

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PRINCIPAL (PUBLIC/SEPARATE)

GENERAL STATEMENT OF JOB

To serve as the chief administrator of a public separate school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student following I.D.E.A. Federal, State, and Local guidelines, and the professional development of each staff member.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program. This includes: medical and diet orders from attending physicians and hospitals; attendance, educational, and therapeutic compliance related to I.D.E.A.

Ensures that the public separate school program is compatible with the legal, financial, and organization structure of both the school system and federal, state, and local mandates for I.D.E.A. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community (to include educational, therapeutic, and medical information and plans).

Provides activities that facilitate the professional growth of the school staff and enhance the quality of the instructional and therapeutic program.

Identifies the annual objectives for the instructional (knowledge of the N.C. Extended Content Standards Course of Study, N.C EXTEND I testing, and I.E.P. compliance as outlined in I.D.E.A.), therapeutic, medical (diet orders; medication orders; therapeutic delivery; STAT procedures; basic knowledge of catheterization, tube feedings, respiratory, suctioning procedures for each individual student), ethical practices and celebratory programs and activities of the school.

Ensures instructional goals and objectives, outlined in individual student I.E.P.s are developed through a team (parent, teacher, teacher assistant, therapists, LEA, and nursing as appropriate) approach. The principal ensures the development of specific curricular objectives as outlined in NCECSC to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.

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Establishes, implements, and evaluates procedures used to carry out the daily routine (which includes dietary, medical, feeding, educational, therapeutic support programs).

Evaluates student progress in the instructional and therapeutic program by means that include the maintaining of up-to-date student data that correlates directly with the individual child's I.E.P. The principal supervises and appraises the performance of the school staff, which includes GCS employees as well as contracted employees.

Maintains inter-school system communications and seeks assistance from central office/EC staff to improve performance. The principal maintains good relationships with staff, families, and students. The principal complies with established lines of authority. The principal understands/practices HIPPA guidelines in communicating with staff, families, community.

Provides orientation, trains, and assists new staff members and parents/caregivers and provides opportunities for their input into the overall school program.

Encourages the use of community resources (medical, therapeutic, recreational), cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.

Manages, directs, and maintains records on materials, supplies and equipment, which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional, therapeutic, and feeding supplies.

Organizes, oversees, and provides support to the various services (instructional, feeding, diet, medical, therapeutic), supplies, materials, training, and equipment provided to carry out the school program. The principal makes use of community resources throughout all aspects of the overall school program.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education Administration; teaching licensure in Special Education; 3-5 years of experience as an Exceptional Children's teacher; in depth knowledge of special education law, IDEA, FAPE, LRE, federal, state, local policies and procedures related to special education; knowledge and working understanding of the grief process, death and dying; knowledge and working understanding of government (local, state, federal) support systems for children with disabilities.

SPECIAL REQUIREMENTS

Must possess a license in school administration from the State of North Carolina. Must possess a valid North Carolina driver's license.

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**MINIMUM QUALIFICATIONS OD STANDARDS REQUIRED TO PERFORM
ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, cellular phones, Pulse Ox, oxygen tanks, crash carts. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body in and out of a motorized or manual wheelchair. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, medical, therapeutic, or composite characteristics (whether similar or divergent from the obvious standards) of data, people, or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information in a dignified manner. Note: this information is often medical in nature and requires an understanding of HIPPA and includes giving instructions, assignments, or directions to subordinates, assistants, families, the medical community, and emergency responders.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, charts, strategic plans, medical releases, basic medical terminology, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control, and confidence while maintaining confidentiality, and conveying dignity and respect.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables, all while maintaining focus on IEP, HIPPA, IDEA, and FAPE as that information relates to students.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively, efficiently, and, as needed, empathetically, with dignity and respect, in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics, statistical inference, and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

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Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office, therapeutic, and emergency medical equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office, therapeutic and medical equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of colors.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations. Requires knowledge and working understanding of the grief process and how to communicate effectively with individuals in time of grief in a dignified and respectful manner.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone and cell phone.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification at a public separate facility. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.