



Job Title: High School Principal

Department: Schools

Supervisor: Asst. Supt. of School Performance

Lane Placement: Administrative Lane 5

Schedule: 8 hrs/ 242 days Evaluation Group: CLASS

FLSA Classification: Exempt

JOB DESCRIPTION

The Principal of a High School is responsible for providing innovative, collaborative, and forward-thinking leadership directed at preparing all students to be college- and career-ready by the time they graduate from high school. The principal directs all matters pertaining to implementation of the District's approved instructional program at the school level, ensures efficient operation of the school's physical plant, business, and technology services, and oversees all extracurricular programs. The Principal invites and coordinates proper involvement of faculty, parents and community members in the planning and decision-making process.

ESSENTIAL FUNCTIONS

- Serves as the school's instructional leader, providing leadership and direction to staff and community to improve student achievement outcomes, by:
 - Staying current with evidence-based developments in curriculum and instruction;
 - Implementing, in coordination with staff, effective Response-to-Intervention (RtI) strategies to address student academic and behavioral weaknesses to determine students' needs;
 - Supervising and evaluating teachers and staff to ensure effective instruction and implementation of Utah High School Core and Common Core State standards;
 - Working effectively with District personnel to implement District, State and Federal programs and initiatives.
 - Implementing the District's student assessment and progress monitoring system with fidelity.
 - Establishing and accomplishing short- and long-term student achievement goals for the school as a whole.
- Provides, in collaboration with, and under the direction of, the Office of Evidence-Based Learning, effective professional development to faculty and staff.
- Must be familiar with Professional Learning Communities and Response to Intervention practices
- Cultivates a positive, collaborative environment of excitement, energy, enthusiasm, and hope for students, parents, and staff.
- Embraces and provides for meaningful parent involvement at the school by adhering to all laws and District directives regarding the School Community Council, establishing positive relationships with the school PTA, and meeting with parents individually or collectively as needed to address concerns.
- In collaboration with the district and the School Community Council, seek and obtain external funding through grants, business partnerships, and other appropriate sources to strengthen programs and activities for students.

- Is visible and accessible to students, staff, parents, and community members.
- Provides leadership in collaboration with parents and Cities to ensure students' safe passage to school, a safe environment at school, and a safe climate at all school-sponsored activities.
- Collaborates with the District and with outside agencies such as Cities, nonprofit groups such as Lacrosse and community organizations, to provide outstanding customer service.
- Manages the development, implementation, and evaluation of programs to maintain appropriate student behavior and discipline.
- Provides annual training to all faculty and staff including athletic coaches, club advisors, and other staff in charge of extracurricular activities regarding state law and District policy in all related areas, including hazing and bullying.
- Successfully manages budgets and allocates resources to provide fiscal accountability for all aspects of the school's operation including reaching school goals.
- In collaboration with the Educational Technology and Academic Offices, articulates a school vision and strategies for integrating current and future educational technology to ensure its use in delivering core curriculum in innovative and effective ways.
- Works closely with the school board, superintendent, community, architects, and Cities to address current and future facilities needs.
- Provides appropriate support, encouragement, and guidance to educational support staff such as administrative assistants, cafeteria workers, custodial staff, and instructional assistants.
- Develops and implements appropriate guidelines and parameters for athletic booster clubs to ensure fiscal accountability and adherence to ethical practices.
- Works closely with the District's Office of Public Communications to promote student and faculty achievements and respond to media requests as needed.
- Works closely with guidance counselors, teachers, parents, and the District to substantially increase the number of High School students earning the District's advanced and honors diplomas and the Regents' Scholarship.
- Works closely with guidance counselors, teachers, parents, and the District to substantially increase the number of High School students taking and passing Advanced Placement courses.
- Works closely with the District's Office of Public Communications and Department of Information Technology to establish, manage, and promote the school's Web site, Twitter account, and Facebook page.
- Establishes and enforces an environment where all students, parents, and employees are welcomed and free from discrimination on the basis of race, ethnicity, sex, religion, disability, pregnancy, and sexual orientation.
- Predictable and reliable attendance.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

HIGHLY DESIRED BACKGROUND TRAITS & EXPERIENCES

- Commitment to the District's mission of ensuring college- and career-readiness for all students.
- Knowledge of, and demonstrated success with, students with disabilities and the provision of high-quality special education services and 504 accommodations.
- Strong background in secondary curriculum, all forms of assessment (including progress monitoring), and quality professional development.
- Proven track record in substantially increasing the number of high school students taking and passing advanced science, math, English, and social studies courses, especially Advanced Placement courses.
- Strong understanding of the ACT College Readiness Benchmark standards and familiarity with the research related to rigor in course-taking patterns for secondary students.
- Commitment to promoting the District's advanced and honors diplomas, as well as the Regent's Scholarship, with all students
- Commitment to developing and strengthening secondary world language courses to ensure exemplary opportunities for students exiting from the District's dual immersion elementary and middle school language programs.
- Familiarity with, and proven track record of, implementing effective Professional Learning Communities (PLCs) and school-wide Response to Intervention (RTI) system.
- Strong ability with, and proven track record of, using student achievement data to evaluate teachers and improve instruction for all students.
- Successful experience supervising and managing large extracurricular athletic, arts, student government, and student club activities.
- Strong financial acumen with, and proven track record of, supervising and managing large budgets, financial and accounting operations, fundraising operations, and large external grants.
- Successful experience managing and addressing school facilities issues, including renovations, improvements, maintenance, and repairs.
- Strong experience and proven track record with educational technology and social media to improve collaboration, communication, instruction, and student achievement outcomes.
- Strong experience with, and proven track record of, working closely with parents in School Community Councils, PTA, or similar organizations.
- Proven track record of recruiting and welcoming external partners to help the school accomplish goals and objectives, including but not limited to, business partners, volunteers, and city or county officials.
- Successful experience hiring, training, and rewarding high quality staff, as well as managing and addressing personnel problems in a timely, fair, and effective manner.

- Outstanding interpersonal skills, impeccable integrity, the ability to work effectively with a variety of stakeholders and patrons, ability to work in a team environment, and unrelenting focus on customer service.
- Outstanding ability to work closely and collaborate with the administrative teams at the District's other high schools.
- Commitment and ability to take direction from the Office of the Superintendent and the Executive Director of K-16 Student Achievement (High Schools) as needed to ensure fidelity of implementation of the District's Academic Plan.
- Great sense of humor, outstanding flexibility, ability to work in a fast-paced environment, willingness and ability to supervise night and weekend activities, and skill at directing tasks and assignments.
- Advanced written and verbal communication and computer skills.
- Outstanding organizational skills and initiative as well as a professional, courteous demeanor suitable for working at the executive level.
- Experience teaching or leading a four-year high school (grades 9-12) desired.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check.
- Requires a Master's Degree from an accredited college or university.
- Requires a valid Professional Educator License for the State of Utah with a "License Area of Concentration" of "Administration".
- A minimum of 3-5 years of K-12 or higher education administrative experience preferred. (A full-time administrative internship will count as one year of experience.)

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

Note: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____ HR _____

Effective date: 11/01/2019