criteria to graduate, as determined by the Iowa Department of Education. Extracurricular activities range from sports to clubs and events.



4-Plus

Iowa School for the Deaf provides programming for post-seniors with unmet transition needs. We offer extra support

as deaf or hard of hearing students look for jobs or take classes at a local community college.



Athletics

Iowa School for the Deaf has a strong athletic tradition! Current sports offerings are cheerleading, cross country, volleyball, basketball, track and Special Olympics. We compete against junior varsity teams or private schools in the local area, but the competition heats up when we play against other schools for the deaf.



After School Programs

WEE

When offered, in the We Explore our Environment (WEE) program, ISD's youngest students focus on social and language skills. These students do not live on campus, and do not even need to be enrolled at ISD to participate. Rather than go to a daycare or straight home after school, these students can experience an extended 90 minutes which complements their development in a fun atmosphere.

STEAM

The Science, Technology, Engineering, Art and Math (STEAM) program is geared toward middle school students. This program typically meets twice a week after school for 90 minutes. The focus is on educational activities in the content areas of science, technology, engineering, the arts, and math. There are thousands of potential careers and jobs in the STEAM fields, and ISD aims to provide these students with a taste of their potential futures.

Youth Sports

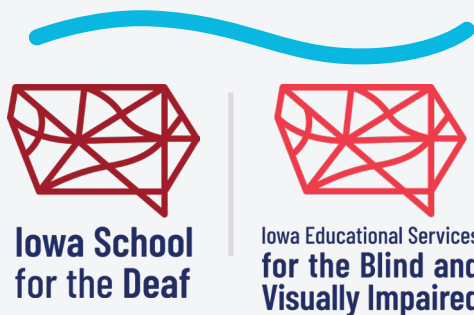
ISD elementary students (and area youth who are deaf but do not attend ISD) start building foundational skills in sports through this program. Practice for basketball and volleyball teams is held on ISD's campus, with

ISD coaches. Teams play against other youth teams in the local YMCA. The environment is fun and relaxed. Practices and games are based on season and availability.





Strategic Plan



ISD and IESBVI Administration

Goal 1: Improve agency effectiveness by ensuring relevance of programs and services

Goal 2: Ensure both internal and external stakeholders are informed about agency progress to achieve strategic goals.

Communications

Goal 1: Raise stakeholder awareness of ISD and IESBVI as a trusted resource and school/program of choice.

Goal 2: Engage stakeholders to become advocates for services and programs offered from ISD and IESBVI.

Human Resources

Goal 1: Improve the recruitment process and practices to effectively access potential applicants.

Business Operations

Goal 1: Increase efficient use of I-Visions.

Goal 2: Increase campus security.

Goal 3: All staff have technology that is current and meets their needs.

Student Life

Goal 1: Develop and implement opportunities for personal and professional development for staff and training and support for students and families to address the social-emotional needs of our students.

Outreach

Goal 1: Develop multilingual, culturally considerate informational brochures that explain each of the five programs to be distributed via email, social media, and the new ISD website.

Goal 2: Develop budgets and sustainable models of funding for each outreach initiative.

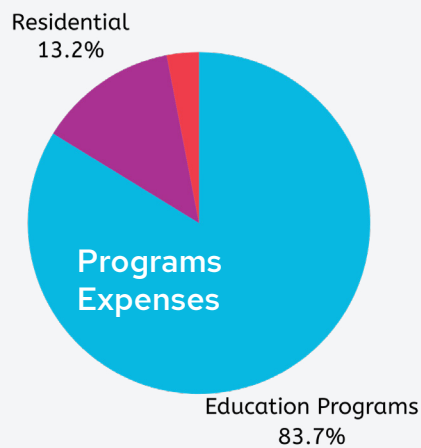
ISD Education Program

Goal 1: Improve the level of academic and social/emotional supports we provide to ISD students

IESBVI Education Program

Goal 1: Children who are blind/visually impaired will have completed Expanded Core Curriculum assessments for each IEP ECC goal area.

Fiscal and Budget



Revenues

Type of Revenue	ISD	Percentage of total ISD Revenue	IESBVI	Percentage of total IESBVI Revenue	Total Revenues	Percentage
General Appropriations	11,621,710	82%	4,794,040	46%	16,415,750	66%
Federal Support	429,343	3%	836,607	8%	1,265,950	5%
Indirect Cost	15,000	0%	58,332	1%	73,332	0%
Outside of State Pupil Revenue	1,312,185	9%	-	0%	1,312,185	5%
AEA TVI & O&M Revenue	-	0%	4,619,726	44%	4,619,726	19%
Other Income	859,954	6%	190,000	2%	1,049,964	4%
Total Revenue	14,238,202	100%	10,498,705	100%	24,736,07	100%

Operational Expenses

Type of Operational Expense	ISD	Percentage of total ISD Operational Expenses	IESBVI	Percentage of total IESBVI Operational Expenses	Total Operational Expenses	Percentage of Total Operational Expenses
Salaries and Benefits	11,706,438	82%	8,909,640	85%	20,616,078	83
Supplies	1,791,558	13%	1,457,565	14%	3,249,123	13
Facilities	661,766	5%	85,000	1%	746,766	3
Equipment	32,000	0%	-	0%	32,000	0
Other	46,440	0%	46,500	0%	92,940	0
Total Expenses	14,238,202	100%	10,498,705	100%	24,736,907	100%

Program Expenses

Type of Operational Expense	ISD	Percentage of total ISD Operational Expenses	IESBVI	Percentage of total IESBVI Operational Expenses	Total Operational Expenses	Percentage of Total Operational Expenses
Education Programs	5,237,604	37%	7,637,941	73%	12,875,545	52%
Residential	3,612,085	25%	17,246	0%	3,629,331	15%
Outreach	1,665,082	12%	1,484,514	14%	3,149,596	13%
Administration	3,723,432	26%	1,359,004	13%	5,082,436	21%
Total Expenses	14,238,202	100%	10,498,705	100%	24,736,907	100%

About Iowa

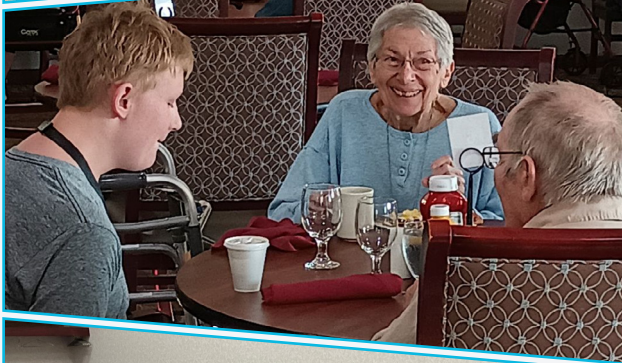
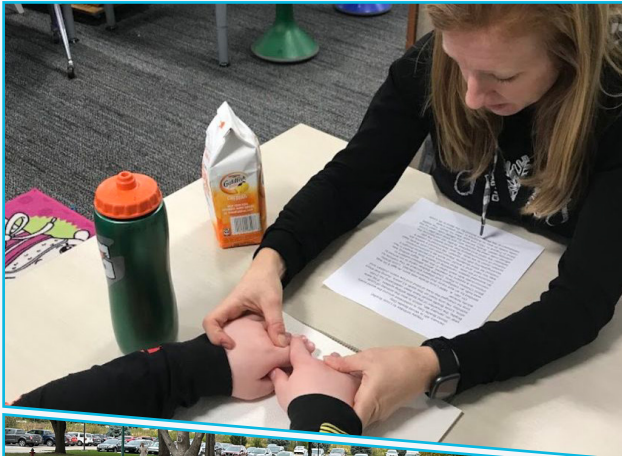
Iowa, nestled in the heartland of the United States, offers a unique and welcoming environment for educators like yourself. Known for its friendly communities and strong sense of community engagement, Iowa provides an ideal setting for those passionate about making a positive impact on students' lives. The state is renowned for its commitment to education, consistently ranking high in national education assessments. The emphasis on quality education is reflected in the numerous excellent schools and institutions, creating a stimulating and supportive atmosphere for both educators and students.



Beyond its educational prowess, Iowa boasts diverse landscapes and a rich cultural tapestry. From the picturesque rolling hills to expansive farmlands, the state's natural beauty provides a serene backdrop for both work and leisure. Residents take pride in the state's strong sense of community, where neighbors often come together for local events, festivals, and activities. This communal spirit extends to the schools, fostering a collaborative and supportive teaching environment where educators are valued contributors to the community's overall well-being.

Iowa's cost of living is reasonable, making it an attractive destination for those seeking a balanced and comfortable lifestyle. The state's commitment to work-life balance, combined with its strong educational foundations and vibrant communities, creates a compelling case for professionals in the education sector. If you're looking for a place where your dedication to teaching is appreciated, and where you can enjoy a fulfilling personal life, consider Iowa.





Iowa Deaf and Blind Community

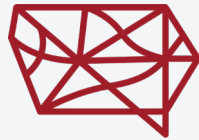
Iowa has cultivated a vibrant and supportive environment for the Deaf, Blind, and deafblind communities, with various organizations and activities dedicated to enhancing their quality of life. These organizations play crucial roles in advocating for the rights and well-being of individuals within each community. Additionally, these organizations offer a platform for social connection, information sharing, and mutual support, fostering a sense of unity among their members.

Numerous inclusive events and activities cater specifically to the Deaf and Blind communities in Iowa. These range from accessible cultural festivals to social gatherings where tactile and sign language communication methods are prioritized. Local community centers often host events that promote inclusivity, such as workshops on adaptive technology, accessible arts and culture programs, and interactive experiences designed to engage all individuals, regardless of their sensory abilities. These initiatives contribute to a sense of belonging and empowerment within the Deaf and Blind communities in Iowa.

Additionally, Iowa strives to ensure public spaces and events are accessible. This is an ongoing endeavor as awareness of the needs of Iowa's Deaf and Blind communities presents new challenges. These challenges are met with a "can do" attitude. Providing interpreters, captioning services, and other accommodations to facilitate equal participation are priorities. The state's commitment to accessibility extends beyond legal requirements, with the goal to create an environment where individuals with sensory challenges can actively engage in community life. Overall, Iowa's Deaf and Blind communities benefit from a network of organizations and inclusive activities that not only address their unique needs but also celebrate their contributions to the diverse weaving of the state.



▶ Superintendent Leader Profile



Iowa School
for the Deaf



Iowa Educational Services
for the Blind and
Visually Impaired





Educational Excellence and Academic Achievement

The superintendent fosters educational excellence and academic achievement for Blind, Deaf, and DeafBlind students through specialized instructional methods, cutting-edge assistive technologies, and tailored support services to empower Blind, Deaf, and DeafBlind students to reach their full academic potential. This is attained by emphasizing accountability and a commitment to achieving academic outcomes. The leader achieves employee retention by supporting teachers and principals to achieve shared goals and improve student learning outcomes within the shared vision, values, and philosophical approach. The superintendent uses creative approaches to building talent to support their students in navigating the changing ways that the world connects with the community. The leader recognizes the intersectional nature of inclusion where many students have additional disabilities and has the cultural competence to support diverse backgrounds.



Iowa School
for the Deaf



Iowa Educational Services
for the Blind and
Visually Impaired

Visionary Leader and Advocate

The superintendent is a resilient visionary who inspires their teams and communities to prepare Blind, Deaf, and DeafBlind students for a successful future through a people-first leadership approach. This role adopts a systemic approach to administrative and supervisory responsibilities. The leader establishes a shared vision with all constituents, is an advocate for student's rights by recognizing that they face a world of barriers and attitudes, and creates the impetus to address these challenges experienced by Blind, Deaf, or DeafBlind students within the school and throughout the state. The superintendent proactively establishes partnerships and relationships with families, alumni, and community, and with businesses and organizations that stand to benefit from Blind, Deaf, and DeafBlind communities. The leader is visible on campus, throughout the state, and within both the Blind, Deaf, and DeafBlind communities.



Iowa School
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Iowa Educational Services
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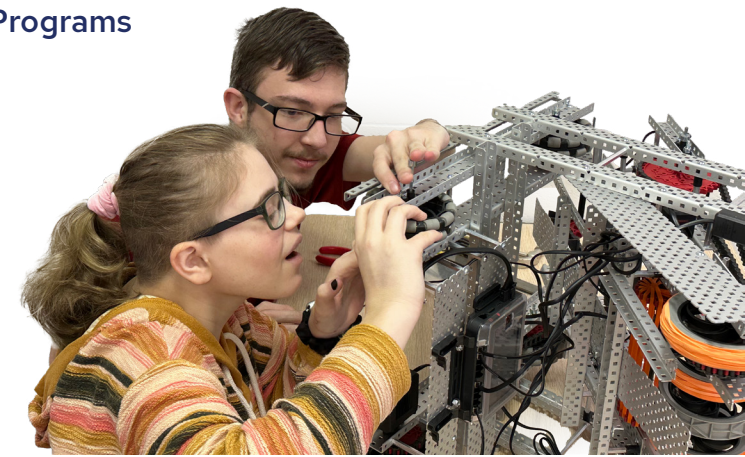




Champion for Deaf and Blind Educational Pedagogy

The superintendent possesses a strong understanding of building a learning environment that emphasizes bilingual American Sign Language and English education for Deaf and Hard of Hearing students, expanded learning for Blind and Visually Impaired students, and preparing all students for success within the larger community upon graduation. These approaches are grounded on rigorous, evidence-based instruction. The superintendent champions the Expanded Learning Programs designed to teach the Expanded Core Curriculum (ECC) addressing the specialized needs of students who are Blind, Deaf, and DeafBlind, empowering them to be lifelong learners inside and outside the traditional classroom. The superintendent promotes and advances the Expanded Learning Programs

that teach the Expanded Core Curriculum (ECC) which empowers students to access their education and make their own choices throughout life. The superintendent understands the equal importance of print and braille as potential literacy media for blind and visually impaired students and promotes access to literacy for all students in the media that will allow them the most independence and efficient access to reading material. The superintendent prioritizes the importance of a bilingual environment and education in which school staff who support Deaf and Hard of Hearing students are fluent in both English and American Sign Language, and capable of effectively interacting with students, staff, and the Deaf community.





Advocacy and Relationship Building

The superintendent strongly advocates for student rights through compelling relationships throughout the state and protects the rights of the students by supporting and implementing legislative decisions, and fostering relationships with key groups. The collective vision that drives the leader encompasses the entire childhood experience of each Blind, Deaf, and DeafBlind child, starting from when they are identified at birth or diagnosis to address critical language and experiential challenges. The superintendent utilizes the perspectives of deaf and blind adults to inform how Blind, Deaf, and DeafBlind students are educated. The leader is deeply committed to the well-being of the students through open and transparent communication in which they actively seek input from and build deep and meaningful relationships with parents, alumni, school personnel, and the community.



Iowa School
for the Deaf



Iowa Educational Services
for the Blind and
Visually Impaired



Shared Leadership and Community Partnership

The superintendent values active community engagement, understands the continuum of services, and is engaged in the Blind, Deaf, and DeafBlind communities. Engagement goes beyond involvement, where the superintendent creates an environment that asks and listens to Blind, Deaf, and DeafBlind communities about what they want, and what works best for them. The leader builds a team immersed in Deaf culture and the Blind community where they attend relevant events, and maintain awareness of the challenges

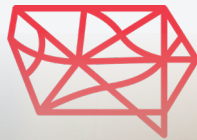
faced by both communities. There is a unique call for leadership that builds strong partnerships, respect, and appropriately balanced resources between both organizations, the Iowa School for the Deaf and Iowa Education Services for the Blind and Visually Impaired. The superintendent is actively involved with state and national Blind, Deaf, and DeafBlind organizations and establishes strong relationships with school leaders, staff, and various community groups.



Job Description



Iowa School
for the Deaf



Iowa Educational Services
for the Blind and
Visually Impaired



Required Qualifications

- Expertise in best serving students who are deaf or hard of hearing (DHH)
- Expertise in best serving students who are blind or visually impaired (BVI)
- Master's Degree in Education, Special Education, Deaf Education, Visual Impairment, and/or Educational Administration
- Current, or eligible to obtain, Iowa Superintendent licensure
- Demonstrates outstanding communication skills (written, oral, manual)

Preferred Qualifications

- Demonstrated success in leading complex educational environments, providing leadership across educational entities to create a seamless education system for students who are deaf, or blind, or deafblind through a special school or local school district
- Teaching or providing direct services to students who are blind or visually impaired
- Teaching or providing direct services to students who are deaf or hard of hearing
- Experience in a statewide special education service entity partnering with schools and school districts
- Experience in a residential school setting
- Fluency in American Sign Language
- Demonstrates poise, integrity, ethics, fairness, openness to new ideas, energy and sensitivity to student and staff needs

Professional Domains

Academic Leadership

Student Services Leadership

Community Leadership

Human Resources Leadership

Operations Management

Financial Management

Organizational Leadership



Academic Leadership

The Superintendent is accountable to ensure students academic and developmental needs are effectively met, resulting in measurable improvement.

- Provides evidence-based instruction and interventions informed by student proficiency, growth, and long-term outcomes.
- Supports educators with ongoing knowledge development and implementation of academic best practices.
- Models the application of theory and practices that provide the basis for leading the educational system to improve student learning outcomes.
- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- Promotes a culture of excellence and celebration of ongoing growth.
- Holds all educators and providers accountable for student progress.



Student Services Leadership

The Superintendent provides a high quality, customized student experience for each student.

- Applies accurate knowledge of state and federal law in both general and special education.
- Deploys leadership skills to meet the needs of students with DHH and BVI in a diverse community.
- Actively seeks and applies knowledge of research and best practices in the education of students who are blind and deaf.
- Ensures the objectives for residential student life are routinely monitored.
- Prioritizes high expectations for student learning and developmental outcomes as the driving force in all decisions.

Professional Domains

Academic Leadership

Student Services Leadership

Community Leadership

Human Resources Leadership

Operations Management

Financial Management

Organizational Leadership



Community Leadership

The Superintendent engages stakeholders in ISD/ IESBVI.

- Communicates proactively with students, families, staff, community members, and the Department of Education to ensure all stakeholders are informed and included in relevant information in a timely manner.
- Demonstrates understanding of the context around educating students with visual and auditory impairments.
- Develops partnerships with state agencies and local school districts in providing appropriate programs and services to students who are deaf, or blind, or deafblind at various points in the continuum of services state-wide.
- Administers intervention and outreach programs and services, including family involvement and cooperative agreements with other agencies who serve infants and young children.



Human Resources Leadership

The Superintendent applies the principles of Human Resources to effectively build, support, and hold the workforce to high standards.

- Ensures effective systems to recruit, train, develop, support, and evaluate staff to provide the highest quality work.
- Promotes employee retention through ongoing development.
- Adheres to all legal processes and procedures for fair hiring and supervisory practices.
- Facilitates the resolution of employee issues.



Professional Domains

Academic Leadership

Student Services Leadership

Community Leadership

Human Resources Leadership

Operations Management

Financial Management

Organizational Leadership



Operations Management

The Superintendent ensures the organizational process and resources result in a safe, efficient, and effective learning environment.

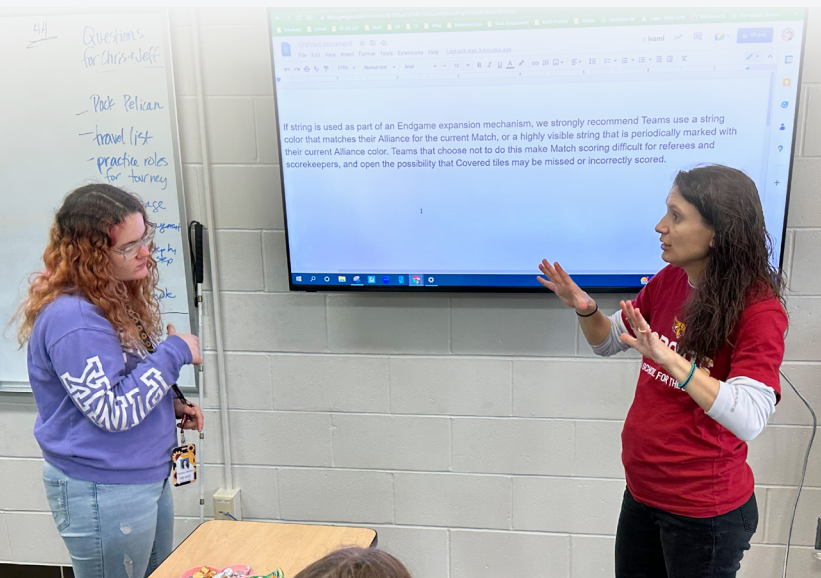
- Ensures compliance with federal, state, and local policies.
- Provide active oversight of transportation, nutrition, medical services, and facilities.
- Trains all staff and students on safety protocols and procedures.
- Ensures emergency preparedness.



Financial Management

The Superintendent is accountable to ensure comprehensive compliance, responsible resource allocation, and fiscal stewardship.

- Adheres to all compliance requirements for federal, state, and local funding sources.
- Provides active oversight for compliance with all record keeping and procedural requirements.



Professional Domains

Academic Leadership

Student Services Leadership

Community Leadership

Human Resources Leadership

Operations Management

Financial Management

Organizational Leadership



Organizational Leadership

The Superintendent deploys organizational development tools to advance ISD/IESBVI's vision and mission.

- Develop and implement a shared vision of learning through articulation, implementation, and stewardship.
- Collaborate with stakeholders to set and systematically advance the goals of both ISD and IESBVI.
- Align systems and services with statewide services and agencies.
- Engage affected stakeholders with design of implementation processes.





Visit our websites to learn more about our programs:



Iowa School
for the Deaf

Iowa School for the Deaf

<https://www.iowaschoolforthe deaf.org>



Iowa Educational Services
for the Blind and
Visually Impaired

Iowa Educational Services for the Blind and Visually Impaired

<https://www.iesbvi.org>

How to Apply

Please send all questions, nominations, and applications to:

Shane Feldman, Chief Executive Officer

Innivee Strategies, Inc.

apply@innivee.com

Interested candidates should submit a cover letter, resume, and three references to apply@innivee.com. All applications submitted by March 24, 2024 at 12:00 pm CST, will receive full consideration.

Diversity Statement

It is the policy of the executive branch of state government in the State of Iowa to "Provide equal employment opportunity within state government to all persons." (Iowa Code chapter 19B.) The intent of this policy is to ensure that individuals are not denied equal access to state employment opportunities because of their race, creed, color, religion, sex, national origin, age, physical or mental disability, sexual orientation, gender identity, pregnancy or pregnancy-related condition, consistent with applicable state and federal policies and regulations. It is also the policy of the executive branch of state government in the State of Iowa to apply affirmative action measures to correct the underutilization of females, minorities, and persons with disabilities in the state employment system whenever remedial measures are appropriate.