

DeKalb CUSD 428
Job Description

Position Title: Principal Early Learning and Development Center (ELDC)
Department: Teaching and Learning
Supervisor: Superintendent
Calendar: 260 days
FLSA Status: Exempt
Date: February 10, 2025

Objective

The Principal of the Early Learning and Development Center (ELDC Principal) provides leadership, management and support that promotes learning for each student. The ELDC Principal acts as a steward for learning – student learning, staff learning, and parent learning. The Principal provides a clear vision that supports the mission, vision and values of the District. The ELDC Principal provides support and a skill set that guides the school in day-to-day operations to ensure the health, safety, and welfare of all students, staff, and families. The ELDC Principal establishes and promotes a dynamic, and collaborative learning community.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
4. Provides leadership to support improvement of instruction, initiatives for improving student achievement, curriculum delivery, student assessment, staff development and the implementation of goals and objectives of Student Services and Teaching and Learning.
5. Assist in planning, coordinating, developing, implementing, supervising and evaluating the district student support service programs and provides assistance to the Directors of Student Services and Teaching and Learning.
6. Ensures effective implementation of curriculum initiatives and the administrative regulations established by the Superintendent, Board of Education and bodies who govern early childhood programming.
7. Ensures successful completion of all District, State and Federal reports and grants related to early childhood and pre-school programming in accordance with procedures and timelines established by the District and State.
8. Communicates the school and district goals, accomplishments, practices, and policies to parents, students, staff and the community.

9. Leads and participates in the school improvement planning process to enhance all curricular programs and multi-tiered systems of support.
10. Evaluates all staff members in accordance with Illinois School Code, District procedures and timelines.
11. Works in conjunction with district personnel and community agencies for early identification, intervention and prevention of school-related problems in order to improve student achievement, behavior and access to education.
12. Develops and implements special education services to identified students in conjunction with the Individual Education Plan (IEP) team; and leads and facilitates the special education programs at the Early Learning and Development Center.
13. Leads the interview and hiring process of personnel for the building, in cooperation with the Department of Human Resources and in accordance with District policies and procedures.
14. Recommends dismissal of staff whose work remains unsatisfactory after remediation efforts have been implemented.
15. Secures healthy, safe, and efficient operation and maintenance of the ELDC
16. Maintains a balanced budget for the ELDC and processes orders for the successful operation of the building.
17. Creates a culture of learning, tolerance and inclusion for all who work at the ELDC.
18. Demonstrates the instructional and administrative capacity for the integration and uses of technology to improve teaching and learning.
19. With the support of District Personnel, leads the work to advance the goal of expanding Early Childhood and Preschool program offerings.
20. Plans for, coordinates and leads day-to-day operations for the Extended School Year supper program.

Qualifications

1. Illinois Professional Educator License, required, with an endorsement in Administration, Principal, or Director of Special Education preferred.
2. Teaching endorsement in a related area, such as special education or early childhood or an Early Childhood Special Education Approval, preferred.
3. Successful completion of evaluator training modules required.

Knowledge, Skills and Abilities

1. Knowledge of principles and practices of program development, administration, and evaluation.
2. Knowledge and ability to interpret, apply and communicate federal, state, and local laws and regulations applicable to student support and early childhood education.
3. Knowledge of school curriculum and instructional practices applicable to student support services and early childhood education.

4. Principles and practices of organization, administration and personnel management, including supervision, training and performance evaluation.
5. Demonstrated skill in computer applications related to areas of specialization.
6. Ability to organize, direct and implement comprehensive programs and services for early childhood education.
7. Ability to communicate with and assist parents, school staff and administrators regarding student academic and behavioral objectives.
8. Ability to effectively collect, analyze and interpret data, and prepare and present oral and written reports and findings to a diverse audience.
9. Ability to maintain confidentiality when receiving, managing and storing information of private and sensitive nature.
10. Ability to establish and maintain cooperative professional working relationships with parents, staff, administrators, community agencies and the public in the performance of position responsibilities.
11. Ability to analyze obstacles and provide clear, concise solutions as well as develop viable alternative approaches, project consequences of proposed actions and assist staff in implementing recommendations in support of goals, make decisions and accept responsibility for those decisions.
12. Ability to tolerate ambiguity; ability to multitask, balancing priorities and seeing each through to high-quality completion.

Supervisory Responsibility

This position is directly responsible for leading and supervising all certified and non-certified staff assigned to their building.

Position TRS Eligible

Yes

Work Environment

This job operates in a professional office environment. This role routinely uses standard office equipment.

Travel

Travel is primarily local during the business day, although some out-of-area and overnight travel may be expected.

Education and Experience

1. Master's degree with General Administrative endorsement, preferred..

2. Proper licensure in accordance with the School Code of the State of Illinois.
3. Three to five years experience as a school-based/special education administrator, preferred.
4. Three to five years teaching/student support service and a demonstrable record of transformational leadership, high student achievement and commitment to excellence.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

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.

The physical activity of this position. <i>(Please check all blocks that apply)</i>		
<input type="checkbox"/>	A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
<input type="checkbox"/>	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
<input type="checkbox"/>	E.	Crouching. Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	F.	Crawling. Moving about on hands and knees or hands and feet.
<input type="checkbox"/>	G.	Reaching. Extending hand(s) and arm(s) in any direction.
<input type="checkbox"/>	H.	Standing. Particularly for sustained periods of time.
<input type="checkbox"/>	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<input type="checkbox"/>	J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.

<input type="checkbox"/>	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<input type="checkbox"/>	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<input type="checkbox"/>	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<input type="checkbox"/>	N.	Grasping. Applying pressure to an object with the fingers and palm.
<input type="checkbox"/>	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<input type="checkbox"/>	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<input type="checkbox"/>	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<input type="checkbox"/>	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position. (Please check only one block)

<input type="checkbox"/>	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<input type="checkbox"/>	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

The visual acuity requirements including color, depth perception, and field vision. (Please check only one block)

<input type="checkbox"/>	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading;
--------------------------	----	--

		visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<input type="checkbox"/>	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
<input type="checkbox"/>	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
<input type="checkbox"/>	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. (Please check all blocks that apply)		
<input type="checkbox"/>	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
<input type="checkbox"/>	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
<input type="checkbox"/>	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
<input type="checkbox"/>	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
<input type="checkbox"/>	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
<input type="checkbox"/>	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
<input type="checkbox"/>	K.	The worker is required to function in narrow aisles or passageways.

<input type="checkbox"/>	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)
--------------------------	----	---

Signatures

This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: Click or tap to enter a date.

HR Representative: _____

Signature: _____ Date: Click or tap to enter a date.

Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: Click or tap to enter a date.