

# Classification Description

## Principal

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

### Summary of Scope of Classification

This class is accountable for the overall operation of a building and for promoting an atmosphere conducive to learning in alignment with the District Mission, Core Values and Strategic Directions. The principal is an educational leader of the District and the instructional leader of the building, responsible for keeping current on educational trends that affect the school.

### Education and Experience Requirements

- Masters or Specialist degree in education or a related field
- (4) years of professional-level experience working in an educational setting.
- Substitution Allowed: Bachelor's Degree and four (4) years professional level experience in the areas listed above may be substituted for the general education and experience.

### Licensure Requirements

- Valid licensure as K-12 Principal or ability to obtain the license prior to the start of the position.
- Special Education Director's license or actively enrolled in a program to acquire within one year of appointment.

### Knowledge, Skills, and Abilities

- Considerable knowledge of educational philosophy, culturally responsive teaching methods and approaches, and current best practices and strategies for a diverse student population.
- Knowledge of:
  - theory and research in education
  - application of methods used in improving academic achievement
  - educational assessment practices and techniques
  - effective intervention, academic and behavior techniques
  - academic curriculum and pedagogical techniques that is effective across diverse populations
  - procedures, methods and strategies pertaining to the administration of an elementary/secondary level program operation
  - Minnesota State Academic Standards
  - school safety procedures
  - effective supervision and discipline
  - State and Federal laws relating to minors, the Teacher Code-of-Ethics, and local policies and procedures
  - instructional technology
  - evidence-based research and best practices in educational interventions

### Reports to

Executive Director of Leadership and Learning

### Department

Leadership and Learning

### Bargaining Unit

Principals

### FLSA Designation

Exempt

### Position Supervises

Administrative, Instructional and program support staff

- Skills in:
  - crisis management, handling emergencies and de-escalation techniques
  - effective problem solving
  - leadership and exceptional interpersonal skills
- Ability to:
  - communicate well both orally and in writing;
  - plan, organize and coordinate the activities of an educational program
  - establish and maintain effective working relationships with students, staff and the community
  - work with individuals from diverse backgrounds
  - lead and supervise staff and students
  - remain flexible and develop alternative strategies to achieve established goals
  - multi-task complex issues
  - apply leadership skills within a shared decision-making model
  - evaluate the instructional process

## Essential Functions

- Plans, organizes, directs and controls the operations and activities at a District facility or major educational program(s);
- Creates equitable school culture and climate for students and staff;
- Coordinates all educational services provided by the facility or program;
- Supervises educational staff in academic, vocational, and special education programs;
- Evaluates staff performance;
- Allocates resources within the educational program in order to maximize efficiency and effectiveness of service;
- Ensures that the educational program is in compliance with Federal and State regulations and district policies and procedures;
- Organizes staff schedules and school calendar to meet State and District guidelines and program needs;
- Recommends policies and procedures that are consistent with the goals and objectives of the District and Federal and State mandates;
- Provides consultation to staff in curriculum development and program planning;
- Evaluates the effectiveness and efficiency of existing educational programs;
- Revises educational programs and plans, develops, and implements new programs;
- Directs the maintenance of educational records;
- Prepares written and oral reports;
- Assists in the preparation and administration of allocated budget;
- May direct the recruitment, screening and selection of professional staff.
- Foster a culture of innovation and facilitate action on innovative ideas in order to achieve our mission.
- Lead administrative staff meeting, leadership meeting, school improvement team meetings
- Active participant in school equity team

- Work with innovative instructional coaches related to instruction provided by teachers
- Collaborate with teaching and learning related to evidence based instruction
- Complete evaluations for staff each year
- Engage in classroom walkthroughs and provide feedback
- Meet with staff to discuss reflections
- Supervise the work of Assistant Principals and/or Administrative Interns
- Monitor and revise the non-staffing budget
- Work with administrative support to adjust staffing allocations as needed
- Prepare interview questions, interview licensed candidates and attend job fairs to recruit new staff
- Complete written reports and create/deliver professional development to staff
- Have meetings and engage in check ins related to facility and food service concerns

## Working Conditions

Frequency: Place an "X" in each box that is appropriate to the job. Follow other instructions as written.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0% OR Never on Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Physical	N	O	F	C	Physical	N	O	F	C
What is moved – computers/printers, binders, books & desks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe movement: lift, push, pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twisting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower, carry, reach above	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Repeat Motion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fingering/Handling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feeling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: near	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bending/Stooping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: far	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling/Duration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squatting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Color Discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing/Height	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Crawling/Distance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reaching above shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Running	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching at or below shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driving Automotive Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Surroundings</b>					<b>Environmental Conditions</b>				
Cold (50 degrees F or less)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemicals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heat (90 degrees F or more)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gases and Fumes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to abusive and/or offensive behavior and language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confinement to small, restricted area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inside Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Exposure to unpleasant odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office or Classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Exposure to bodily fluids	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dampness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unprotected Heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extreme Noise, Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Moving Machinery or Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Driving a motor vehicle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

### **Mental Requirements and Stress of the Position:**

- Exposure to stressful situations, such as demanding students, visitors, and public.
- Must be able to concentrate on work tasks amidst distraction, such as distractions from telephone, customers, co-workers, etc.
- Must exert self control in very difficult situations or when dealing with difficult people.
- Life threatening circumstances are likely to affect the incumbent and/or person served.
- Depending upon the student disability, there may be occasions when employees in this job classification may receive minor injuries as a result of student-inflicted situations, or where students are acting out, involving hitting, throwing objects, scratching and hair pulling. The employee may have to physically restrain some students. On-the-job stress is exacerbated by high staff turnover in a team environment.

THE ABOVE STATEMENTS ARE INTENDED TO DESCRIBE THE GENERAL NATURE AND LEVEL OF WORK BEING PERFORMED BY THE EMPLOYEE ASSIGNED TO THIS POSITION. THEY ARE NOT TO BE CONSTRUED AS AN EXHAUSTIVE LIST OF ALL JOB RESPONSIBILITIES AND DUTIES PERFORMED BY PERSONNEL SO CLASSIFIED.

INTERMEDIATE DISTRICT 287 IS AN EQUAL OPPORTUNITY EMPLOYER. IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGE BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DISTRICT WHEN NECESSARY.