

2.0. Human Resources

2.B. Position Descriptions

SCHOOL PRINCIPAL

Policy Reference: EL-1.2

Immediate Supervisor(s): Superintendent's department

Qualifications:

- a) Manitoba School Administrator's or Principal's Certificate, or equivalent.
- b) A variety of successful teaching and administrative experiences.
- c) Strong leadership abilities, demonstrated professional commitment, and above average interpersonal skills.
- d) Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Position Summary

The Principal shall provide leadership in the overall administration of the school and its programs. Subject to the provisions of the *Public Schools Act*, Manitoba Regulations and Lakeshore School Division policies, regulations and procedures, the Principal shall be responsible for the detailed organization of the school, for the assignment of duties to members of the school staff, for the supervision of the instructional program, and for the promotion of sound relations between the students, the staff and community, including Advisory Councils for School Leadership.

Duties and Responsibilities

The Principal as a Visionary

- a) Develop/articulate/maintain a vision for the school.
- b) Develop a plan to maintain and improve the school culture.
- c) Lead development and evaluation of the school plan.
- d) Develop a written school food and nutrition policy as part of the school plan, and in conformity with the provincial "Guidelines for Foods Served at Schools."
- e) Plan programs for the school.

- f) Plan school-wide professional development.
- g) Plan for the use of space and equipment.
- h) Develop the school budget.
- i) Develop the school Emergency Response Plan.
- j) Develop the school Code of Conduct.
- k) Develop the school attendance policy.
- l) Provide opportunities for students to have a voice in the school.

The Principal as Instructional Leader/Program Facilitator

- a) Encourage, create and make possible extra curricular activities.
- b) Develop programs for the school.
- c) Supervise staff.
- d) Mentor, advise, listen to staff.
- e) Implement staff development.
- f) Implement school wide professional development.
- g) Provide instructional leadership.
- h) Evaluate the school plan.
- i) Implement appropriate curricula.
- j) Be aware of/responsible for/the use of appropriate teaching and assessing strategies. “Ensure that a student is assessed as soon as reasonable practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and accommodations”
- k) Be responsible for appropriate programming for students with special needs.
 - i. The school Principal will be accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs (MR 155/05, MR 468/88).

- ii. “Ensure that an IEP is prepared for a student who is unable to access the regular curriculum.”
- iii. “Ensure that the IEP
 - is prepared with the assistance of the student’s, teacher(s), and other in-school personnel;
 - takes into account the student’s behavioural and health-care needs (if any);
 - is consistent with provincial protocols respecting a student’s transition to and from school;
 - is updated annually, or sooner if required by a change in the student’s behaviour or needs.”
- iv. “Ensure that a student’s parents and the student, if appropriate, are given the opportunity to participate in preparing and updating the student’s IEP and to be accompanied and assisted by a person of their choosing.”

Individualized Education Program (IEP)

Principals will:

- designate a case manager and ensure that an IEP is developed with the assistance of parents, student (when appropriate), teachers, and other professionals for any student who is unable to access the regular curriculum;
- be accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs;
- ensure that the IEP is updated with the assistance of the parents, student (when appropriate), teachers and other professionals;
- ensure that the IEP takes into account the student’s behavioural and health-care needs (if any);
- ensure that the IEP is consistent with provincial protocols respecting a student’s transition to and from school;
- ensure that the IEP is updated annually or sooner if required by a change in the student’s behaviour or needs.

Assessment

Principals will:

- ensure that a student is assessed as soon as reasonably practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the

student cannot meet learning outcomes even with differentiated instruction and accommodations;

- ensure that the student's parent is informed before the student is referred for a specialized assessment. No interviewing or testing as part of the assessment may occur without the parent's written consent.

Principals shall designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (MR 155/05).

The Principal as a Manager

- a) Carry out a needs assessment.
- b) Hire and assign staff.
- c) Make timetable/assign staff.
- d) Evaluate staff.
- e) Develop agenda for monthly staff meetings.
- f) Update the staff handbook.
- g) Update and review the School Policy and Procedure manual/Student Agenda book.
- h) Update the student handbook.
- i) Be a problem-solver; identify and investigate problems.
- j) Oversee the implementation of Manitoba Education, Citizenship and Youth policies.
- k) Oversee the implementation of Division policies.
- l) Manage IT programs and assignments.
- m) Implement the use of school space and equipment.
- n) Oversee the maintenance of student records.
- o) Order school supplies.
- p) Manage the school budget.
- q) Administer Manitoba Education, Citizenship and Youth standard tests.
- r) Deal with issues relating to the transportation of students.
- s) Be responsible for the safety of students.
- t) Oversee and update the school discipline policy.
- u) Carry out/maintain school discipline.
- v) Oversee the development of the attendance policy.
- w) Oversee the building and school grounds.
- x) Be the school representative for all matters relating to the *Youth Criminal Justice Act*.

The Principal as a Community Facilitator

- a) Be an ex-officio member of the Advisory Council for School Leadership.
- b) Prepare/plan school newsletters.
- c) Liaise with outside agencies.
- d) Liaise with the community.

- e) Communicate the school discipline plan to the community.
- f) Communicate the attendance policy to the community.
- g) Liaise with divisional committees.
- h) Organize school orientation sessions for any transitional classes e.g. pre-school to Kindergarten, grade 4 to grade 5, grade 8 to grade 9, “Feeder” schools, etc.
- i) Be responsible for pre-school registration.
- j) Liaise with the Board and Superintendent