

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

PRINCIPAL, TRANSITION PROGRAMS

DEFINITION

Under direction from district administrators, the Principal serves as the site administrator and instructional leader of the post-secondary programs for the Adult Transition Program (ATP), Continued Learning for Adult Special Services (CLASS) and the Bridges Community Day High School. The Principal supports the educational programs of the District by overseeing the implementation of school-wide curriculum, all phases of the instructional program and management of the facility as well as provide leadership, administration and supervision for the cognitive and affective development of special education students as well as to promote parent and community involvement.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Plan, collaborate, implement, direct and evaluate the curriculum development, instructional goals and processes and Individual Educational Programs (IEP) designed to meet the unique needs of students and community.
2. Assist the educational community in understanding the site, District, state and federal goals and objectives, and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of special education and public schools.
3. Establish a results-based school culture through the continuous collection, examination and use of data to develop long and short-range plans to improve the instructional process; initiate ongoing opportunities for teachers, students, and parents to understand and utilize data as a means to improve instruction and learning.
4. Plan, develop, organize, confer and administer support systems and intervention programs which provide optimal and/or alternative learning opportunities for all students.
5. Coordinate services, employment opportunities and community based involvement and act as liaison for special needs students.
6. Participate in budget planning activities, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. Manage, monitor, and evaluating specially funded programs to insure compliance with funding agency standards and guidelines.
7. Review, evaluate, requisitions, purchase and allocate instructional resources, supplies and equipment to enhance programs and support schoolwide goals.
8. Conduct staff meetings and related training to promote alignment and continuity of curriculum and identify and encourage leadership potential.
9. Direct, supervise, observe, assess, and evaluate site personnel performance ensuring all levels of staff adheres to District, state and federal educational and professional standards.
10. Participate in personnel management systems, including the recruitment, selection, retention and separation of personnel.
11. Confer with site personnel in resolving rights disputes which may include the conduct of formal hearings.
12. Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
13. Assist with the development, implementation, interpretation and administration of policies, rules and regulations, and negotiated employee agreements.

EXAMPLES OF DUTIES (Continued)

14. Plan, develop, provide reports and make recommendations pertaining to functions, activities and general educational climate of the school facility.
15. Serve as the resource to District and site personnel for students in special education.
16. Serve on community organizations and school and District committees to assure the interests of the school are properly served.
17. Serve as a resource to District and site personnel for students in special education.
18. Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.

QUALIFICATIONS

Knowledge of: Applicable sections of the State Education Code and other applicable laws and collective bargaining agreements; Special Education regulations, mandates, and policies; applicable state and federal advisory documents, the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; principles of school based management and shared decision making; human relations, conflict resolution strategies, and team building principles and techniques; current trends and research concerning the growth and development of school-age students; child guidance principles and practices; community relations and agencies to support student employability; secondary schools and career/vocational programs as it relates to students with special needs; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; school improvement goals and objectives.

Ability to: Manage, lead, and direct the functions and activities of a school and services for disabled students; demonstrate effective instructional, organizational, and administrative leadership; implement systems for ensuring that legal mandates are met; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; maintain professional relationships with pupils, parents, community members, colleagues and staff; maintain awareness of community resources available to assist students; motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for education in accordance with each pupil's ability; assist school staff in improving the academic, progress of the school site; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; prepare the annual budget, monitor and administer the budgetary expenditures; effectively communicate orally and in writing; use interpersonal techniques with tact, patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; comply with the District's customer service standards, as outlined in Board Policy.

Education: Master's degree from an accredited college or university in a related field.

Experience: Six years of successful teaching experience in special education program settings including four years of successful experience in a supervisory or leadership role.

Credential: Valid California Teaching Credential; Valid California Administrative Services Credential.