

HIGHLINE Job Description

PUBLIC SCHOOLS

JOB TITLE: HIGH SCHOOL PRINCIPAL, SMALL SCHOOL

GROUP: Building Administration LEVEL: High School Principal (Small School-Category A or B)

FLSA STATUS: Exempt

WORKDAYS PER FISCAL YEAR: 246

HOLIDAYS: 14

SUMMARY: This position of principal requires a visionary instructional leader who has the capacity to work effectively with an experienced staff and a highly diverse student community to assure that each student achieves the district vision of preparing all students for college, career, and global citizenship by engaging all students in rigorous, relevant, and personalized learning.

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A. As key administrator of the building:

- Plan, organize, direct, support, and strengthen small high school. Implement practices that support academic rigor, relevance and relationships within the school and for the overall campus. Establish and lead a learning agenda for the school as an instructional leader.
- In conjunction with campus-wide leadership team, administer campus-wide shared services and programs including extra-curricular activities, athletics, office administration, special programs and services, maintenance, food service, and transportation.
- Supervise and manage office team, coaching especially in organizational change, human capital development, and the creation of a responsive service-delivery department.
- Select, train, organize, motivate, monitor and evaluate staff.
- Direct, supervise and evaluate the instructional, guidance and counseling services of the school.
- Maintain and apply current knowledge of all district services available and keep staff and parents apprised of

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same; support and utilize effectively such special programs, participate in evaluation of these services or programs, and recommend others as needed.

- Work with teachers toward mutually understanding, developing and carrying out a sound educational program based upon and consistent with the educational goals, policies and regulations of the school and district.

B. As instructional leader of the school:

- Lead the continuous improvement of instructional practices.
- In partnership with District, identify learning competencies for core content courses.
- In partnership with District, establish an appropriate assessment system that aligns with learning targets and provides timely and useful information to guide instructional improvements.
- Design and deliver targeted professional development for staff.
- Develop a professional learning community culture and model the characteristics of a learner.
- Analyze small school performance, prepare reports, monitor and hold school accountable for performance.
- May be requested to teach students as part of overall school leadership assignment.
- Spend time in classrooms as a consistent on-going practice.
- Develop and implement annual school improvement plan, including meeting applicable timelines and requirements.

C. As facilitator of the school/community climate & culture:

- Create and inspire a culture of student achievement aimed at preparing students for college, career and citizenship.
- Promote small school through effective outreach programs, various communication tools, and friendly responsiveness to parent and teacher requests for service and placement.
- Participate in the development of policies, procedures and best practices (including waivers) that promote and support small school efforts.
- Create a safe and conducive learning environment for students and staff.
- Be responsible for all activities that take place in the name or under the auspices of the school.

D. General:

- Evaluate all personnel under his/her supervision at least annually and assist subordinate supervisory personnel with the development of their specific objectives.
- Responsible for the accuracy of all student records and school information.
- Be responsible for developing and managing school budget including the expenditure of student body funds and related revenue-providing activities.
- Work with district departments as necessary to inform and share knowledge regarding effective and efficient central office support of small schools.
- Develop objectives annually in compliance with board policy and administrative procedures.
- Perform such other related duties and assume such other related responsibilities as may be assigned by the Executive Director for Secondary Schools.

MINIMUM QUALIFICATIONS:

Education and Experience:

Master's degree

REQUIRED LICENSES AND CERTIFICATIONS:

Washington State Principal Certification

Washington State Teaching Certificate or Educational Staff Associate Certificate

PREFERRED QUALIFICATIONS:

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Successful administrative experience (principal, assistant principal, administrative intern, district-level administrator or equivalent)

Master's degree in Educational Administration

Three years of teaching/counseling experience

Experience with master scheduling, student discipline, and facilitation of professional development

Experience with supervising and evaluating staff

Multilingual in a target language representative of Highline Community

CONDITION OF EMPLOYMENT:

Criminal background clearance

Valid Washington State driver's license and proof of insurance

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

Certified proficient on Teachscape – Charlotte Danielson Instructional Frameworks within 90 days of hire

Complete online FEMA IS-100.C course within 90 days of hire

KNOWLEDGE OF:

Secondary education reform, public schools and their organizing structures

Working in small high school small learning community settings

Organization, activities, goals and objectives of a small, personalized learning environment

STEM program models and other innovative learning models

Critical content and instructional approaches to literacy, mathematics, and English Language Learners (ELL)

Working with a diverse ethnic and cultural families, especially Latino

Techniques in building relationships with students/staff and creating a safe and conducive learning environment

Public speaking techniques

Coaching in and assessing for best teaching practices for student achievement Budget planning, monitoring and administration

Technology for school administration and student learning School board policies and procedures

School board policies and procedures

ABILITY TO:

Communicate effectively verbally and in writing

Establish and maintain effective and influential working relationships with students, parents, staff, outside agencies and the public in a multi-ethnic and multi-cultural environment

Supervise, select, train, motivate, monitor, and evaluate certificated and classified staff

Plan and execute on-going professional development utilizing whole group, small group, and individualized approaches

Create a positive, student centered learning culture

Work with others to manage campus-wide shared services including facility use

Demonstrate conflict management and problem resolution

Negotiate the reallocation of resources

Plan, organize, prioritize, schedule, and evaluate programs for continuous improvement

Facilitate meetings, decision making, and goal setting

Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Instructional Leadership Executive Director (ILED)

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EVALUATION: The position will be evaluated periodically by the Instructional Leadership Executive Director for Secondary Schools pursuant to current district procedures and evaluative criteria for certificated administrators. Such evaluations shall include an evaluation of the performance of duties and responsibilities set forth above together with such specific objectives as may be developed from time to time by the Instructional Leadership Executive Director and the High School Principal (Small School).

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 regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and 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 regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Updated Context and Disclosures sections, 2024.02.28

Updated minimum qualifications and preferred qualifications, 2023.12.13

Revised Education and Experience and Preferred Qualifications sections, 2022.02.17

Updated to remove hyperlink to FEMA training per Exec. Dir. H.R., 2022.01.11

Revised number of workdays/holidays and Condition of Employment section, 2021.11.30

Updated minimum qualifications and preferred qualifications, 2021.06.18

Revised to update Superintendent's statement, 2018.03.09

Updated Superintendent's statement, 2014.10.12

Updated by Human Resources to add Teachscape and FEMA requirements, 2014.09.29

Changed job description from two to one for both Cat A & Cat B Small HS Principal, 2014.08.15

Transferred to newest format by Human Resources, 2014.03.04

Updated by Human Resources, 04/11

Updated by Human Resources, February 2010

Created by Human Resources, April 2005

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act-

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Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166 98166