



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820

Phone: (541) 575-1280 • Fax: (541) 575-3614

ELEMENTARY PRINCIPAL HUMBOLT SCHOOL & K-6 SPECIAL SERVICES DIRECTOR

Grant School District No. 3 is seeking applicants for an instructional leader who can foster trusting, professional relationships with stakeholders to include students, staff, families and the school community. Grant School District #3 School Board priorities are based on the Strategic Plan developed by the community and staff.

QUALIFICATIONS:

- Demonstrate communication skills that build relationships with students, staff, parents and communities focused on building a positive school climate.
- Extensive Special Education knowledge and experience preferred.
- Knowledge of Response to Intervention Program and PBIS in elementary schools.
- Working knowledge of current theory, research, and effective practices in the areas of instruction, staff development, student assessment, program evaluation, and school improvement.
- Working knowledge of current Oregon laws, policies, administrative rules, and model programs related to curriculum, instruction, assessment, and evaluation.
- Demonstrated leadership in developing and fully implementing quality programs.
- Understanding of current education policies and budget as set forth by state & federal guidelines.
- Working knowledge of instructional media and technology.
- Knowledge of K-6 curriculum standards and current best instructional practices.
- Knowledge of Title 1 regulations and reporting.
- Ability to multi-task in areas of supervision, evaluation, facilities while managing multiple certified and classified employees.
- Holds a current First Aid/CPR card or willing to obtain by hire date.

QUALITIES IN OUR NEXT PRINCIPAL:

- **Student- Centered Leadership-** Leads with a clear focus on what is best for students, while ensuring equitable support for all programs.
- **Strong Staff Support and Trust-** Sets realistic expectations, respects professional boundaries, recognizes burnout, avoids micromanagement, and trusts staff to do their jobs while stepping in when support is needed.
- **Clear, Consistent, and Fair Leadership-** Demonstrates consistency, impartiality, and follow-through; holds people accountable while being honest, trustworthy, and fair.
- **Supportive, Firm, and Approachable-** Balances kindness with authority, provides support while maintaining clear discipline, and is willing to set boundaries and keep roles clearly defined.
- **Effective Communicator-** Communicates clearly and consistently with staff, families, and community (e.g., weekly Humbolt communication), listens actively, collaborates openly, and responds in a timely manner.

- **Visible and Engaged-** Is consistently present in classrooms and school activities, actively involved in daily school life, and approachable to students and staff.
- **Community-Oriented Leadership-** Values strong relationships with the staff, parents and families, and the community through collaboration, involvement, and meaningful engagement.
- **Realistic and Resource-Aware-** Demonstrates a practical understanding of time, staffing, and resources when making decisions and setting expectations.
- **Collaborative and Open-Minded-** Works collaborative with all staff groups, values diverse perspectives, and remains open to new ideas and solutions.
- **Positive School Culture Builder-** Creates a welcoming, fun, and engaging school environment-someone who brings energy, positivity, and a genuine joy for the work.

A COMPLETED APPLICATION FILE WILL INCLUDE:

1. Cover letter
2. Qualifications statement addressing “How you fit the qualifications for this position.”
3. Application
4. Resume
5. Three letters of reference
6. Copy of Oregon administrative license or proof of ability to obtain prior to July 1, 2021.
7. Official Transcripts

Send application materials to:

Mark W Witty
 Grant School District No 3
 401 N. Canyon City Blvd.
 Canyon City, OR 97820
 Email: markwitty@johndaysd.org

THIS POSITION WILL CLOSE: March 9, 2026

COMPENSATION: Salary range of **\$123,827–\$132,456** for a **220-day contract**, with an **additional negotiable stipend** for demonstrated experience in Special Education. Benefits include an **education stipend** (\$1,000 for MA + 45 credits or \$2,000 for a Doctorate), **district-paid PERS and life insurance**, a **\$50/month technology stipend**, **professional development up to \$2,500 annually**, and an **insurance cap of \$1,750 for SY 2026–27**.

STARTING DATE: July 1, 2026

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990. Individuals with disabilities may contact ADA Compliance Officer at 541-575-0423 for additional information or assistance. Speech/Hearing impaired persons may contact the district for assistance through the Oregon Telecommunication Relay Service at 1-800-735-2900. We encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We hire and promote without regard to race, color, gender, national origin, religion, or age, unrelated to job performance. Fingerprinting and criminal record checks are required by the Oregon Department of Education. (ORS 584-36-062)



Title: Elementary Principal & K–6 Special Services Director

Position: Administrator

Minimum Qualifications:

- Master's degree in Educational Leadership or related field required
- Current and valid Oregon Administrator License
- Minimum of five (5) years of successful experience in K–6 education
- Minimum of three (3) years of experience in a building-level or district-level administrative role
- Demonstrated experience leading instructional improvement initiatives
- Demonstrated knowledge of Oregon Department of Education requirements, Division 22 standards, and Board policy governance
- Extensive working knowledge of Special Education law and compliance, including IDEA, Section 504, IEP development, placement decisions, and dispute resolution
- Experience supervising specialized programs including SLD, behavior, and life skills classrooms
- Demonstrated leadership within an MTSS/RtI framework, including tiered academic and behavioral supports
- Proven ability to analyze and use quantitative and qualitative data to guide instructional, behavioral, and programmatic decision-making
- Strong communication, collaboration, organizational, and leadership skills

Reports To: Superintendent

Job Summary: The Elementary Principal & K–6 Special Services Director serves as the instructional, operational, and administrative leader for Humboldt Elementary School and Seneca Elementary School and provides district-level leadership for K–6 Special Education programs. This position requires the ability to lead two elementary schools while overseeing specialized instructional and behavioral programs and advancing district strategic improvement goals.

Under the direction of the Superintendent, the Administrator is responsible for instructional leadership, staff supervision, fiscal and program oversight, legal compliance, and active participation as a member of the District Leadership Team.

Essential Duties and Responsibilities:

Performs duties assigned by the Superintendent and:

School Leadership and Operations

- Provide instructional and administrative leadership for two elementary campuses
- Supervise, assign, and evaluate certified and classified staff in accordance with district procedures and collective bargaining agreements
- Ensure safe, orderly, and effective school operations
- Serve as the primary administrator for parent, staff, and community concerns
- Recommend and revise policies, procedures, and practices supporting effective school operations

Instructional Leadership and Improvement

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Lucas Moore

- Lead curriculum implementation and instructional practices aligned to state standards
- Develop, implement, and monitor school and district strategic improvement plans
- Use academic, behavioral, and attendance data to guide school improvement efforts
- Support MTSS/RtI implementation for academic and behavioral supports
- Conduct staff evaluations in accordance with district systems

K–6 Special Services Administration

- Serve as District K–6 Special Education Director
- Oversee Special Education programming, staffing, scheduling, and service delivery
- Supervise SLD, behavior, and life skills classrooms
- Ensure compliance with IDEA, OARs, and district procedures
- Ensure timely development, implementation, and monitoring of IEPs
- Participate in eligibility, IEP, manifestation determination, and problem-solving meetings as needed

Student Services and Behavioral Supports

- Provide leadership for district K–6 behavioral support systems
- Oversee implementation of PBIS, behavior intervention planning, and restorative practices
- Ensure consistent, legally compliant disciplinary practices

Fiscal Oversight and Program Accountability

- Oversee development, monitoring, and alignment of building-level budgets
- Administer and monitor Title I-A programs and other applicable grants
- Ensure effective, compliant use of district, state, and federal funds within assigned program areas
- Collaborate with the District Special Education Director on program implementation, staffing, and service delivery, ensuring alignment with approved budgets
- Support documentation, monitoring, and compliance activities related to Special Education services as assigned, excluding district-level fiscal reporting

Compliance, Safety, and Labor Relations

- Lead crisis response, safety planning, and emergency preparedness for assigned schools and programs
- Ensure compliance with restraint and seclusion regulations
- Administer and enforce applicable collective bargaining agreements
- Participate in personnel processes, investigations, and grievance procedures as directed

District Leadership and External Coordination

- Serve as an active member of the District Leadership Team
- Collaborate with district administrators on strategic planning, policy development, and continuous improvement
- Coordinate services with external agencies, contractors, and service providers, including those supporting Special Education and behavioral programs
- Represent the district in meetings with community partners and professional organizations

Professional Learning and Staff Development

- Plan, coordinate, and facilitate professional development aligned to school improvement goals, MTSS implementation, and district priorities
- Lead and facilitate staff meetings, professional learning communities, and instructional planning sessions

- Ensure staff participation in required trainings, including Special Education compliance, behavioral supports, safety, and district initiatives
- Provide job-embedded coaching and feedback to support implementation of instructional and behavioral best practices
- Collaborate with district leadership to align professional learning across schools and programs
- Engage in continuous professional learning to meet licensure and leadership requirements

Evaluation By: Performance is evaluated annually by the Superintendent in accordance with District Policy and Oregon law.

Terms of Employment:

- Salary, benefits, and leave are determined by the Administrator Employment Contract and Board-approved salary schedules
- Work year consists of 225 days per school year

Additional Information

This job description outlines the general nature and level of work performed by employees in this classification. It is not intended to be an exhaustive list of all duties and responsibilities. The District reserves the right to modify this description at any time.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

REVIEWED AND AGREED TO BY : _____

DATE: _____

The Strategic Plan Components at a Glance

Mission Statement

Our Prospector Promise: A place for every student to feel support, achieve success, and learn respect.

Vision Statement

A Place Where Every Prospector is *Known, Empowered, and Ready for the World!*

Foundational Values

Achieve Excellence by fostering an environment where respect for learning nurtures a community that thrives on curiosity, collaboration, and understanding.

Respect by building relationships, developing trust, and providing transparent communication.

Community by honoring traditions, strengthening partnerships, serving others, and where every student is known.

Preparation by individualized guidance to prepare each student for their unique path.

Tagline

Where your future begins!

District Goals

Goal I: Recruit, train and retain staff, able to implement, adjust and achieve excellence!

Goal II: Create a student focused environment where each student is known and prepared for success in life!

Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!