



Quileute Tribal School District

P.O. Box 39

La Push, WA 98350

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The mission of the Quileute Tribal School is for all students to gain and retain the knowledge and skills necessary to make them responsible, productive citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve and enhance the Quileute language and culture for future generations.

POSITION DESCRIPTION

JOB TITLE AND FILE NAME:	Principal K-12
FLSA:	Exempt
SALARY RANGE:	\$102,000 - \$116,960 DOE
SHIFT:	8-hours per day – 215 Day Contract Year
LOCATION:	Quileute Tribal School
EMPLOYEE:	Certificated
REPORTS TO:	Superintendent

REVIEWED BY: Anita Baisley, and Mark Jacobson

APPROVED BY: Superintendent Mark Jacobson DATE: 05-14-19

POSITION SUMMARY: As principal, serves as the school and educational leader responsible for development, implementation, supervision, and evaluation of a comprehensive program of educational and student services. Administers the program in accordance with Board policies, statutory requirements, administrative rules and regulations. Serves as an advocate for the staff, school and school community as appropriate.

Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff. The annual evaluation will be based upon this job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Eligible for Washington State School Administrative credentials
- Valid teaching certificate preferred
- Five (5) successful years of teaching experience
- Prior experience as a school administrator school principal preferred
- Criminal Justice Fingerprint/Background Clearance

ESSENTIAL DUTIES AND RESPONSIBILITIES: The performance elements identified below are for illustrative purposes only and do not reflect an all-inclusive scope of responsibilities.

1. **Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff:** Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Engages in essential conversations for ongoing improvement. Facilitates collaborative processes within the district, leading toward continuous improvement. Creates opportunities for shared leadership within the school.
2. **Providing for school safety:** Effectively engages the entire community to develop a more detailed and expanded understanding of what it means to be safe. Provides for the physical, intellectual, and emotional safety in order for effective teaching and learning to take place.
3. **Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements:** Recognizes and seeks out multiple data sources. Analyzes and interprets multiple data sources to inform school-level improvement efforts. Implements data driven plan for improved teaching and learning. Assists staff in using data to guide, modify and improve classroom teaching and learning.
4. **Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals:** Provides leadership that ensures fidelity to the prescribed curricula that is in alignment to state and local district learning goals. Ensures alignment and implementation of best instructional practices to state and district learning goals. Provides that assessment practices are aligned with both curriculum and instruction.
5. **Monitoring, assisting, and evaluating effective instruction and assessment practices:** An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues. Develops a working knowledge and ability to lead district initiatives. Participates in professional development regarding district initiatives. Monitors instruction and assessment practices ensuring alignment with the School Improvement Plan. Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence to effectiveness. Assist staff in implementing effective instruction and assessment practices. Reliably and validly evaluates staff in effective instruction and assessment practices
6. **Managing both staff and fiscal resources to support student achievement and legal responsibilities:** Manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. The management of evaluations, ongoing professional development and the fulfillment of legal responsibilities is required. Decisions are made about resources that result in improved teaching and learning.
7. **Partnering with the school community to promote student learning:** Understands the greater community and works to establish a genuine partnership model between home and school. Aligns school and community efforts and values as a work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding. Community engagement decisions are made that result in improved teaching and learning.
8. **Demonstrating commitment to closing the achievement gap:** Uses evidence to support student improvement. Identifies barriers to achievement and knows how to close resulting gaps. Demonstrates a commitment to close the achievement gap. Provides evidence of growth in student learning.
9. **Leadership and Governance:**
 - a. Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensures proper conduct which goes beyond the practice of avoiding

what is wrong and instead focusing on choosing to do what is right. Serves as a champion for the school and the district, avoiding actual or perceived behavior personally or among the staff which may cast a negative impression on the school, the District, or the Board.

- b. Models and promotes trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.
- c. Creates a professional environment by assuring that personal and staff interactions with others in the school community, and Board are conducted with utmost respect and professionalism.
- d. Honors the ideas of others even when in disagreement with those ideas. Works collaboratively to resolve disagreements and seek mutually respectful solutions.
- e. Actively participates in meetings, workshops and conferences that involve decisions affecting the district and/or the school. Advocates for the school needs by providing input to the decision-making process of the district. Respects, supports, and implements decisions once made, and acts to ensure that staff are equally supportive.
- f. Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school.

10. Required to follow board policies; stay abreast of updates/changes.

11. Performs other duties as assigned.

ADDITIONAL QUALIFICATIONS:

- Knowledge of, support for, and appreciation for community & Native American cultures.
- Ability to create a safe, orderly, positive school climate for students and staff.
- Ability to foster growth, creativity, and flexibility using a variety of techniques.
- Ability to facilitate resolution of complex interpersonal issues.
- Demonstrate successful experience in shared decision making, program development, staff supervision and evaluation.
- Knowledge and skill in fiscal management, staff development, and human relations.
- Ability to work with District initiative around the Common Core State Standards and required state and BIE assessments.
- Ability to evaluate teachers and foster growth and improvement using the Danielson Model.
- Knowledge and demonstrative skills in the use of technology for teaching and learning.
- Managerial skill in planning, organizing, delegating, and listening.
- Ability to gain and demonstrate knowledge of District policy and State and Federal laws that govern budget procedures and expenditures.
- Knowledge about laws, rules and regulations governing the operation of public and tribally controlled schools, including school reform legislation.
- Ability to react in emergency situations to include intervening and, as necessary, consistent with District policy, restraining students.

DRUG TESTING: Required yearly and random drug testing.

MACHINES, TOOLS, OFFICE OR SPECIAL EQUIPMENT USED: Computer and office equipment; repair hand tools; phone systems.

VEHICLES OR MOVING EQUIPMENT USED: Passenger vehicles under 20,000 GVW and hand carts.

TRAINING REQUIRED: On the job training on policies/procedures, emergency procedures, first aid, HIV/AIDS (infectious disease transmission), suspected child abuse and neglect reporting, safety, fire alarm/emergency drills, asbestos awareness, AED, telephone system, computer security, building security systems, and others as necessary.

LANGUAGE SKILLS: Ability to read, analyze, and interpret written materials. Ability to effectively communicate and present information to children and employees in English.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts of basic mathematics.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; and talk or hear. The employee is frequently required to stand, sit, climb or balance, stoop, kneel, crouch, and or crawl.

The employee must regularly lift and/or move up to fifty (50) pounds and occasionally lift and/or move up to one hundred (100) pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee will most frequently be in a building with carpeting but may work in areas with wooden or linoleum flooring. The employee may occasionally work in outside weather conditions walking and carrying supplies between school buildings in remote, supervising bus loading zone, conducting emergency evacuation drills, etc.

The noise level in the work environment is usually moderate to low.

HAZARDS/OBSTACLES: Employees are sometimes exposed to hazards such as chemicals and dust particles, uneven sidewalks or walkways, and unforeseen hazards such as electrical shock, weather related conditions (ice, heavy wind and rain, flooding, heat, cold).

UNPROTECTED HEIGHTS: Activities may sometimes require working in attic and basement storage spaces. One storage space requires a ladder for access.

AMOUNT OF DAY SPENT:	(Hours at one time)	(Hours during full day)
Sitting	60-180 minutes	5 ½ -- 6 ½ hours
Standing	15-30 minutes	1-2 hours
Walking	5-10 minutes	½ hour

WORK/REST CYCLE: Two 15-minute breaks 30-minute lunch.

EMPLOYEE WORKS: Inside 7.5 hours; Outside .5 hours; Total 8 hours

* NOTE: Administrators are exempt from the Fair Labor Standards Act so are not restricted or limited to an eight (8) hour day.

PERFORMANCE EVALUATION

Performance of this position will be evaluated in accordance with provisions from the Board's policy on the Employee Performance Evaluation System.

PHYSICAL DEMANDS AND CHARACTERISTICS OF THIS JOB:

REQUIRED ACTIVITIES

(Occasionally = 0 to 33%; Frequently = 33% to 67%; Constantly = 67% to 100%)

	Frequency	Body Part	lbs.	Activity
Twist	Frequently	Upper Body	0-100	Office equipment minor repairs, Setup and trouble shoot, fill related supply trays and change cartridges; fill and move records' boxes; handle and use maintenance supplies and equipment; operate computer, phone and other office equipment, including data entry and filing
Stoop/Bend	Frequently	Arms, Legs, Lower and Upper Body, Hands	0-100	Same as above
Squat	Occasionally	Legs, Lower Body	0-100	Same as above
Kneel	Occasionally	Legs, Lower Body	0-100	Same as above
Push/Pull	Occasionally	Arms, Legs	0-100	Same as above

REQUIRED ACTIVITIES (Continued)

(Occasionally = 0 to 33%; Frequently = 33% to 67%; Constantly = 67% to 100%)

	Frequency	Body Part	lbs.	Activity
Climb	Occasionally	Legs	0-100	Stairs, steps, ladders
See	Constantly	Eyes	N/A	Cleaning, refilling, servicing equipment and furnishings; writing notes/forms/documents; reading directions, documents, Material Safety Data Sheets and computer screen information

	Frequency	Body Part	lbs.	Activity
Hear	Constantly	Ears	N/A	Monitoring and using office equipment/phones; listening to questions, comments, conversations and directions from supervisor, School staff/students, vendors and others
Speak	Constantly	Voice	N/A	Monitoring and using office equipment/phones; listening to questions, comments, conversations and directions from supervisor, School staff/students, vendors and others

REQUIRED LIFTS

	Frequency	Body Part	Range/Height	Activity
0-25 lbs.	Constantly	Legs, Arms Hands	0"-30" to 5'	Operating office equipment and filing records; moving office records and supplies; removing, refilling and/or replacing equipment cartridges and supplies; handle and use maintenance supplies and equipment

REQUIRED LIFTS (Continued)

	Frequency	Body Part	Range/Height	Activity
35+ lbs.	Occasionally	Upper and Lower Body Legs, Arms Upper and Lower Body	1"-30" to 25'	Same as above

REQUIRED CARRY

	Frequency	Body Part	Distance	Activity
0-10 lbs.	Constantly	Arms, legs	1" to 150'	Same as above
10-35 lbs.	Occasionally	Arms, legs	1" to 150'	Same as above
35+ lbs.	Occasionally	Arms, legs	1" to 150'	Same as above

REQUIRED REACH AND HANDLE

	Frequency	Body Part	Distance	Activity
Reach Above Shoulder	Frequently	Arms	0-10/3'	Moving records and equipment, etc.
Reach at Shoulder	Frequently	Arms	0-10/3'	Same as above
Reach Below Shoulder	Constantly	Arms	0-40/3'	Same as above
Manual/Finger Dexterity	Constantly	Arms, Wrists, Fingers	0-10/3'	Typing; refilling and maintaining office equipment; filing and sorting records

SUMMARY OF ENVIRONMENTAL CONDITIONS AND RATINGS

The following analysis represents evaluation of the surroundings in which the job is performed. Environmental conditions must, by definition, be specific and related to the job.

Key to Environmental Factors Rating

NP = Not present in the Job Environment

S = Seldom - Under 5% of Work Day

O = Occasionally - Up to 33% of the time

F = Frequently- From 33% to 67%

C = Constantly - 67% to 100%

Environmental Conditions:	Key	Comments:
1. Inside 99% Outside 1%	C S	Working in an office environment Walking
2. Extreme Cold	S	Outside work during winter months
3. Extreme Heat	S	Outside during summer months and in rooms without air conditioning
4. Wet/Humid	O	Rain 120 to 160 inches per year
5. Noise (in Decibels)	50 – 60	This is the general approximate range for an office environment for the essential functions of this position; If around power tools, ringing phones, cleaning equipment or vehicles, the level may occasionally rise to 80
6. Hazards		
a. Mechanical	S	
b. Explosives	S	Batteries
c. Electrical	S	Office equipment
d. Radiant Energy	O	
e. Burns	S	Electrical
f. Other hazard(s)	S	Wet surfaces (slipping)
7. Atmospheric Conditions		
a. Fumes	S	Cleaning solvents
b. Mists	NP	
c. Odors	S	
d. Gases	S	Copy machines, printers
e. Dusts	S	Printing paper, inside computers, printers

Environmental Conditions (Continued):	Key	Comments:
f. Poor ventilation	S	File server/phone room, storage rooms and in buildings without much ventilation
g. Other atmospheric hazards	NP	
8. Protective clothing/Devices	S	Used when performing first aid

Comments: This position requires constant interaction with staff, Board members and vendors while remaining organized, firm and pleasant.

Except as provided in the Indian Preference Act (Title 25, U.S. Code section 472 and 473), the Quileute Tribal School shall not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, disability, veteran or military status, sexual orientation, gender expression or identity, disability, political beliefs (where applicable), marital status, familial or parental status, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28A.640, Mark Jacobson (360-374-5609); Section 504, Anita Baisley (360-374-5602); and Compliance Coordinator for State Law, Mark Jacobson (360-374-5609) at PO Box 39, 40 Ocean Drive, La Push, Washington 98350. The Quileute Tribal School is exempt under federal or state law pertaining to employment practices under which a preferential treatment is given to any individual because he or she is an Indian living on or near a reservation.