

**Title:** Principal/Head of School  
**Reports to:** Board of Trustees  
**Classification:** Certificated  
**FLSA:** Exempt  
**Salary:** Competitive with local districts

**Position Description:**

Under the direction of the Board of Trustees, and working in collaboration with the school administrators and leadership teams, the Principal is the chief administrative and supervisory official of Palisades Charter High School. The principal provides the instructional leadership that creates, implements, maintains, and enhances excellence, scholarship, and achievement for all students. This individual ensures that the objectives of the organization are aligned to curriculum and programs that yield the highest standards. The individual will oversee school operations, fundraising, budget and school personnel. In addition, the Principal fosters relationships with all stakeholders to include, students, faculty and staff, parents and community members.

**Essential Functions:**

- Serves as the chief administrative and supervisory official of the school
- Provides effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding education for all students
- Implements strategies to promote a cooperative spirit among the school's personnel and parents to enhance and enrich the educational and social climate of the school
- Develops and maintains productive Board/staff/community relations with open two-way communication
- Supervises instruction and evaluation of faculty and administration
- Trains the administrative team in the supervision of instruction
- Oversees the curriculum and instructional program and ensures standards based teaching and learning is occurring
- Contributes to the construction of, and oversees, the school budget in a manner that ensures financial resources are directed to fulfilling the school's mission, vision and goals
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members
- Establishes school-wide vision and its implementation in the school community
- Maintains relationships with parent groups and the community
- Advises the Board of Trustees on employee and labor relations, contract negotiations and grievance dispositions. Serves as leader in contract negotiations with all collective bargaining units and promotes positive labor relations
- Directs the preparation and submission of all necessary reports required from appropriate federal, state and local government agencies
- Ensures compliance with all grant and categorical program reporting and fiscal requirements
- Keeps informed on legislation pertaining to school charters and communicates any changes to the Governing Board and other appropriate charter personnel

- Supervises the effective and efficient implementation of the educational and instructional programs on a day-to-day basis in compliance with local, state, and federal regulations, PCHS Charter and the provisions of the Charter's collective bargaining agreements
- Ensures that instructional objectives are developed, and involves the faculty and others in the development and implementation of specific curricular objectives to meet the needs of the students and attain the mission/vision of the charter
- Develops, refines, and improves curriculum, instruction, and management strategies, techniques and activities that reflect instructional diversity, alternatives and flexibility by working with and through people and utilizing their talents and skills
- Implements sound personnel practices, observes and evaluates building staff and makes the recommendation for hire, discipline and dismissal of all school employees
- Acts as a student advocate to ensure the rights of all students are respected and that all have equal access to the educational opportunities necessary to meet their needs and abilities
- Acts as primary liaison with LAUSD, LACOE, CDE, etc.
- Develops annual goals and a strategic plan for the school
- Evaluates the management team in conjunction with the board to determine alterations to the organizational structure in order to fulfill the school's mission and goals as expressed in the Charter. If alterations are required, submits proposal to the board for approval
- Empowers administrative staff to fulfill their areas of responsibility, while holding themselves accountable for showing results
- Provides direction and supervision to all charter administrators and staff to ensure alignment of actions to charter vision to best meet the needs of all students
- Provides leadership for a positive financial management control operation which, to the extent permitted by the Education Code and other external rules and procedures, establishes a sound basis for professional management of all income and expenditures
- Oversees plant, facilities and school operations
- Leads Professional Development for school community
- Other duties as assigned

**Minimum Qualifications:**

- Masters in Education required, PhD desired
- Administrative Credential required
- Charter School experience desired
- 5+ years secondary teaching experience required
- 3 years of school site administrative experience required including experience as a Principal preferred
- Proven track record for achieving high quality goal oriented results

**Knowledge of:**

- Current State curriculum and graduation standards
- California Curriculum Standards and their implementation in educational programs
- Modern principles and practices of public administration, principles of accounting,

budget preparation, and administration

- Laws, regulations and procedures governing charter school administration
- Application of information technology and related software to business office and instructional operations
- State and Federal laws regarding school finance and business operations
- Collective bargaining legal requirements and negotiations procedures
- Appropriate personnel practices and procedures according to collective bargaining agreements, Charter By-Laws, and state and federal requirements
- Budgeting processes and cycles as practiced by California charter schools
- Brown Act procedures
- Applicable Education Code rules and regulations
- State attendance rules and regulations
- Legislative advocacy procedures for the benefit of students
- Strong working knowledge of data and how to apply it to the needs of the school
- Knowledge of WASC accreditation process

**Ability to:**

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students
- Promote the concept that all students have identifiable talents/skills which will be emphasized throughout the educational program
- Understand that change is vital in any organization and that necessary change can best take place when those affected by the change are actively involved in the process
- Make recommendations in the best interest of students
- Maintain confidentiality
- Make effective decisions and take independent action
- Demonstrate honesty, integrity, openness, and a strong sense of confidence in oneself and others
- Communicate in a straightforward and sensitive manner with all members of the educational community, in both oral and written expression, including effective presentations to the Board, staff and community
- Express care and concern for youth coupled with a commitment to bring about high student achievement and equity for a diverse population
- Listen to and be open to new ideas and divergent opinions and secure meaningful involvement of staff and community to improve the quality of education for all students
- Develop trust and collaboration between various groups within the school and the community
- Use interpersonal techniques with tact, patience and courtesy
- Demonstrate sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disability and sexual orientation of students, faculty, and staff

**WORKING CONDITIONS:**

**Physical Requirements:**

- The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.
  - Persons performing service in this position classification will exert 5 to 10 pounds of force frequently to lift, carry, push, pull or otherwise move an object
  - This type of work involves walking or standing for extended periods of time with some bending, squatting, twisting, reaching and stooping
  - Persons performing service in this position will exert muscle power and will require arm-hand steadiness
  - Perceiving the nature of sound, near and far vision, depth perception, providing oral and written information in various modalities and forms, the manual/finger dexterity to operate equipment, and handle and work with various materials and objects that are important aspects of this job

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

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### **Selection Process for Principal/Head of School**

Based on the feedback received from all stakeholders regarding a selection process that is thorough, involves all stakeholders, and rigorously assesses the qualifications of all candidates, UCLA-SMP will work collaboratively with the Palisades Charter High School HR Director to guide the selection process for the Principal/Head of School position as follows:

Once the posting has closed, an initial review of all candidates will be conducted by UCLA-SMP and Jennifer Eustice to ensure completion of application packets and that minimum qualifications have been met. Incomplete applications as well as those not meeting minimum qualifications shall be rejected and will not move forward in the process. The remainder of the applications will be paper screened by a committee of stakeholders, comprised of the following members (per Charter By-Laws):

- 5 Teachers
- 1 Community
- 1 Parent
- 1 Classified
- 1 Student
- 1 Administrator

Members of this committee will be required to attend a mandatory training that will be held on a Friday/Saturday (full days) and will be required to sign a confidentiality statement. Some of the training topics will include: confidentiality - the whats, whys and musts in the process, vision alignment, focus alignment, stakeholder input in what is desired in a "dream" candidate, and how to effectively read and rank applications. If needed, training will continue on the Saturday, when applications are paper screened. Once training has been completed, committee members will read and score applications. If there are viable candidates, the process will continue and interviews will be scheduled.

Each applicant selected for an interview will be scheduled for a three hour intensive interview that includes two interview panels and a task assessment. One interview panel is the **Stakeholder Interview Committee**, comprised of the following members (per Charter By-laws):

- 4 Teachers
- 1 Community
- 1 Parent
- 1 Classified
- 1 Student

The second interview panel is the **Technical Interview Committee**, comprised of experienced school administrators, including members with charter school experience. The third phase of the interview is the completion of a task assessment. Stakeholder members who serve on the interview committee will also be required to attend a mandatory training held on Friday/Saturday (full days) and will be required to sign a

confidentiality statement. Some of the training topics will include: confidentiality - the whats, whys and musts in the process; vision alignment, focus alignment, stakeholder input in what is desired in a "dream" candidate, legal requirements of an interview process, conduct of the interview panel, what to listen for throughout the interview and how to rank answers.

All candidates selected for an interview will be asked rigorous questions that align to the interests and desired qualifications voiced from all stakeholders. Questions will also align to the mission and vision statements of the school, best practices in school administration, teacher evaluation, student achievement, professional development and school culture. Candidates will also be asked to complete a specific assignment to bring to the interview. This assignment will be presented to the technical interview panel.

To ensure that all stakeholders fairly represent their constituency group and to ensure alignment to the stakeholder feedback regarding a successful selection process, the following process will be used by each stakeholder group to identify representation on the paper screening and interview committees:

- Each stakeholder group will delineate a member to lead the selection process – i.e. Union president, ASB president, PTA president, interested member, etc.
- Each stakeholder group is encouraged to nominate potential participants or to self-nominate.
- All nominees and potential committee members must be willing to do the following:
  - Attend all mandatory training sessions in their entirety;
  - Attend the entire paper screening or interview day (members may not leave nor attend for a partial day);
  - Must sign a confidentiality statement that prohibits the discussion of ANY aspect of the training, paper screening process, interview process or candidate information;
  - Must recuse themselves if they have close ties to a candidate or a conflict of interest;
  - Not contact any candidate or person who may know the candidate;
  - Participate in the process with an open mind, with students as the focus and with the goal of finding the best candidate for the position.
- Stakeholder groups will conduct a vote to identify representatives for both the paper screening and interview panels.
- Different stakeholders will serve on each of the panels so that no one serves on both panels.

Once the interviews are completed, the committees will select the top candidates that could potentially assume the position. UCLA-SMP will then conduct in-depth reference checks to determine the viability of the candidates. If reference checks align to the interview, the candidates will interview with the Board in closed session. Site visits will be conducted with the top candidate(s). If no viable candidate results from this process, the position will be posted again and the process repeated.

## **PCHS Proposed Selection Process Timeline For Principal/Head of School**

January 20	Review of draft Position Description, Selection Process and Selection Process Timeline. Approval of Position Description Job Title
January 28	Complete the required brochure, advertisement and application requirements for <b>FIRST</b> posting of the position and publish the vacancy (Education Week/Top School Jobs, ACSA, Ed-JOIN, Charter School websites, etc.) <i>ACSA publication date is February 7 with a deadline to submit an advertisement on January 31.</i>
Jan 28-Feb 14	Stakeholder groups will select representatives to sit on paper screening and interview panels.
February 28	<b>FIRST</b> Posting for Principal/Head of School position closes.
Feb 28 – March 1	UCLA-SMP and Jennifer Eustice conduct initial review of applications to ensure completeness and minimum qualification sort.
March 4/5	<b>Paper Screening Training and Paper Screening Process – location TBD</b>
March 11/12	<b>Interview Panel Training and Interviews conducted</b>
Week of March 14	Extensive background checks are conducted
Week of March 21	Recommendations to Board regarding potential candidates to interview.
Week of March 28	Interviews are held with the Board in closed session and possible site visits are conducted on candidates for the position of Principal/Head of School.
Week of April 2	Confidential contract negotiations are conducted for recommended candidate; if process did not result in ideal match, position is re-posted with a closing date of early May.

**\*If no stellar candidate(s) are identified in round one, process begins again and position is posted.**