



GRASS VALLEY SCHOOL DISTRICT

TITLE Of POSITION: **Principal**

PURPOSE:

Under direction of the Superintendent, serves as the educational leader and chief executive of the school as it relates to the instructional program, operation of the school site, staff, students, and the community.

Adheres to the California Professional Standards for Educational Leaders (CPSEL) *See CPSEL standards below*

EXAMPLE OF DUTIES AND RESPONSIBILITIES:

1. Builds and maintains a school culture of open, effective communication, and participation in decision-making among staff, students, parents, board members, and other appropriate stakeholders.
2. Provides leadership and support, coordinates, articulates, evaluates, and supervises curriculum and instructional programs.
3. Establishes and maintains high standards of performance in the implementation of the approved instructional programs in all assigned schools and evaluates effectiveness of results.
4. Provides for the development of grants that will support and further goals.
5. Secures at appropriate intervals adequate and objective evaluations of the progress of all pupils in meeting the learning requirements established in the instructional program including CAASPP results, trimester grades, and other criterion.
6. Observes the instructional program through weekly classroom visits.
7. Provides supervision of all special programs in the area of curriculum and instruction, Independent Study, English Language Learners, Special Education, and other related areas. Ensures that state and federal mandates for these programs are implemented appropriately.
8. Assesses, in collaboration with staff, parents, and students the staff development needs in the area of curriculum and instruction and assist in development, implementation, and evaluation of these programs.
9. Supervises, and evaluates the performance of immediate subordinates. Coordinates, supports, and reviews the evaluation of all appropriate staff.
10. Supervises or designates the supervision of work performed by the classified personnel in the school.
Assures that the classified evaluation process is observed.
11. Directs the implementation and supervision of discipline policies and procedures.
12. Prepares or supervises the preparation of such other reports as are required by law or may be deemed necessary by the Superintendent or the Board.
13. Serves as a liaison with the local school community.
14. Sees that extra-curricular activities are properly organized and supervised.
15. Coordinates facility operations and utilization of the school.
16. Manages the school site budget; participates in the formulation of the district budget.

CREDENTIALS REQUIRED: Valid California Multi or Single-subject Teaching Credential and Administrative Services Credential

CERTIFICATE REQUIREMENTS: Valid CPR and First Aid Certificates
TB Test (current within 4 years - copy if available)

PHYSICAL DEMANDS:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position will exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- This type of work involves sitting most of the time, but will involve walking or standing for extended periods, inside and outside, both day and night.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.
- Applicants must be able to speak clearly, hear normal voice conversation, stand, walk, sit, use a computer, use a telephone, work without guidance from supervisor, drive a vehicle.
- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

HAZARDS:

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.
- May be exposed to contact with uncooperative or abusive individuals.
- Exposure to contact with blood borne pathogens or body fluids.

California Professional Standards for Educational Leaders (CPSEL)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 1

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5

Modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Grass Valley School District is an equal opportunity employer and prohibits unlawful discrimination and/or harassment of district employees, job applicants, in educational programs and activities based on any legally protected characteristics, actual or perceived, including, but not limited to: race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, sex, sexual orientation, gender, gender identity or gender expression or association with any of the aforementioned protected group statuses. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability. The Grass Valley School District prohibits sexual harassment and maintains a tobacco-free, drug-free environment. Inquiries regarding the District's nondiscrimination policies may be directed to the Superintendent or designee.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

I, _____ have read and received a copy of this job description, and understand that a copy of this job description will become part of my personnel file.

Employee Signature

Date

Revised 09/18/18