

POSITION TITLE: Principal - Elementary School K-6, K-8

DEFINITION:

Functions as chief executive and educational leader of an elementary school; responsible for its programs, personnel, facilities, and all other related activities as assigned.

DIRECTLY RESPONSIBLE TO: Director - Elementary Schools

SUPERVISION OVER:

Teachers, clerical, part-time and volunteer personnel, and on-site supervision over custodians, cafeteria personnel and bus drivers.

DUTIES AND RESPONSIBILITIES: (Responsibilities will include, but not be limited to):

1. School Climate: The climate of the school is reflected in student, staff, community attitudes and behavior. The school principal is responsible for the establishment of a positive, cooperative school climate. Specific functions include: establishment of the school philosophy, goals and objectives, with input from staff and parents, revised periodically for relevance to current school/community needs; supervision and support of student government activities; establishment of student discipline; supervision of facilities and grounds to insure safety of students and staff; sensitivity and responsiveness to individual student/parent/staff problems; follow-up on staff, parent, student concerns; recognition of staff and student accomplishments.
2. Community Relationships: The relationship of the school to the community is a critical factor in the development of a sound educational program. The school principal has the prime responsibility for establishing that relationship. Specific functions include: support of, and attendance at community special services clubs; organization of, and attendance at parent clubs/PTA meetings, and back-to-school and open house events.
3. Communication: An effective communication system (oral/written) is essential to the success of the school program and student progress. The school principal is responsible for developing and maintaining an effective communication system: Specific functions include: preparation and distribution of staff and parent bulletins, agendas for faculty meetings, minutes of meetings, and newsletters; organization of parent meetings, staff meetings, feeder school meetings with follow-up action; organization of parent initiated and principal initiated conferences with parents for resolution of concerns; positive communication with students on a group or individual basis; effective consultation with teachers regarding program and/or individual concerns; articulation of programs and concerns with other principals and district administrators; receipt and response to incoming mail and telephone messages; effective communications with news media.
4. Management of Resources: The school principal is responsible for the management of resources including school revenue and expenditure of funds; use of time/talents; selection, direction, motivation, supervision and evaluation of personnel, and care of facilities and equipment. Specific functions include: development and maintenance of the school budget; supervision and evaluation of plant maintenance and grounds including the initiation of work orders; establishment and implementation of emergency procedures; determination of staffing to meet student, school and community needs as

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well as legal requirements; development of the master schedule; monitoring of classes for teacher coverage, requesting substitutes as appropriate; coordinated efforts with support staff (i.e., counselors, nurses, speech therapists, resource teachers); organization of volunteer help programs; monitoring accurate record keeping of student attendance, student files, employee absences and tardiness, employee time cards, purchase orders and invoices, work orders, student transfers, supply order cards, etc.; monitoring of bussing and transportation of students as well as field trips for safety and appropriateness; personnel management including selection, training and evaluation; coordination with intermediate feeder schools; management of employer/employee contracts as they relate to personnel in his/her school; completion of district reports as required; monitoring and articulation of the gifted and special education programs; supervision of fund raising activities and funds.

5. Curriculum/Program Development: The principal is responsible for the development and maintenance of a strong curriculum, meeting all student needs, articulating and coordinating with the school program, special services programs and feeder school programs. Specific functions include: development of curriculum goals and objectives within those of the superintendent, the division, and the state framework, utilizing input from staff and community; monitoring of school curriculum, including reevaluation and redevelopment; review of new curriculum materials; organization of, and attendance at school site council meetings; providing avenues for gathering instructional resources and data; identification of deficiencies and provision for staff in-service.
6. Pupil Assessment and Achievement: The school principal is responsible for the assessment and achievement of pupil progress, both academic and behavioral. Specific functions include: periodic meetings with teachers, parents, and resource personnel to review and assess pupil progress; monitoring of pupil attendance with follow-up and resolution of individual problems; resolution of student discipline cases; attendance at special education SAT-EAS placement meetings.
7. Interpretation and Application of Appropriate Laws: In order to assure compliance with appropriate laws the school principal must be knowledgeable, keep current, interpret accurately, and apply local, state, and federal legislation as it relates to his/her school environment. Specific functions include: communication with law enforcement agencies as related to students' problems; review and interpretation of legal documents including district policies and procedures, county, state, and federal laws, as well as proposed legislative bills.
8. Quality of Instruction: The principal, with district resources, has the ultimate responsibility for the quality of instruction in his/her school program. Specific functions include: supervision of class instruction: establishment of performance objectives (October 15) and evaluation of program goals and objectives annually (April); identification of instructional needs and deficiencies with in-service training plans to meet needs; teacher conferences, individual and group as appropriate.
9. Professional Growth: In order to be sensitive to the total educational environment, the school principal must keep abreast of new legislation, trends, district policies, procedures and practices that affect his/her school programs. Specific functions include: attendance at school board, administration and professional meetings on a periodic basis; participation in district initiated assignments when appropriate: self-evaluation of deficiencies with attendance at appropriate conferences and workshops for professional growth; review of periodicals appropriate to division and school programs.

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QUALIFICATIONS:

Training, Education and Experience: Must possess a valid California elementary school administrative credential; standard supervision with K-9 principal authorization; standard administration with elementary credential; supervision with K-8 principal authorization; administrative services. Previous administration experience desirable.

Knowledge and Skills: The principal should be knowledgeable in: learning theories, human needs, curriculum development, motivation theory, school finance and budgeting, collective bargaining, administration of district policies, local, state and federal laws pertinent to schools, staffing organization, selection and supervision of personnel.

He/she should be skilled in effective communications including initiating individual and group discussion, listening, clarifying, facilitating interaction among group members; verbal skills to communicate effectively with a wide variety of people with varying educational and socio-cultural backgrounds; research reading, public speaking; writing skills to effectively convey ideas, reports, letters, memorandums and survey questionnaires; understanding of goal setting techniques including needs assessment and evaluation; high degree of self-restraint, judgment and strategies in dealing with a variety of people, adversaries and advocates under varying situations and conditions; high degree of skill in defining problems, collecting information, establishing facts, evaluating alternate solutions, and drawing valid conclusions; effective screening of applicants, conducting job related interviews, selecting qualified candidates, training and evaluation of personnel.

Physical Characteristics: (consideration will be given to reasonable accommodation): *Sufficient vision to read printed material: *sufficient hearing to conduct in person and telephone conversations; *sufficient physical mobility to move about the campus and drive a car, *ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

*With or without the use of aids.

Other Characteristics: Possession of valid California drivers license; willing to work irregular hours/days including evenings, weekends and holidays, and on-call for emergencies; willing to travel locally; willing to work at any employer location or be reassigned.

Approved by Personnel Division

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