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Statement of.....

Policy and Responsibility

SUBJECT: SCHOOL PRINCIPAL

The Principal in the Murray City School District will lead a school that is committed to the ongoing development and well-being of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- Instructional Leadership
- School culture and behavior
- Management
- Parent and community relations
- Murray City School District relations

I. Instructional Leadership

A. Teaching

1. A shared vision among all teachers of effective instruction
2. On-going improvement of teaching for all staff through a variety of strategies, including:
 - a. Lesson observations
 - b. Regular use of data
 - c. Collaborative planning and enquiry, including professional learning communities (PLCs)
 - d. Regular professional development aligned to school plan and goals
 - e. Informal support strategies, including coaching and mentoring
 - f. Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
3. Curriculum that is:
 - a. aligned with the Utah state standards
 - b. structured in a manner designed to help the school and students achieve the required objectives of the Murray City School District, USOE, and No Child Left Behind
 - c. rich and engaging

B. Learning

1. High levels of student achievement and learning through rigorous and engaging classes

2. Strong and responsive program to ensure success in school for students in special education, English as a Second Language, and students with 504 Accommodations
3. A scaffolded program of responsive support in English and Math for students who are below expected levels

II. School Culture and Behavior

A. High expectations for student achievement and behavior

1. Alignment of students, teachers, staff, and parents around the school's values and approach
2. Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
3. Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
4. Experiences that methodically cultivate a positive identity for all students through
 - a. a constant theme of on-going collective and self-improvement
 - b. an emphasis on preparing students for college readiness
 - c. an exposure to life's opportunities
5. A culture that motivates students through
 - a. positive relationships between students and teachers
 - b. student success in achieving worthwhile and challenging goals
 - c. a strong sense of community in the school
 - d. a variety of activities and opportunities for all students
6. Consistent strategies for managing students with the most challenging behaviors in a manner that does not disrupt of the routines of the school and the learning of other students
7. Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible
8. Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate

III. Management

A. Strategic Management:

1. Annual school review, including analysis of student achievement data
2. Annual school plan consistent with the district's mission and school needs

B. Staff Management: With the Human Resources Director, ensure effective and aligned staff management practices, including:

1. All staff will have a clarity of responsibilities and lines of accountability
2. Professional development, including a strong, collaborative professional community, regular training opportunities, and supporting district new teacher professional development
3. Recognition strategies for staff
4. Ensuring that evaluation and non-renewal procedures and expectations are followed

C. Financial Management: With the Business Administrator,

1. Manage budgets
2. Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
3. Follow all district policies and procedures related to financial matters

D. Operations Management: With the appropriate district support services, ensure effective systems and manage on-going process of improvement in the following areas:

1. School Lunch Program

2. Transportation
 3. Facilities and fixed assets management, including capital improvements
 4. Energy Management
 5. Student data management
 6. Personnel data management
 7. Information technology
- E. Health and Safety:
1. Maintain and expand relationship with school nurses to provide services to students
 2. Provide a safe environment
 3. Manage risk with sensitivity to liability issues
 4. Consulting with district personnel in times of uncertainty

IV. Community Relations

- A. Build public support for the school's programs
- B. Maintain effective and strong working relationships with parents and community
- C. Serve as ambassador and advocate of the school's mission, representing the district and school at local, state, and national events
- D. Inform the school community about the unique qualities of the school's learning environment
- E. Inform the school community about their opportunities to participate in the governance process, specifically adhering to school community council regulations
- F. Solicit input from the school community about school performance and their needs and opinions.

V. District Relations

- A. Share effective practices with district administrators and colleagues.
- B. Maintain professional, respectful relationships with all district administrators.
- C. Support the Murray City School District mission, state and federal law and requirements.
- D. Development and implementation of school policies and expectations that is consistent with district policy
- E. Contribute to the development and delivery of shared professional development and curriculum.
- F. Participate in principal meetings, assigned committees, and other meetings as determined by the Superintendent.
- G. Professional relations with the Murray City School Board and district office staff demonstrating the school is well managed
- H. Perform other job related duties as assigned by the Superintendent of designee.
- I. Have an 11- month contract beginning August 1 and ending June 30.