

SECONDARY SCHOOL PRINCIPAL

Classification: Administrator

Location: Assigned Building

Reports to: Executive Director, Middle or High Schools

FLSA Status: Exempt

Employee Group: NCAA

NOTE: Principal responsibilities are uniform. Classification levels vary due to size of school, scope of supervision and management, and time demands of extra and co-curricular activities.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Serves as the school and educational leader responsible for development, implementation, supervision, and evaluation of a comprehensive program of educational and student services. Administers the program in accordance with board policies, statutory requirements, administrative rules and regulations, district leadership direction, and is consistent with collective bargaining agreements. Serves as an advocate for the staff, school, and school community as appropriate.

Part II: Supervision and Controls over the Work:

Works under the general supervision of the Executive Director of Middle or High Schools, who is responsible for carrying out the guidance and direction of the Board of Directors. Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff. Annual evaluation will be based upon this job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the principal.

Part III: Major Duties and Responsibilities: Scope of activities and time demands vary by school and grade levels.

1. Student Learning and Achievement: Develops, communicates, and implements a shared vision for all students to achieve or exceed standards. Develops action plans and budget plans that are aligned with the Strategic Plan and school improvement plan and that maintain focus on the vision, goals and priorities for student, school and community success. Develops,

monitors, and reports on specific goals and actions designed to advance student achievement. Communicates progress of students and school achievement and provides required reports to district and community stakeholders. Communicates a shared vision that all students can learn regardless of poverty, race, academic status, social or economic status. Holds staff accountable for rigorous instruction for all students. Uses an equity lens in all aspects of student learning and achievement.

2. Use of Data: Provides leadership to teachers in the development and utilization of multiple assessment tools and strategies to support the achievement of the performance standards by every student. Develops and implements the District's performance measurement system to provide indicators that measure the school's success in meeting the expectations of students. Develops action plans for gaps and shortfalls in performance. Monitors and evaluates the use of research-based best practices, curriculum materials, and assessments.
3. Curriculum, Instruction, and Assessment:
 - a. Supports the development and implementation of the District framework for curriculum, instruction and assessment that is research-based and aligned to standards. Assures that the approved curriculum is being effectively delivered in each classroom.
 - b. Provides leadership to teachers in the development of classroom-based assessments of student learning and the use of assessments to inform instruction and improve learning. Regularly adjusts goals and action plans for gaps and shortfalls in performance.
 - c. Adopts and implements curriculum, instruction, and assessment framework evaluation tools so that annual progress is measured and effectively communicated to stakeholder groups.
4. Student Support Services: Proactively develops, implements, and sustains preventative measures of comprehensive support systems with diagnostics and individual learning plans including but not limited to: intervention for gap groups; counseling and discipline; family involvement and outreach; co-curricular and extracurricular programs; and student services and support programs.
5. Leadership and Governance:
 - a. Leads by example with a level of professional conduct that is above reproach. Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensures proper conduct goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right. Serves as a champion for the school and the district, avoiding actual or perceived behavior personally or among the staff which may cast a negative impression on the school, the District, or the Board.
 - b. Creates a professional environment by assuring that personal and staff interactions with

others in the school, community, and Board are conducted with utmost respect and professionalism.

- c. Honors the ideas of others even when in disagreement with those ideas. Works collaboratively to resolve disagreements and seek mutually respectful solutions.
- d. Actively participates in meetings, workshops and conferences that involve decisions affecting the district and/or the school. Advocates for the school's needs by providing input to the decision making process of the district. Respects, supports, and implements decisions once made, and takes action to ensure that staff are equally supportive.
- e. Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school.
- f. Demonstrates a leadership commitment to, and requires all staff members to embrace and support, statutes, laws, school and Board policies, collective bargaining agreements, as well as the values of the school and the district.
- g. Provides leadership in creating and leveraging community partnerships to improve the school, enhance its resources, and improve student achievement.
- h. Promotes and supports teachers' goal setting and professional development.
- i. Monitors and evaluates for effective PLCs.
- j. Facilitates a school wide behavior/discipline plan where behavior expectations are clear, supported, and followed by the school community.

6. Communications and Information Sharing:

- a. Develops and implements a process for faculty and staff meetings that allows for timely sharing and dissemination of information as well as meaningful input to and discussion of needs and actions for effective delivery of the educational program and operation of the school.
- b. Establishes an effective communication system with district leadership and the Board to assure knowledgeable, engaged, and active involvement of the school and to provide input to district and Board initiatives.
- c. Maintains effective communications with District staff and Board to keep them informed of school progress; advocate for the needs of the school; and assure timely and substantive notification of issues and concerns that could have a significant impact on achieving the vision and goals.
- d. Establishes and carries out a school-community information program that creates support

and enthusiasm for the school and District vision and mission, and keeps parents and community members informed of the schools challenges and accomplishments and involved in school activities.

- e. Models and promotes trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.
- f. Engages families and community members as partners in efforts to promote the success of all students and respond to diverse community interests and needs.

7. Human Resource Management:

- a. Develops the competencies required for each staff member in order to fully meet job expectations and contribute effectively to achievement of the vision.
- b. Screens, recommends selection, and assigns staff members consistent with job and qualification requirements, Board policies, legal requirements, and provisions of the collective bargaining agreement(s).
- c. Provides effective induction of all staff members ensuring that each new member understands the vision and goals of the school, duties and responsibilities of the position, performance requirements and expectations, school and corporate policies and procedures, and available support and assistance.
- d. Provides, or advocates for, the professional development of all staff members based on personal, professional, and organizational needs. Collaborates with staff members on identification of needs, opportunities, resources, and methods of providing professional development. Monitors and assesses the results of professional development to assure the desired outcome.
- e. Fosters self-reflection by each staff member and administrator for which assigned supervisory and evaluation responsibility. Monitors individual performance, and provides feedback and coaching to support success and continuous growth. Evaluates all staff members consistent with the approved evaluation process. Takes timely action to address performance concerns and deficiencies and provides plans of improvement and necessary support to correct performance concerns.
- f. Monitors behavior and addresses all incidents or allegations of misconduct through timely and effective investigation and corrective disciplinary action consistent with legal requirements, corporate policy, and provisions of the collective bargaining agreement(s).
- g. Supervises and evaluates school staff.

8. Organizational Structure and Operations:

- a. Creates an efficient and effective operating and accountability structure for the school to include internal allocation of resources, structuring of positions and responsibilities, establishing internal controls, and operating policies and procedures that are aligned with District policies.
- b. Assures school compliance with applicable statutes, federal laws, regulations, contractual provisions, and other governance parameters.
- c. Provides a safe and healthy environment for students by effectively managing physical security, facilities maintenance, health services, food service operations, and custodial services. Maintains effective student discipline and positive behavior support systems to foster an effective learning environment.
- d. Promotes a positive climate for learning and an atmosphere of caring and respect for each student and members of the school community.
- e. Accounts for all school property and assures property and equipment use and accountability in accordance with school and Board policy.
- f. Periodically assesses the organization and the organizational climate to identify initiatives and actions necessary to maintain the overall health and effectiveness of the organization.

9. Financial Management:

- a. Develops and executes the school financial program consistent with the approved budget. Develops proposals and justifications for superintendent approval of budget revisions when necessary.
- b. Assures an effective and legally compliant accounting for financial resources. Assures adequate documentation and document retention in support of all financial transactions. Assures compliance with purchasing and expenditure requirements.

10. Facility and Site Use and Maintenance:

- a. Manages school site and facilities to include building, grounds and equipment needed for instruction and related services. Authorizes facility and site use consistent with Board policy.
- b. Maintains and manages safe operation of facilities and site in accordance with district standards. Assesses and communicates facilities and site needs to appropriate district administrator on a timely basis.
- c. Directs and communicates the building energy management program and communicates

district energy program to staff, students, patrons and community.

11. Student Activities & Athletics:

- a. Plans for, develops, and administers student activities and athletics consistent with District, state, and association guidelines, regulations, and policies related to student activities and athletics.
- b. Coordinates with recognized parent and community groups in building support for and administering student activities and athletic programs.
- c. Develops and oversees program budgets ensuring acceptable internal controls and accountability.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Incumbents must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess or ability to obtain Oregon administrative license.
3. Minimum of five (5) years of successful teaching experience.
4. Demonstrated leadership and supervisory skills.
5. Ability to create a safe, orderly, positive school climate for students and staff.
6. Ability to foster growth, creativity, and flexibility using a variety of techniques.
7. Ability to facilitate resolution of complex interpersonal issues.
8. Demonstrate successful experience in shared decision making, program development, staff supervision and evaluation.
9. Knowledge and skill in fiscal management, staff development, and human relations.
10. Ability to work with Oregon State's Educational programs and assessments.
11. Knowledge and demonstrative skills in the use of technology for teaching and learning.
12. Managerial skill in planning, organizing, delegating, and listening.

13. Ability to gain and demonstrate knowledge of district and state laws that govern budget procedures and expenditures.
14. Knowledge about laws, rules and regulations governing the operation of public schools, including school reform legislation.
15. Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, cooperative learning.
16. Qualified (or be willing to qualify) to operate personal and/or district-owned vehicles to transport students when necessary.
17. Ability to serve as a first responder and react in emergency situations to include intervening and, as necessary consistent with District policy, restraining students.
18. Valid state driver's license

Part V: Desired Qualifications:

Bilingual skills in a language appropriate to the district's demographics.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The noise level in the work environment is usually moderate but can be loud on occasion.