

Sacramento County Office of Education Job Description

Classification Title: Area Principal, Special Education

DEFINITION

Under general direction serves as the educational leader as assigned for the Special Education department; performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

Classified and certificated personnel as assigned.

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

School Mission/Program Development

Develops school mission utilizing input from staff, community, local school districts and outside agencies; develops, implements, reviews, and revises curriculum and objectives based on State Frameworks, Model Standards, Board adopted curriculum, Single Achievement plans and Local Education Agency plans, utilizing input from staff, students, parents, outside agencies, school districts, and the community; implements Board policy and Administrative Rules and Regulations; establishes and implements emergency procedures and student discipline procedures; coordinates and implements staff/student orientation and recognition programs; follows up on staff, student, and parent concerns; monitors student transportation; develops and implements a diagnostic and placement system to ensure appropriate placement of students; responsible for maintaining student files including student quarterly report cards, transcripts, Individualized Education Program (IEP) plans, Individual Family Service Plans (IFSP), Transition Plans, and other related records; utilizes student assessment data to evaluate effectiveness of program and to assess student progress; provides assistance to support positive student growth both academically and socially; assists instructors in the design and implementation of effective lessons; develops and implements master schedules; communicates with staff and parents to ensure instructional programs meet student needs and SCOE requirements; coordinates transition activities to receiving school districts, vocational training/employment, and post-secondary education agencies; through the use of detailed data analysis and program evaluation, assists administration in the formulation of plans and programs designed to best address the current and potential needs and directions of the Special Education program; works as part of the Special Education management team to ensure the direction taken by the department parallels the needs of the students, districts, and community; assists instructors and other personnel in the design of programs best meeting the objectives of the department.

Human Resources/Budget/Facilities Management

Assists in the selection process of staff, and assigns, trains, supervises and evaluates staff; complies with all rules, regulations, and employee contracts; informs Administration of staff concerns and suggestions, and ensures complete and appropriate information is provided; documents evidence of staff performance as needed; makes recommendations and changes to work processes and techniques when required; provides and/or coordinates appropriate training and staff development activities for staff; responsible for the development, review, and evaluation of all budgeting and financial matters within a designated and assigned site/program; provides direction to department technical personnel in the formulation and preparation of the budget and other related financial documents; surveys staff regarding program needs and established priorities for the expenditure of department funds; assists in the development of the overall department budget ensuring expenditures are consistent with the Board approved Course of Study and curriculum materials; responsible for the coordination of all activities necessary for ensuring the efficient operation of assigned facilities; assists in locating and securing adequate and appropriate instructional sites; inspects program facilities to ensure proper maintenance, operation and safety; ensures campuses and

other sites are safe learning environments for both students and staff.

Community Relationships/Communication

Establishes and maintains cooperative working relationships and effective communications with school districts, the community, local businesses, and other outside agencies as appropriate; facilitates, attends and participates in Individualized Education Program (IEP) plan and Individual Family Service Plan (IFSP) meetings; attends appropriate school district, community, or outside agency meetings as assigned; develops and utilizes an effective communication system; prepares and distributes newsletters, and bulletins; organizes staff meetings with follow-up action and items; consults with students and staff; effectively utilizes the shared-decision making process; may serve as the primary liaison between SCOE and various entities, such as other agencies, the community, parents, and businesses; serves on and chairs various ad hoc and other advisory committees as assigned; coordinates program visitations; may coordinate programs with other related agencies or groups to ensure the most effective utilization of time and resources.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California administrative services credential required; demonstrated successful experience as a classroom teacher, counselor or other certificated staff; supervisory/management experience and experience in the education of individuals with special needs is desirable.

Knowledge, Skills, and Abilities

Knowledge of appropriate California Education Code requirements and California Administrative Code, learning theories, and state and federal laws related to special education; knowledge of child development and skills in developing/implementing programs and services for students with special needs, including autism, emotional disturbance, and severe disabilities; knowledge and skills in providing the full range of educational options for students with special needs, including full inclusion, designated instructional services, resource programs, special day classes, and non-public schools; knowledge and skills in effective supervision including personnel selection, training, observation, assessment and evaluation of personnel; effective communication including initiating individual and group discussion, listening, clarifying, and facilitating interaction among group members; writing skills to effectively convey ideas, reports, letters, memos, and survey questionnaires; understanding of goal setting techniques including needs assessment and program evaluation; high degree of knowledge and strategies for dealing with a variety of people from varying educational and socio-cultural backgrounds; knowledge of effective classroom instruction and ability to provide appropriate assistance and/or suggestions for improvement; knowledge and skills in the techniques and practices of effective implementation, supervision, and management of budgetary and other management procedures; knowledge of the policies, procedures, and practices governing educational programs; knowledge of student grade and attendance reporting and disciplinary practices; knowledge and skills in curriculum development, program development and evaluation; ability to interpret and apply laws; knowledge and skills to conduct meetings and in-service training programs with instructors and staff; knowledge and skills to build and maintain an inclusive team that focuses on student achievement.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation; willingness to participate in county office initiated assignments, attend management team meetings, and appropriate conferences and workshops.