

AdministrationDuties of the Principal1. General Duties

- a. The Principal shall perform such duties as are assigned by the Board and the Superintendent.
- b. Within limits of the law, Board regulations, and instructions from the Superintendent, the Principal shall be the administrative authority of the Principal's school. The Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Principal's position. The Principal shall coordinate all administrative and supervisory activities which occur in the Principal's building. The Principal shall be responsible for the administration of school policies in the school under the Principal's supervision, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Principal is responsible for the detailed organization of the school, the assignment of duties of staff members under the Principal's supervision, and the administration of the instructional program.
- c. The Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Superintendent all cases which the Principal can not adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
- d. The Principal is responsible for the efficiency of the teachers and other staff members under the Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Board of Education and the Superintendent.
- e. A job description for Principals will be adopted from time to time by the Board of Education which the Principals shall be expected to adhere to.

2. Responsibility and Authority

- a. The Principal is directly responsible to the Superintendent for all aspects of the management of the School as assigned, and for any general school assignments as delegated by the Superintendent.
- b. The Elementary Principal is the immediate supervisor of all Elementary professional and support staff members.

3. Specific Duties

- a. Attend all Board of Education meetings unless excused by the Superintendent.
- b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - i. Evaluation of the curriculum
 - ii. Supervision of buildings and grounds maintenance
 - iii. Creation (& updating) of job descriptions for all positions
 - iv. Analysis of achievement test data

- v. Supervision of co-curricular activities
 - c. Participate as a member of the Academic Advisory Council
 - d. Review Elementary staff members' requisitions and make recommendation to the Superintendent.
 - e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory
 - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans
 - vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Administer staff personal leave, professional leave, and sick leave policies.
 - h. Secure substitutes for staff who are absent.
 - i. Evaluate support staff in writing once per year.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations

- v. Steady and even-tempered when faced with criticism
- vi. Cooperates well with colleagues
- vii. Recognizes achievements of students and staff
- viii. Is an active listener.
- e. Development and maintenance of effective educational conditions:
 - i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - ii. Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - iii. Encourages enthusiasm for learning and teaching
 - iv. Provides for a cooperative feeling among students and staff
- f. Contribution to district cohesiveness:
 - i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
 - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - v. Is prompt in providing support necessary to the completion of others tasks
 - vi. Appreciates and draws upon the expertise of other administrators
 - vii. Recognizes and contributes to organizational goals;
- g. Staff development and professional growth:
 - i. Establishes clear performance expectations
 - ii. Assists staff members in setting and reaching goals
 - iii. Uses the evaluation program effectively, involves resource persons appropriately
 - iv. Observes in classrooms on a regular basis
 - v. Identifies areas of strength as well as areas of deficiency
 - vi. Encourages the professional growth of all staff.
- h. Professional knowledge:
 - i. Exhibits awareness of sound educational practice
 - ii. Shows alertness to new knowledge that might benefit students or staff
 - iii. Keeps current with educational literature and research
 - iv. Participates in professional organizations and activities.
- i. Student relations:
 - i. Maintains positive school climate
 - ii. Exhibits concern for individual pupils' welfare
 - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - iv. Effectively handles student disciplinary problems.
- j. Community relations:
 - i. Exhibits awareness of the main concerns of the school community

- ii. Is sensitive to the educational goals and special needs of the community and its component groups
- iii. Establishes avenues for dialog between school and community
- iv. Is effective in interpreting school programs to the community.

5. Conditions of Employment

Except as may be otherwise established by the Board:

- a. Regular, dependable attendance is an essential function of the position.
- b. Work days shall include all week days from August 1 through June 30, exclusive of holidays and scheduled school vacations.
- c. Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- d. Work hours during the summer shall be 8:30 - 3:30 minimum, subject to the Principal's full-time equivalency.
- e. Report to school on snow days if possible.
- f. Professional leave and other leaves shall be arranged with the Superintendent in accordance with such reporting procedures which the Superintendent may establish.

See: Job Description for Principal - Regulation No. 2210A

Date of Adoption: August 7, 2017

ALLIANCE PUBLIC SCHOOLS PRINCIPAL JOB DESCRIPTION

REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior principal experience preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

REPORTS TO: Superintendent of Schools

OVERTIME: Exempt.

Administrative exemption: The Principal has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Principal is the management of the school to which the Principal is assigned. The Principal customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Principal's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

TASKS

The Principal is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school to which the Principal is assigned. Specific duties and responsibilities may vary depending on the assignments given by the Superintendent or the Board of Education. The Principal is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Principal include the following:

- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.

- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services.
- Recruit, hire, train, and evaluate staff. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Supervise instructional, athletic, and extracurricular programs.
- Provide appropriate and safe learning environment.
- Modify curriculum to meet student needs with assistance from appropriate directors and supervisors.
- Implement multicultural and other educational plans.
- Coordinate special education services for identified students.
- Meet with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.
- Attend meetings of the Board of Education and present information as requested or as needed.

KNOWLEDGE

The Principal should possess and effectively utilize knowledge in the following areas when performing job tasks:

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

SKILLS

The Principal should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.

- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Repairing — Repairing machines or systems using the needed tools.

ABILITIES

The Principal is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

WORK ACTIVITIES

The Principal is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
 - conduct parent conferences
 - make presentations
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
 - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 - consult with and provide advice to the Board on operations of the school
 - consult with and provide advice to the administrative team on operations of the school
 - consult with parents or school personnel to determine student needs
 - consult with parents or teachers to develop programs
 - recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
 - coordinate employee continuing education programs
 - direct and coordinate activities of workers or staff
 - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
 - conduct training for personnel
 - coordinate educational content
 - coordinate instructional outcomes
 - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
 - develop staffing plan
 - evaluate information from employment interviews
 - hire, discharge, transfer, or promote workers
 - interview job applicants
 - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
 - develop policies, procedures, methods, or standards
 - establish educational policy or academic codes
 - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
 - plan meetings or conferences
 - use time management techniques
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
 - analyze operational or management reports or records
 - analyze organizational operating practices or procedures
 - analyze survey data to forecast enrollment changes
 - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
 - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

- resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
 - assign work to staff or employees
 - establish employee performance standards
 - evaluate performance of employees or contract personnel
 - maintain group discipline in an educational setting
 - motivate workers to achieve work goals
 - orient new employees
 - supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
 - administer educational institutions
 - maintain educational records, reports, or files
 - oversee site-based school management
 - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
 - explain rules, policies or regulations
 - prepare instruction manuals
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
 - use conflict resolution techniques
 - use government regulations

- use interpersonal communication techniques
- use interviewing procedures
- use public speaking techniques
- use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
 - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.
- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

ESSENTIAL FUNCTIONS

The essential functions of the Principal position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:

Essential Physical Requirements Principal	Item is not a requirement of the job	Occasional – up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent – between 34% - 66%	Continuous -- over 66% of time
Stamina					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
Flexibility					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop		X			
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead			X		
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
Pushing/Pulling					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds		X			
25. 76 to 90 pounds		X			
26. Over 90 pounds		X			
Carrying					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds		X			
30. 76 to 90 pounds		X			
31. Over 90 pounds		X			