

SECTION I: GENERAL INFORMATION

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| Classification Title: Elementary Principal | Department: | Unit: Principals |
| Immediate Supervisor: Superintendent | Grade Placement: | FLSA Status: Exempt |

Job Summary:

Under the direction of the Superintendent, the Elementary Principal is responsible for providing educational leadership by implementing educational and district initiatives at the building level and for directing, supervising and overseeing all school improvement programs, safety and building operations, personnel and instructional activities within the building. The Elementary Principal collaborates and works closely with other administrators, staff, students and the public in addressing and meeting the educational needs and goals of the District, its students and its families, and in performing various public relation responsibilities within the community.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Serves as the educational leader and administrator within the building. Directs and supervises instructional staff and administrative support personnel within the building. Administers and oversees all staffing issues, concerns and personnel actions within the building.
 - Observes, coordinates and/or evaluates instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements. Recommends the continuing status of individual teachers.
 - Develops building vision and expectations for staff and students.
 - Oversees staff development activities and plans of building personnel.
 - Oversees daily operations within the building to meet student goals.
 - Prioritizes building issues and concerns that arise on a daily basis. Supervises site management issues
 - Makes job assignments, plans and formulates building scheduling and plans.
 - Creates and implements the building master schedule.
 - Recruits, screens, interviews and hires all building level staff.
 - Conducts and leads building level and site management meetings and interprets district and building level policies and procedures
2. Oversees and implements building discipline procedures and policies.
 - Uphold, follows and enforces District discipline policies and procedures.
 - Contacts, informs and works with parents as needed.
3. Provides leadership, supervision and coaching for District initiatives such as the development of curriculum development, instruction, technology training, professional learning communities, goal setting or organizational improvement programs/initiatives.
4. Oversees, manages and supervises building personnel.
 - Observes, directs, coordinates and evaluates instructional staff within the building. Conducts and prepares evaluation reports on certified staff in accordance with District guidelines and requirements.
 - Oversees staff development activities of building personnel.
 - Directs and oversees the implementation of building and district behavioral and discipline policies and procedures within the building directly or through designed supervisory personnel.

- Oversees scheduling, registration and graduation activities.
 - Supervises and directs the activities of other site administrators.
 - Recruits, screens, interviews and hires all building level and administrative support staff.
5. Performs a variety of public relation functions within the District and serves as the primary spokesperson concerning building level issues and serves as a liaison between the building and District officials.
 - Confers with and/or mediates disputes between students, teachers, staff, parents and the public.
 - Participates and works closely with parent organizations.
 - Promotes the school vision and goals with students, parents, greater community, staff and district office personnel using a variety of communication forms.
 - Attends and services on various community committees, groups or task forces as appropriate.
 6. Collaborates and serves on district committees, task forces, and administrative meetings to address educational issues impacting the operations of the district and building. Serves as a member on the District Administrative Team. Provides recommendations and ideas and implements or acts upon all derived management, policy or staffing decisions.
 7. Develops, recommends and administers the annual budget for the building. Collaborates and works with district office personnel regarding maintenance of building records throughout the year.
 8. Supervises site maintenance, structural improvements and safety/security procedures. Communicates these needs to maintenance department and district administration, as needed.
 9. Performs other duties of a comparable level or type, as required.
 - Keeps abreast of changing developments, trends, and technologies within the field.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge
 - Participates in staff development and professional development activities.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

| RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS: | |
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| Titles of Positions Directly Supervised | # of Employees |
| 1 Classroom Teachers | |
| 2 Dean of Students | |
| 3 Office Professionals | |
| 4 Educational Assistants | |
| TOTAL | |
| LICENSE/ CERTIFICATION | Identify licenses/certification required: Valid MN driver’s license. Teaching License and Secondary Principal Licensure (Administrative Licensure). |

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

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| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) | |
| | less than high school diploma | Master's Degree | |
| | High school diploma or GED. | Major field of study or degree emphasis: Educational administration or educational leadership | |
| | 1 year college | | 2 years college |
| | 3 years college | | 4 years college |
| | 1st year graduate level | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: | |
| x | 2nd year graduate level | <ul style="list-style-type: none"> • Current curriculum, instruction, and learning principles, concepts, theories, approaches, techniques and trends as well as State, federal and local requirements and standards. • Management theory, principles and techniques. • District administrative policies, procedures and standards. • Budget and financial operations, processes and procedures. • School laws, rules and regulations, including special education and due process. • Human relation concepts, principles and techniques. • Principles, techniques and best practices as it pertains to staff evaluation, coaching and staff development of certified and non-certified staff. • Fundamentals of curriculum development, research and evaluation principles. • School leadership model, concepts and principles. | |

Required Work Experience in Addition to Formal Education/Training:
Minimum of 3 years administrative experience supervising instructional programming and staff.

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| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | <p>Skilled in:</p> <ul style="list-style-type: none"> • Providing leadership, purpose and direction for groups and individuals, facilitating the development of a shared vision for the school, and formulating goals and planning changes with the staff by setting priorities in terms of the community, the district, staff, and students in accordance with the school leadership model. • Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes. • Observing, evaluating, mentoring and supervising instructional personnel. • Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions. • Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines. • Planning, formulating and implementing building levels programs, activities and services consistent with District directives and policies. • Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks. • Ability to accommodate cognition and achievement differences. • Public relation and communication functions, activities and programs. • Excellent large and small group presentation skills. |
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PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

| Physical Activities | Amount of Time Spent | | | | Lifting/Forcing Exerting | Amount of Time Spent | | | |
|-------------------------------------|----------------------|----------|------------|----------|--------------------------|----------------------|----------|------------|----------|
| | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 | | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 |
| Stand | | X | | | Up to 10 lbs | | | | X |
| Walk | | X | | | Up to 25 lbs | X | | | |
| Sit | | | X | | Up to 50 lbs | X | | | |
| Use hands to finger, handle or feel | | X | | | Up to 100 lbs | X | | | |
| Reach with hands and arms | | X | | | Over 100 lbs. | X | | | |
| Climb or balance | X | | | | | | | | |
| Stoop, kneel, crouch or crawl | | X | | | | | | | |
| Talk or hear | | | | X | | | | | |
| Taste or smell | X | | | | | | | | |

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light 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. Majority of time is spent walking and/or standing.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

SECTION IV: DISTRICT MISSION AND CORE VALUES

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| <p>OUR MISSION</p> | <p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p> |
| <p>CORE VALUES</p> | <p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential. |
| <p>MISSION OUTCOMES</p> | <p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity. |
| <p>STRATEGIES</p> | <p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes. |
| <p>STRATEGIC DELIMITERS</p> | <p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas. |

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature
Date

Classification History:
 Created classification description 4/2016 BCC