



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

Principal, Special Education Services

**Class Code: 1042
Work Days: 215**

GENERAL PURPOSE

Manage, supervise, plan, and coordinate the activities and operations of Special Education school sites within the Department of Education; coordinate assigned activities with other schools, outside agencies and the general public; and provide highly responsible and complex staff 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 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; 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. Select, train, schedule, supervise, lead, and evaluate assigned staff; provide resources and guidance to support staff success; work with employees to improve performance.
 5. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 6. Direct, coordinate, and review the daily activities for special education school sites; meet with staff to identify and resolve issues including student transportation.
 7. Support staff in the implementation of highly specialized instructional programs for students with the most significant disabilities.
 8. 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; recommend adjustments as necessary.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

9. Oversee, review, and participate in the development and design of educational curriculum; establish and administer curriculum priorities.
10. Coordinate IEPs and consult with special education staff and administrators other schools, districts, agencies and organizations.
11. Provide staff assistance to higher level management staff; prepare and present a variety of reports, records, and statistical data on school activities, attendance, facilities maintenance, and instructional requirements and services.
12. Coordinate activities at a special education school site with those of other schools and outside youth-serving agencies and organizations.
13. Direct and monitor support activities necessary to implement a special education school program including clerical assistance, instructional assistance, and transportation coordination.
14. Coordinate with student's district to provide Home Hospital Instruction for students who require this service on their IEP.
15. Coordinate student transition to adult programs, district programs, and various related programs.
16. Oversee the efficient and effective operation of assigned school facilities; ensure the safety and security of facilities, students, and staff.
17. 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.
18. Assist in planning, developing, and maintaining community relations programs; explain special schools programs and curriculum to parents through parent engagement activities.
19. Assist teachers in the implementation of positive behavioral supports and strategies within the classroom.
20. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of education and administration.
21. May participate in the teaching of classes as required.
22. Demonstrate attendance sufficient to complete the duties of the position as required.
23. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of a special educational 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.

Knowledge of (cont.):

6. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
7. School physical plant design and upkeep, and 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; California Education Code, Administrative Code, and the policies, rules, and regulations of the County Schools Office.
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. Oversee the efficient internal operation of school administration including financial management, scheduling, curriculum development, and facilities management.
4. Assume primary and direct responsibility for the operation and administration of special education school sites.
5. Oversee an effective program of school records maintenance.
6. Respond to difficult questions, inquiries and complaints from parents, students, teachers, and officials from other school districts and outside governmental agencies.
7. Establish and maintain effective working relationships with various constituencies.
8. Interpret and explain laws, codes, contracts, policies, and procedures.
9. Develop and present training materials.
10. Prepare clear and concise correspondence, reports, and other written materials.
11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
12. Communicate clearly and concisely, both orally and in writing, in English; 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 Master's degree from an accredited college or university with major course work in education, including training in special education and five years of educational experience in the field of special education including two 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. Move up to fifty (50) pounds and up to one hundred (100) pounds with assistance. There are specific guidelines that all staff is required to follow when lifting a student or equipment. Lifts have been designed for two persons, three persons, and four persons. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; 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.

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.

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