

ALPINE COUNTY UNIFIED SCHOOL DISTRICT
PRINCIPAL

210 day contract

REPORTS TO: SUPERINTENDENT

SUPERVISES: Classified and Certificated Personnel

DEFINITION:

- .Under general direction of the Superintendent provides courageous, necessary leadership on behalf of the students to ensure access to the highest quality educational program.
- Demonstrates an understanding of the underlying philosophy for a TK--8 school that matches the intellectual, social, emotional, and physical needs of students in this age group.
- Position is responsible for planning, management, operation, and evaluation of the educational program of a TK-8 school, including Multi-tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL) programs.
- Promotes educational excellence by setting high standards for achievement and behavior at the school for all students.
- Creates a school climate that promotes social responsibility, and citizenship.
- Relates to students with mutual respect while carrying out a positive and effective discipline program with consistency.
- Develops school plans and organizational procedures for the health, safety, discipline, and conduct of pupils as established in District procedures. Ensures that facilities are safe and conducive to a positive learning and working environment.
- Assist in the recommendation of annual budget for the operation of the school and comply with statutory, regulatory and policy requirements for fiscal management of school funds.
- Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the school.
- Evaluates and supports the growth of all school staff members
- Oversees the supervision of student enrollment, records, attendance and health requirements.
- Promotes positive relationships with staff, students, parents and the community.

QUALIFICATIONS:

Required:

1. Must have a California Administrative Credential.

Desired:

1. Previous experience in an administrative position.
2. Previous experience as a school administrator, particularly at a K-8 school.
3. Previous experience working in a small community/district.
4. Previous experience working with a diverse population, particularly Native American communities.

DESIRABLE QUALITIES:

- Sense of humor, charisma, personable
- Ability to lead consensus building efforts
- Both proactive and decisive
- Clear, consistent actions and follow-through

KNOWLEDGE AND ABILITY:

1. Knowledge of and the ability to successfully apply administration principles, philosophies, and practices of elementary and secondary educational systems.
2. Knowledge and/or ability to implement the principles of MTSS, PBIS and SEL.
3. Knowledge of federal and state laws, regulations, and guidelines related to public school administration.
4. Knowledge and ability to manage with a resonant leadership style, being supportive and respectful to all staff, students, and parents.
5. Ability to plan/direct operational functions of an elementary and secondary school site.
6. Ability to interpret and successfully apply a variety of federal and state law, regulations, and guidelines as they relate to public school education and administration.
7. Ability to interpret and successfully implement District policies, objectives, directives, and educational philosophy.
8. Ability to communicate effectively and respectfully among the range of stakeholders (staff, students, parents, community agencies.)
9. Ability to positively motivate, supervise, and evaluate the work of others.
10. Ability to plan, manage, and prioritize a wide variety of functions within designated timelines and with limited resources.
11. Ability to prepare a variety of reports and presentations including complex technical and analytical writings.

12. Ability to counsel and advise employees, students, parents, and the public effectively and positively.
13. Ability to establish and maintain effective work relationships with those contacted in the performance of required duties.
14. Ability to implement positive and effective discipline strategies particularly within a culturally diverse community.

ESSENTIAL DUTIES/TASKS:

1. Instructional

- a) Supervises and evaluates the instructional program, including implementation and integrity to the MTSS, PBIS and SEL programs, b) Performs classroom observations and follow-up conferences to monitor instructional programs.
- b) Recommends methods by which student progress shall be assessed.
- c) Supervises and monitors special programs (focusing on literacy and special education).
- d) Provides assistance in selection of instructional materials.
- e) Maintains and continues to develop professional expertise in areas of educational philosophies and practices (including MTSS, PBIS, SEL), leadership skills, and school site administration.
- f) Prepares goals and objectives in measurable terms.
- g) Represents site at local, county, and state level committees.

2. Staff

- a) Participates in and makes recommendations to the Superintendent on employee selection, reassignment, and transfer.
- b) Maintains responsibility for staff development at assigned site.
- c) Makes employee assignments, sets up duty and other schedules.
- d) Evaluates assigned personnel in accordance with District guidelines.
- e) Encourages and advises staff with their professional growth.
- f) Informs staff on Course of Study, Curriculum Guides, and State Frameworks.
- g) Supervises and/or coordinates site Specialists (District and/or County), and site volunteers.
- h) Conducts efficient staff meetings.
- i) Consistently and effectively communicates with staff members.

3. Students

- a) Develops plans and procedures for student health and safety, including the Comprehensive School Safety Plan.

- b) Assists and supports teachers in modifying student behavior and coordinates positive student recognition program consistent with PBIS practices.
- c) Confers with staff, parents, students, and others concerning student needs.
- d) Schedules classes and assigns students.
- e) Understands unique needs of various student populations, (i.e. Special Education, Native American, socio-economically disadvantaged).
- f) Participates in MTSS team and represents the LEA at IEP and 504 meetings.

- g) Administers district and state assessments.
- h) Monitors and reports on student achievement and state/federal accountability measures/ratings.
- i) Serve as the school's Attendance Officer or designates an assistant to serve as the Attendance Officer and implement procedures for the enforcement of student attendance in keeping with state law and policy.
- j) Assure that no student shall be the recipient of discrimination or harassment.

4. Community Relations

- a) Consistently and effectively communicates with parents and community members to inform them about the educational programs.
- b) Participates as member of School Site Council and attends other parent group meetings and conferences.
- c) Attends and/or supervises special activities such as holiday program, Open House, and Back-to-School Night.
- d) Works with civic and community service organizations.

5. Site Operations

- a) Develops financial plan which supports the achievement of goals and objectives of both the site and the District.
- b) Expedites all forms and reports as required.
- c) Administers budgets for general and categorical programs such as Title 1, EIA, Lottery, and SIP.
- d) Confers with staff to establish priorities in allocating funds.
- e) Instructs staff in methods of keeping necessary records.
- f) Administers maintenance and operational needs of school facilities and grounds.

- g) Maintains illness and injury program in accordance with SB 198 requirements (Injury and Illness Prevention Plan.)

NON ESSENTIAL DUTIES/TASKS:

1. Attends Board meetings.
2. Performs additional responsibilities as necessary and assigned.

ENVIRONMENT/WORK CONDITIONS:

Location: Work is performed 80% within the office or classroom setting, 10-20% in an outdoor supervisory setting during recess, breaks, or before and after school.

Hazards: Working with active young children, trip hazards, and slippery surfaces.

Equipment Used: General office and classroom equipment, computer, audio-visual equipment, 10-key, copier.

Safety Equipment: None required.

ESSENTIAL FUNCTIONS:

(Constantly=Over 2/3 time, Frequently=1/3-2/3 time, Occasionally=Under 1/3 time, Seldom=Under 7% time)

PHYSICAL

- **Standing/Walking:** Frequently; throughout the day while performing supervisory duties, including recess supervision.
- **Sitting:** Frequently; while performing office duties and report generation, policies, etc.
- **Lift/Carry:** Frequently; 1-5 pounds; instructional materials, books, binders, paperwork. Occasional lifting 15-20 pounds, books and materials, assisting students and moving equipment; and Seldom lifting up to 54 pounds in lifting cases of paper, boxes delivered, text books, assisting students in emergency situations or to break up a fight.
- **Bending/Stooping:** Occasionally; at knees/waist/neck while providing one-to-one student services or retrieving items from lower shelves.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-30 pounds while assisting students, or Seldom up to 80 pounds while breaking up a fight, moving furniture and equipment etc.
- **Climbing/Balancing:** Seldom, using stepladder in classroom, may be stairs at some locations.
- **Kneeling/Crouching/Crawling:** Occasionally; kneeling may be required while assisting students. Crouching/crawling not required but may choose to get in these positions with children for activities.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.

- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.

MENTAL

- Constant mental alertness required in supervising activity of assigned student to anticipate behaviors of student and maintain safe, educational environment.
- Must possess necessary communication skills, written and oral, to complete assignments. Must be able to read, write speak English; possess interpersonal skills to work well with various types of students, parents and staff.
- Must be able to adapt to work pressures that can include frequent interruptions, multiple tasks and maintaining daily schedule of activities.
- Must be able to work independently with assigned student and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and set appropriate behavioral model to assigned students.

Adopted: 12/14/93

Revision: 08/09/96, 08/14/12

Revision: 1/31/2019