



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Principal, Special Education Services - Connections

Class Code: 1042

Work Days: 215

GENERAL PURPOSE

Manage, supervise, plan, and coordinate the activities and operations of Special Education - Connections school sites within the Department of Education; coordinate assigned activities with other schools, outside agencies and the general public; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. Exercises direct supervision over management, professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Develop and implement goals, objectives, policies, priorities, and strategic plan; identify resource needs; establish schedules and methods for providing specialized services; and recommend and implement policies and procedures.
 2. Coordinate the organization, staffing, and operational activities for special education school sites including directing educational and support programs conducted within particular sites.
 3. Participate in the development and implementation of priorities, policies, and procedures for assigned school sites serving students with severe disabilities.
 4. Direct, coordinate, and review the daily activities for special education school sites; and meet with staff to identify and resolve issues, including student transportation.
 5. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
 6. Support staff in the implementation of highly specialized instructional programs for students with the most significant disabilities.
 7. Participate in the development and administration of school site budgets; forecast additional funds needed, i.e., staffing, equipment, materials, and supplies. Monitor and approve expenditures and recommend adjustments as necessary.
 8. Oversee, review, and participate in the development and design of educational curriculum; establish and administer curriculum priorities.
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9. Coordinate and oversee Individualized Education Plan (IEP) case management including adherence to timelines, documentation, and implementation of all aspects of IEP; and consult with special education staff and administrators' other schools, districts, agencies, and organizations.
 10. Lead and facilitate collaboration among professional learning communities to ensure cohesive special education services across grade levels and programs.
 11. Plan, develop, and deliver targeted professional development focusing on special education best practices and compliance requirements.
 12. Ensures strict adherence to special education laws and regulations at federal, state, and local levels while maintaining current knowledge of legislative updates and mandates
 13. Create and implement parent engagement opportunities to foster strong home-school partnerships.
 14. Provide staff assistance to higher level management staff; and prepare and present various reports, records, and statistical data on school activities, attendance, facilities maintenance, and instructional requirements and services.
 15. Coordinate activities at a special education school site with those of other schools and outside youth-serving agencies and organizations.
 16. Direct and monitor support activities necessary to implement a special education school program, including clerical assistance, instructional assistance, and transportation coordination.
 17. Coordinate with student's district to provide Home Hospital Instruction for students who require this service on their Individualized Education Plan (IEP).
 18. Coordinate student transition to adult programs, district programs, and various related programs.
 19. Oversee the efficient and effective operation of assigned school facilities; ensure the safety and security of facilities, students, and staff.
 20. Direct activities to support a program of student counseling and discipline; confer with students, parents, health and guidance staff, and teachers concerning student needs; facilitate inclusion opportunities with general education peers.
 21. Assist in planning, developing, and maintaining community relations programs; and explain Special Education Services - Connections programs and curriculum to parents through parent engagement activities.
 22. Assist teachers in the implementation of positive behavioral supports and strategies within the classroom.
 23. Attend and participate in professional group meetings and stay abreast of new trends and innovations in education and administration.
 24. May participate in the teaching of classes as required.
 25. Demonstrate attendance sufficient to complete the duties of the position as required.
 26. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

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1. Operational characteristics, services, and activities of a special education program.
 2. Principles, theories, practices, methods, and techniques used in classroom instruction, especially as they relate to students with the most significant disabilities.
 3. Procedures, methods, and techniques of project and workflow management and organization.
 4. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
 5. Methods and approaches to planning instructional programs and services according to identified needs and requirements of the assigned special education program.
 6. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
 7. School physical plant design and upkeep, as well as special equipment and facilities designed for students with disabilities.
 8. Principles of budget preparation and control.
 9. Principles of supervision, training, and performance evaluation.
 10. Special education law and procedural safeguards, such as the California Education Code and Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
 11. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Oversee the efficient internal operation of school administration, including financial management, scheduling, curriculum development, and facilities management.
5. Assume primary and direct responsibility for the operation and administration of special education school sites.
6. Oversee an effective program for maintaining school records.
7. Respond to difficult questions, inquiries, and complaints from parents, students, teachers, and officials from other school districts and outside governmental agencies.
8. Establish and maintain effective working relationships with various constituencies.
9. Interpret and explain laws, codes, contracts, policies, and procedures.
10. Develop and present training materials.
11. Prepare clear and concise correspondence, reports, and other written materials.
12. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.

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13. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in education, including training in special education and five (5) years of educational experience in the field of special education, including two (2) years of administrative and supervisory experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing service in a public school program.

A valid California Administrative Credential.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame. This position includes the need to traverse uneven surfaces and may move students weighing up to 50 pounds and lift up to 100 pounds with assistance.

Must pass a pre-employment physical examination related to job duties/assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use mathematical reasoning; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast-paced with high pressure.