

Job Description

Position Title	K-6 Principal		
Building	Lincoln Elementary School/GSL Lakeside Elementary School	Department	Administration
Hours	Salaried	Supervisor	Superintendent of Schools
Band and Grade	D-71	Tools and Equipment	Computer, laptop, iPad, applicable software, phone, copy machine

Primary Function	Under general direction of the Superintendent, implements District policies, curriculum, and programs at the instructional and building level. Responsible for evaluating all instructional staff and building level personnel. Responsibilities include budgeting for all building needs, conducting public relations activities, participating in programs/events/activities, serving on District wide committees or task forces, and serving as the educational leader in the building and building manager. Ultimately responsible for all building issues. Provides effective instructional leadership and manages activities that contribute to the effectiveness of the total educational program. Coordinates and supervises the district's Title I, II, III, special education programs, and serves as the Early Childhood Screening administrator.
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Essential Duties	
1	Directs the activities and evaluates the performance of teachers, counselor, administrative support staff, and all other building personnel to ensure the attainment of district goals and standards, to ensure compliance with all laws and regulations, and to ensure the efficient and effective operation of the school. Oversees and directs student management and discipline within the building.
2	Conducts conferences with parents and teachers to resolve conflicts, discusses problems, shares information, and establishes goals. Develops new parent involvement programs or projects to facilitate participation.
3	Directs, supervises, and implements educational programs by adapting curricula, forming committees, and overseeing the selection and adaptation of instructional materials.
4	Conducts a variety of educational administrative functions including coordinating the preparation of building level reports, monitoring budget reports, assisting in the coordination of school events/activities, and preparing for and attending board meetings to discuss building level activities.
5	Facilitates communication between all personnel, students, and parents within the building.
6	Works with building level teams to facilitate staff development.
7	Monitors building activities and facilitates constant building improvements.

8	SPED child study coordinator – Identifies and places students in SPED programs; deals with legal issues/helps prevent legal issues; serves as a link between the District and SW/WC Co-op; coordinates the child study process; coordinates 504 regulations; assists co-op with all state regulations; educates staff (regular and SPED) with IDEA and NCLB regulations; assists in HR issues, i.e. hiring; helps with transportation regulations with SPED students; and assists with discipline of SPED students.
9	Exhibits and utilizes professional knowledge in an effective manner – Demonstrates a knowledge of state, District, and school curriculum; leads curriculum development activities providing opportunities and encouragement for increased staff program expertise; utilizes test results in analyzing program effectiveness and identifies areas needing improvement; supervises the review and/or recommends for approval of all elementary textbooks and curriculum materials; acts as a role model for expected staff behavior by demonstrating leadership, management, and instructional skills; participates in professional growth activities; practices a professional code of ethics; respects confidentiality; demonstrates self-control; responds positively to challenges and constructive criticism; is knowledgeable and current in administrative techniques, subject content, and learning processes.
10	Utilizes effective strategies and activities in the performance of job responsibilities – Defines, articulates, and promotes the internalization of a school philosophy; supervises the implementation of rules and procedures for students and staff safety; ensures aesthetically pleasing environment in the school; monitors plant, office, and equipment maintenance; promotes the incorporation of community resources into the school program; cooperates with the administration, certified staff, and other employees; promotes a tightly managed environment collectively committed to basic skills instruction; makes decisions in consideration of alternatives, consequences, and applicable research; avoids crisis situations by anticipating problems and making timely, clearly communicated, and effectively implemented decisions; involves staff, students, and community in decision-making by delegating authority and seeking consensus when appropriate; follows established administrative protocol; establishes and clearly communicates building priorities and long range goals; interprets and complies with the policies of the school and the District; provides leadership in curriculum decisions; manages in a fair and positive manner; demonstrates instructional leadership; establishes goals and objectives; utilizes the expertise of the professional staff to identify, plan, and implement an appropriate staff development program; promotes professional growth activities; initiates change when appropriate; has high expectations for staff; identifies staff members whose performance is marginal and develops appropriate instructional improvement programs; provides assistance to the professional staff in developing effective classroom management and discipline techniques; assists in the selection and assignment of school personnel; implements the District personnel evaluation program; and recommends dismissal of unsatisfactory personnel.
11	Coordinates and supervises the District's Title I, Title II, Title III, and special education programs.
12	Plans and prepares for job responsibilities – Implements an effective induction program for newly assigned personnel; ensures that student and teacher schedules are developed to promote school objectives; provides for the maintenance of accurate and current personnel, student, and fiscal records; demonstrates effective planning and scheduling skills; effectively manages building crises and emergencies; plans informative and instructive faculty meetings which develop and improve instruction; and stays current,

	belongs to appropriate organizations, attends meetings and seminars, etc.
13	Exhibits effective human relation skills within educational environments – Fosters a sense of unity within the school; interacts with personnel in sharing ideas, problems, expertise, and resources; interacts personally with parent groups to promote positive school-community relations; encourages parent visits and involvement in school activities; utilizes such human relations techniques as acceptance, praise and humor, when warranted; listens and responds to the concerns of others; supports policies, practices, and programs that enhance positive interpersonal relations; develops and maintains positive staff morale; treats all individuals with respect and dignity; and promoted positive aspects of evaluation, i.e., improvement of instruction.
14	Effectively interacts with students – Emphasized student's achievement as the primary goal of schooling; administers systematic and effective methods of objectively monitoring and evaluating student progress; maintains adequate student discipline through the implementation of a fair and effective discipline code; monitors and coordinated student extra- and co-curricular activities; creates a feeling of trust and openness with students; provides for the effective orientation of students; develops and implements procedures for monitoring and reporting student attendance and tardies; practices effective counseling and advising of students and parents; administers school policies to ensure due process to all concerned; and encourages the maintenance of a comprehensive program of student services including guidance, health, food, and transportation.
15	Effectively communicates with others – Implements an effective method of reporting student progress; communicates effectively both orally and in writing; develops open communication by respecting differences of opinion and reacting appropriately; communicates and supports management team decisions and school board policies; conducts planned, meaningful, and effective meetings including school orientation programs; informs community of school activities through appropriate media; and communicates effectively with staff, parents, and community groups.
16	Manages time effectively – Supervises the preparation of accurate budgets and effectively monitors expenditures; ensures the accurate and efficient preparation of required District reports and requisitions; provides for payroll verification and submission to business office; maintains complete and accurate records as required by law and school policy; and manages time and tasks effectively.
17	Coordinates and supervises the District's Early Childhood Screening process.
18	Maintains regular attendance.
19	Assumes additional responsibilities assigned by the Superintendent.
20	Responsible for keeping his or her portion of the website updated.
21	Performs other duties of a similar nature and/or level.

Minimum Qualifications	Master's Degree in Education and a valid Minnesota teaching and Administrator's license and three or more years of experience, or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.
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Knowledge Required	<ul style="list-style-type: none"> • Knowledge of current educational and instructional trends, methods, techniques, and practices. • Knowledge of child development and learning theory principles and procedures. • Knowledge of management, organizational and leadership theories, approaches, and techniques. • Knowledge of policies, procedures, rules and guidelines pertaining to school financing and budgeting. • Knowledge of approaches and methods to parent involvement and public relation techniques and methods. • Knowledge of supervisory techniques, approaches, and procedures.
Skills Required	<ul style="list-style-type: none"> • Skill in evaluating, delegating, assessing, supervising, and counseling instructional staff. • Skill in planning, developing, and implementing educational programs and initiatives. • Skill in resolving conflicts, and in communicating complex ideas and concepts to the general public and school personnel. • Skill in conducting public relation activities both inside and outside of the organization. • Skill in organizing and supervising administrative functions of the District and for handling the fiscal functions and activities of the building. • Skill in communication, interpersonal skills as applied to interaction with coworkers and the general public, etc., sufficient to exchange or convey information and to provide and receive work direction.
Physical Activities/ Requirements	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>