



JOB DESCRIPTION

JOB TITLE: Principal, Renton Academy & H.O.M.E. Program

REPORTS TO: Chief of Student Support

UNIT CLASSIFICATION: Renton Academy Principal

PRIMARY PURPOSE:

The Principal of the Renton Academy leads, directs, and supports the Renton Academy program, a special education program. The position also supervises certificated staff at H.O.M.E. Program as well as serves as the program administrator. Duties include development and implementation of the School Improvement Plan, and supervision and evaluation of all certificated and classified staff members. This position also includes developing and supporting all district and school adopted academic and behavioral instructional methodologies in a Multi-Tiered System of Support and district behavioral programs and supports. Responsibilities also include monitoring compliance for all required special education documentation and requirements, collaborating with principals district-wide to for smooth transitions both in to and out of the schools, reviewing requests from out other school districts for placement at Renton Academy and managing the contracts for these with the Special Education Department. The Principal is responsible for reviewing department procedures, and providing assistance to building administrators, special education staff and basic education teachers in collaboration with the Directors of Special Education. This position also helps provide leadership for development of curriculum and in-service programs as they relate to social/emotional and behavioral special education programs across the district. Student placements are coordinated under the direction of the Directors of Special Education. The Principal is under the direct supervision of the Chief of Student Support.

ESSENTIAL FUNCTIONS:

Subject to the direction of the Chief of Student Support and in collaboration with the Directors of Special Education:

1. Provide supervision and evaluation of district staff assigned to the Renton Academy and H.O.M.E. Program.
2. Provide administrative support of the special education program, including ensuring compliance with State and Federal regulations for Special Education, monitor delivery of instruction, collection of student data, and appropriateness of interventions and take remedial action when necessary.
3. Remain informed about current developments, issues, and approaches in mental health and special education behavioral and academic programming throughout the district.
4. Be current on graduation requirements and state assessment needs for K-12 education.
5. Maintain constructive school climate in such a way that potential problems are identified at a preventive level, that human relations are in harmony, and that interventions are compatible with current management theory.
6. Monitor all areas of the IEP process, including reviewing academic and behavioral objectives and compliance with State/Federal mandated timelines.

7. Develop, maintain, track and analyze student and staff performance data on a regular basis and be able to communicate this effectively with students, staff, colleagues and families.
8. Provide consultation and assistance to building administrators in referral, evaluation and placement decisions.
9. Ensure verbal and physical de-escalation strategies are implemented appropriately, and that any use of restraint or isolation is in strict alignment with state law and District guidelines.
10. Assume major responsibility for staff development by arranging for, conducting and participating in the planning of on-going staff training, providing leadership on effective instruction, and observing/conferring with building program staff on academic instruction, behavior management, counseling skills, social skills, level system implementation, group meetings and crisis management.
11. Provide support to building staff and individual student multidisciplinary teams with implementation of regulations in assessment/reevaluation activities, program recommendations, eligibility, and record keeping.
12. Coordinate staffing needs with the Directors of Special Education and Chief of Student Support and Human Resources.
13. Lead interviews to hire special education staff.
14. Coordinate and participate in parent involvement activities as appropriate.
15. Represent RSD at ESD and/or State meetings as requested.
16. Other duties related to the position as assigned by the Chief of Student Support.
17. Support the development, implementation, and continuous improvement of district-wide behavioral systems, practices, and initiatives.

RELATIONSHIPS:

The Principal of Renton Academy and HOME program maintains the following relationships:

Chief Student Support:

The Principal of Renton Academy and HOME program is supervised by the Chief of Student Support.

Director of Special Education:

The Principal of Renton Academy collaborates with the Directors of Special Education and working together he/she is responsible for interpreting and executing the above responsibilities in addition to any other related responsibilities that may be assigned.

Building Administration/Special Education Staff/parents:

The Principal of Renton Academy communicates regularly with parents, building administrators, special education staff and other staff members in order to assist them in meeting district basic education and special education program goals and objectives.

MINIMUM QUALIFICATIONS:

1. Washington State Teaching Certificate and/or ESA Certification.
2. M.A. Degree required.
3. Washington State Principal Certification required.
4. Specific preparation and experience in special education: Minimum of five years of successful special education classroom teaching and/or support service experience and /or in a related field approved by the Superintendent or designee.
5. Knowledge of curriculum materials, instructional techniques, and behavior management strategies.
6. Ability to coordinate and integrate subject activities and instruction.
7. Demonstrated ability to provide support services to special education instructional and support personnel.

8. Demonstrated ability to use interpersonal skills in assisting staff with program implementation and compliance requirements.
9. Knowledge and experience in working with computers, data and general word processing.
10. Demonstrated ability to plan, organize, facilitate, and implement meaningful personnel training activities.
11. Administrative experience preferred.