



STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

| <u>TITLE</u> | <u>GRADE</u> | <u>EEO-4</u> | <u>CODE</u> |
|------------------|--------------|--------------|--------------|
| PRINCIPAL | 39 | A | 5.103 |

Under general direction of the Superintendent, Principals are responsible for the planning, development, organization, and supervision of comprehensive academic, vocational and physical education programs for adjudicated juveniles assigned to a youth training facility.

Administer the school curriculum by supervising the instructional staff in the development, implementation, and revision of academic, vocational, and physical education programs including class objectives and teaching methodologies in order to provide an educational program for students which is effective and in compliance with State and federal regulations; consult with instructors to discuss objectives and establish guidelines; maintain an awareness of factors outside the school which affect the school program; visit classes and observe instructional activities; evaluate the effectiveness of the curriculum by monitoring students' progress.

Provide leadership and direct, develop, and monitor the implementation of the agency's school related policies and procedures which includes: establishing academic program objectives; establishing policies and procedures for curriculum and program development, student conduct, and school activities and functions; evaluating, disciplining, and managing teaching/vocational staff; disseminating information to staff members; coordinating procedures and programs with administrative and home life staff; ensuring timely completion of behavior and treatment team reports and student records; and submitting transcripts to parole and placement services.

Prepare grant proposals and monitor established grant programs for the purpose of receiving federal and State monies to support academic programs; justify the need for the program, establish project objectives and priorities, develop staffing and budget projections, and design an implementation plan; manage grant program activities; implement projects, maintain required records including equipment inventories and prepare project reports; monitor program budgets and authorize expenditures; evaluate program results and redesign project plans as necessary.

Direct and/or participate in developing an educational plan for each student and scheduling students into appropriate classes to meet their treatment and educational goals; secure and assess all relative student information such as transcript data, psychological and behavioral treatment plans, personal aspirations, test data and functioning capacity; confer with the classification counselor; determine which class subjects are needed by the student to meet graduation requirements; select a suitable schedule based on course availability, class size, credit requirements, and student needs; revise students' schedules as credits are completed or upon recommendation or requests from staff and students; issue transcripts and diplomas for students as academic requirements are completed.

Direct and/or participate in maintaining standards of student conduct and enforcing discipline to modify students' inappropriate behavior; conduct surveillance for contraband through unannounced student and physical plant searches which are documented to the Superintendent or designee; establish a conducive learning environment by reviewing reports documenting occurrences of inappropriate behavior; ensure conferences between students and instructional staff occur as a follow-up to incident reports; counsel students involved in serious incidents; provide training to instructional staff regarding proper methods and techniques of supervision and discipline.

Supervise professional and administrative support staff to accomplish the goals of the institution which includes recruitment and hiring; scheduling staff and arranging for substitute teachers; providing counseling, guidance and motivation; encouraging professional development; and evaluating performance.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- * Possession of a valid Nevada teacher's elementary, middle school/junior high, secondary, or special teaching (excluding Business and Industry or Special Qualifications) license is required.
- * Possession of a valid Nevada limited school administrator endorsement is required at the time of appointment. A professional school administrator endorsement is required to continue in the position after the expiration of the limited endorsement.
- * Pursuant to NRS 284.4066, positions in this class have been identified as affecting public safety. Persons offered employment in these positions must submit to a pre-employment screening for controlled substances.

EDUCATION AND EXPERIENCE: Possession of a valid Nevada limited school administrator endorsement **OR** a professional school administrator endorsement and four years of teaching experience at K-12 in schools approved by the State.

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at the time of application):

Detailed knowledge of: modern educational theories and principles in an institutional setting. **Working knowledge of:** all aspects of school administration and supervision; descriptive statistics such as measures of central tendency in order to develop teaching programs with measured results; current issues in the field of secondary education; core subjects of a high school curriculum; statutes and regulations pertaining to the field of education. **General knowledge of:** the principles and practices of budgeting, accounting, and purchasing. **Ability to:** maintain equanimity in the face of resistance, indifference, or hostility; write concise, logical, grammatically correct analytical reports to explain various components of the educational program; prioritize workload and accomplish tasks within established time frames; work independently with minimal direct supervision; acquire and analyze information from various sources in order to plan and establish goals, authorize implementation and supervise activities to achieve these goals; effectively communicate ranging from simple language through professional and technical terminology, with students, as well as a variety of specialists and professionals.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

Working knowledge of: Nevada high school graduation requirements and college entrance requirements; agency policies, procedures, rules and regulations; State and federal educational grant programs. **Ability to:** mediate conflicts among staff and/or students in a positive, productive manner in order to maintain harmonious relationships; maintain cooperative and effective relationships with agency personnel, parole agencies, accrediting agencies, and other educational institutions; maintain focus of attention on improving instructional outcomes in order to serve the youth and achieve agency goals; seek the knowledge and advice of persons in specialized areas including the areas of teaching and learning, federal programs, State government, and psychological services in order to make decisions and recommendations concerning school activities and programs; generate information about school operations at a professional level in order to report conditions and achievement to agency, State and federal personnel, thereby ensuring that specific aspects of the educational programs will be supported.

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

5.103

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