



**GENERAL INFORMATION**

<i>TITLE</i> .....	Principal
<i>DEPARTMENT</i> .....	Administration
<i>LICENSURE</i> .....	Professional Educator License (PEL)
<i>ENDORSEMENT</i> .....	General Administrative
<i>CLASSIFICATION</i> .....	Certified
<i>FLSA STATUS</i> .....	Exempt
<i>REPORTS TO</i> .....	Superintendent
<i>SUPERVISORY RESPONSIBILITIES</i> .....	Building Certified and Non-Certified Staff
<i>PRIOR EXPERIENCE</i> .....	Full/part-time experience as a teacher or certified employment in an educational setting.
<i>EVALUATION</i> .....	Evaluated by the Superintendent and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures, and other sources of data. The evaluation cycle for the Principal shall be one school year.

**JOB GOAL**

Under general supervision, the Principal leads the organization, safety, supervision and educational leadership of the school. The primary responsibility of the principal is to improve instruction and spend a majority of time on curriculum and staff development (105 ILCS 5/10-21.4a).

**MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES**

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Possesses knowledge of district policies and regulations relating to areas of responsibilities.
- Has experience and knowledge of best curriculum practices for respective grade levels in the school.
- Supports progressive education ideals and practices in conjunction with 21st Century learning principles.
- Demonstrates commitment to student achievement, school improvement, and professional development.
- Develops and implements activities that encourage students to be life-long learners.
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations.
- Ensure compliance with all laws, administrative codes, Board policies and regulations.
- Collect and analyze data regarding the needs and achievement of students, including State assessments, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications to existing programs.
- Establish the master schedule for instructional programs, ensuring sequential learning experiences for students that meet and exceed the State Core Curriculum Content Standards.
- Supervise the instructional programs of the school and observe instruction on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement.
- Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Incorporate procedures for the early identification of potentially disruptive students

and the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions. Document all instances of student discipline, violence, vandalism, and attendance matters.

- Establish a professional rapport with students and with staff based on mutual respect.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
- Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Supervise all personnel assigned to the building, establishing clear expectations for role, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.
- Ensure that evaluation procedures are completed in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, administrative procedure and contractual requirements.
- Recommend personnel to fill all vacant positions in the school, following district recruitment and selection procedures.
- Organize and nurture an effective leadership team of assistants and supervisors, with clear expectations for role, responsibilities, and performance, holding each individual accountable for the area of assignment.
- Provide opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.
- Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings as necessary for the proper functioning of the school.
- Ensure an effective accounting and inventory system for all school supplies, materials, and equipment.
- Regularly inspect all facilities to ensure compliance with all applicable codes and regulations including access for individuals with handicapping conditions.
- Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following State, local, and district guidelines.
- Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances.
- Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media.
- Implement schedules and procedures for the supervision of students in non-classroom areas, including before and after school, traffic coordination, bus loading and unloading, and cafeteria.
- Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
- Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students and staff. The information provided should solicit community and parental support and understanding of the programs and services of the school.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support students in the school.
- Encourage and work with an active Parent Teacher Organization that supports the efforts of the school.
- Maintain effective communications with agencies and resources outside of the school.
- Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- Use excellent written and oral English skills when communicating with students, parents, and colleagues.
- Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent or designee.
- Maintain and account for all student activity funds and money collected from students in accordance with district policy and auditing recommendations. Correct any audit exceptions immediately.
- Communicate with the Superintendent or designee regularly about the needs, successes, and general operation of the school.
- Ensure that personnel and student record keeping procedures comply with State and federal law and district policy. Implement procedures for safe storing and integrity of all public and confidential school records.
- Continue to grow professionally through collaboration with colleagues and professional growth experiences.
- Summarize, interpret, and disseminate current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

- Contributes to an effective, comprehensive, district-wide integrated educational and student development program by directing the development and effective implementation of applicable program elements at the elementary level and ensuring a fluid experience for students and parents throughout their varied transitions.
- Coordinates with building/district leadership and case managers to determine who will serve as the district LEA representative at IEP meetings.
  - Serve as a resource for on all federal and state regulations regarding student records and Special Education rights.
  - Ensure that scheduling, facilitating and maintaining all necessary documents of meetings at the building level occurs, including, but not limited to, such activities as Child Find and implementation of required services.
  - Oversee the maintenance, scheduling and completion of paperwork of all evaluations, MDCs, IEPs and 504 Plans according to mandated time lines.
  - Identify needs and provide appropriate in-services at the building level to assistants and staff.
  - Promote and facilitate positive problem solving skills in staff and parental meetings.
  - Maintain accurate service delivery records and submit reports in a timely manner.
  - Attend meetings of home school students in programs outside of the district as deemed necessary.
- Supports the systematic implementation of program planning, budgeting, evaluation, record keeping, and internal controls for financial and property accounting by being informed and directing others in the system's procedures. Prepares the school's budget by monitoring the expenditure of funds allocated to the school and making decisions regarding the reallocation of school funds within district guidelines.
- Completes compliance trainings as required by the district.
- Respond to all correspondence in a timely manner, generally within 24 hours on days of operation.
- Perform any duties that are within the scope of employment and licensure, as assigned by the Superintendent and not otherwise prohibited by law or regulation.

## **MENTAL DEMANDS**

### *Knowledge*

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois leadership standards; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful behavior management strategies; and other related curriculum objectives.

### *Ability*

The employee shall lead, plan, develop, implement, deliver, and evaluate the district's curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; develop effective staff development; read a variety of materials; efficiently employ differentiated leadership methods; learn new methods of leadership through ongoing professional development; implement a student centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

### *Education/Preparation*

The employee shall possess the minimum of a Master's Degree; completion of a leadership preparation program through an accredited university or college; successful completion of State proficiency exams; and possess/maintain appropriate licensure through the State of Illinois.

### *Reasoning*

The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

## **PHYSICAL DEMANDS**

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT**

The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other setting such as the gymnasium, lunchroom, LMC, busses, and traffic coordination both before and after school.

*The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*

**REVIEWED/REVISED**

- February 27, 2017