Legal Responsibilities Vs Legal Authority Of School Principals

Steven Irwin Weiner
University of Nevada, Las Vegas

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LEGAL RESPONSIBILITIES VS. LEGAL AUTHORITY OF SCHOOL PRINCIPALS

University of Nevada, Las Vegas

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Legal Responsibilities vs. Legal Authority
of School Principals

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Education

by
Steven I. Weiner

December 1979
The dissertation of Steven Irwin Weiner is approved:

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Chapter 1

INTRODUCTION

The American Educational enterprise in general, and its high schools in particular are now in the midst of an agonizing reappraisal, a reappraisal that causes new dimensions and new demands to bombard today's principalship (67, 1974, p. 41).

The fundamental responsibilities of the principalship are undergoing significant changes which require new expertise and new data. "The jobs are different today and the people serving the jobs are different today. Old data on the principalship are irrelevant to today's context" (61, 1977, p. 3).

On the job, duties and responsibilities are so numerous as to appear unmanageable and contrary to effective educational leadership. "Schools have become increasingly complex, with demands upon the principal greater than ever; yet, the principal has less authority today than a decade ago" (83, 1977, p. 5).

The principal is involved in a broad range of activities. Among the most frequently mentioned tasks are scheduling, budgeting, working with community groups, motivating the staff, working with students, providing instructional leadership and supervising classrooms. Other tasks involve attending meetings; communicating with various publics; and developing rules and regulations for attendance,
health and safety, discipline, student placement and parent con-
ferences. Regardless of specific tasks to be added or subtracted,
this list is indicative of the complexity of the job.

On the job, the principal must use his professional judgment,
but he must also be cognizant of the law. Recent court decisions,
especially in the area of student rights, have presented principals
with enormous burdens. Legal mandates have reduced the effectiveness
of the school administrator.

Recent legal decisions have made many principals too
cautious to be effective leaders. Certainly, the principal
in today's schools must be aware of his legal restraints,
but he must also be aware of his rights to administer a
school (43, 1976, p. 13).

It is not surprising, in light of Heller's statement, that
when surveyed principals considered "school law the most necessary
course for the principalship" (83, 1978, p. 3). The principal must
now function daily using the law as a referent. As a consequence,
the principal must also be concerned with his own legal status,
liability and security. Mentioned earlier was the fact that courts
have affirmed students' rights, and inherent in these decisions is
the due process law as guaranteed to all citizens by the Fourteenth
Amendment. What about the principal's right to due process and
protection within the law? Does he, in fact, have legal status and
redress?

State laws and school board policies are generally mute
on this topic. Most school boards view the principal as
part of the management team, a person who will accept the
decision of the team relative to his re-employment with
little static or resistance. It is this very management
team membership which has caused the principal to be loyal to the board and other administrative officers while at the same time has denied him job security (69, 1975, p. 62).

The dilemma is the principal's increased responsibility compared to his legal safeguards. In a search of case law (2, 1977, p. 1178), the following incidence of legal challenges to the principal's performance appeared:

**Principals; superintendents of schools.**
In several cases it has been held or recognized under various theories as to the ruling legal principles that, under the circumstances present, a defendant principal or superintendent of schools was not liable, on the ground of negligence, for injuries sustained by another.

- **Indiana.**--Medsker v. Etchison (1936) 101 Ind App 369, 199 NE 429, infra, &7.
- **Rhode Island.**--Gray v. Wood (1949) 75 RI 123, 64 A2d 191 (principal and superintendent).
- **South Dakota.**--De Gooyer v. Harkness (1944) 70 SD 26, 13 NW2d B15.
- **Texas.**--Lewis v. Halbert (1933, Tex Civ App) 67 SW2d 430, infra, &8.

Early cases appeared to relieve the principal from liability; however, in some recent cases (2, 1977, pp. 127, 1163-1203), the principal could be held liable.

- **Ind.**--Miller v. Griesel (Ind) 308 NE2d 701.

See Carroll v. Fitzsimmons (Colo) 384 P2d 81, infra &5.
Supervising principal not responsible for injuries that occurred to amateur theatrical player who fell on set of wooden steps being used for play in school building. Slovin v Gauger (Del) 193 A2d 454.


Principal could be held liable for failure to properly fulfill his duty to supervise school grounds prior to opening bells when plaintiff was injured by another student. Titus v Lindberg, 49 NJ 66, 228 A2d 65 (citing annotation).

Titus v. Lindberg illustrated a principal's vulnerability to suit.

Negligence in the performance of the duties and responsibilities is of paramount concern to principals performing their daily tasks.

Jury question was generated as to breach of duty owed by principal to his students, where student was injured while stepping through large hole in rusted chain-link fence partially surrounding school playground area, notwithstanding injury occurred off school property at time when school staff unilaterally decided that necessity for supervision had temporarily ceased. Caltavuturo v Passaic, 124 NY Super 361, 307 A2d 114.

Principal may be responsible for negligence in discharge of her duties. Cianci v Board of Education, 18 App Div 2d 930, 238 NY2d 547.

Evidence of continued legal activity is found in the Journal of Law and Education, the October of 1976 issue (12, 1976, pp. 495-524).


Levandoski v. Jackson County School District, 328 So. 2d 339 (Miss. 1976)


Additional case law reflects the following:

Berhand v. Kerrville Independent School District, 547 S.W. 2d pp. 685-690 (1977) case was remanded to trial court for additional proceeding regarding negligence of principal and other school officials.
Three recent landmark Supreme Court rulings also substantially involved the building principal's actions.

Wood v. Strickland, 420 U.S. 308 (1975) and

In the latter case, Wright was the principal, his name forever etched in the U.S. Supreme Court annals. It must be mentioned that in Goss v. Lopez, the Ohio Law (statutes) empowered the principal to suspend students for up to ten days without giving them notice of the reasons for such action or a hearing which would afford them an opportunity to explain their views of the incident. The constitutionality of the statutes involved, rather than the principal's action, was challenged.

Nevada Statutes do not stand the legal test in describing the principal's duties and responsibilities, especially in the area of student unrest.

Principals, by name, are mentioned in only a very limited number of provisions in NRS with regard to the Nevada profile of violent and disruptive behavior, yet are assigned substantial responsibility in the maintenance and operation of schools (62, 1978, p. 93).

The Nevada Revised Statutes (NRS) are incomplete in defining the principal's duties and responsibilities.

390.230 Use of adopted textbooks; penalties
1. The textbooks adopted by the state board of education shall be used in the public schools in the state and no other books shall be used as basic textbooks.
2. This section shall not be interpreted in such a manner as to prohibit:
   (a) The continued use of such textbooks previously approved until they become unserviceable.
   (b) The use of supplemental textbooks purchased by a school district with the approval of the superintendent of public instruction.
(c) After approval by the commission, the temporary use
of textbooks for tryout purposes.

3. Any school officer or teacher who shall violate the
provisions of this chapter or not follow the rules and
regulations of the commission shall be punished by a fine
of not more than $100.

4. All superintendents, principals, teachers and
school officers are charged with the execution of this
section.

391.060 Citizenship requirements
1. Except as provided in NRS 391.070, it shall be un-
lawful for:
(a) The superintendent of public instruction or a board of
trustees of a school district to employ any teacher, in-
structor, principal or superintendent of schools who is not
a citizen of the United States or who is not a lawful
permanent resident of the United States.
(b) The state controller or any county auditor to issue
any warrant to any teacher, instructor, principal or super-
intendent of schools who is not a citizen of the United
States or who is not a lawful permanent resident of the
United States.

392.120 Penalty for false statements concerning age,
school attendance of children.
1. Any parent, guardian or other person who makes a false
statement concerning the age or school attendance of a child
under 17 years of age who is under his control or charge, the
false statement being made with intent to deceive under NRS
392.040 to 392.120, inclusive, or under NRS 392.130 to
392.220, inclusive, shall be guilty of a misdemeanor.
2. Any teacher, principal or superintendent of any public
school is authorized to require the parent or guardian of any
pupil enrolled in his school to furnish a birth certificate
or other satisfactory evidence of the age of the pupil.

POWERS AND DUTIES OF ADMINISTRATORS,
PRINCIPALS, TEACHERS AND SECURITY
OFFICERS

391.210 Trustees may empower administrators, principals
and teachers. The board of trustees of a school district
may direct the administrators, principals and teachers
employed by them to exercise such powers and authority in
the schools as the board of trustees has under this Title
of NRS.
391.220 Principals may administer oaths. School principals are authorized to administer the oath or affirmation of office to teachers, and all other oaths and affirmations relating to public schools.

391.311 Definitions. The following terms, whenever used or referred to in NRS 391.312 to 391.3196, inclusive, have the following meaning unless a different meaning clearly appears in the context:
1. "Administrator" means any certificated employee the majority of whose working time is devoted to service as a superintendent, supervisor, principal or vice principal in a school district.

391.340 Revocation or forfeiture for falsely reporting pupils' attendance. Any teacher, principal or superintendent who shall knowingly report, cause to be reported, or permit to be reported the presence of any pupil or pupils at schools when such pupil or pupils were absent, or when school is not in session, shall forfeit his certificate or by his action subject it to revocation, and the same shall not be restored or a new one granted within 1 year after such forfeiture or revocation.

PUPILS

392.130 Any teacher, principal or superintendent of any public school to require the parent or guardian of any pupil enrolled in his school to furnish a birth certificate or other satisfactory evidence of the age of the pupil.

392.130 Truant:Definition; report of child as truant.
1. Within the meaning of this Title of NRS, any school child shall be deemed a truant who shall have been absent from school without a valid excuse acceptable to his teacher or the principal of the school.
2. Absence for any part of a day shall be considered as absence for the entire day within the meaning of this section.

392.160 Arrest of child between 7 and 17 years of age as truant; delivery of child to teacher, parent or guardian.
1. Any peace officer, the attendance officer, or any other school official shall, during school hours, arrest without warrant any child between the ages of 7 and 17 years who has been reported to him by the teacher, superintendent of schools or other school officer as an absentee from instruction upon which he is lawfully required to attend.
392.450 Fire drills.
1. The board of trustees of a school district shall provide fire drills for the pupils in the schools in the school district at least once a month during the school year.
2. In all cities or towns which have regularly organized, paid fire departments or voluntary fire departments, fire drills shall be conducted under the supervision of the chief of the fire department of the city or town.
3. Copies of fire escape route diagrams and fire drill information as approved by the chief of the fire department or, if there is no fire department, the state fire marshall shall be kept posted in every classroom of every public school by the principal or teacher in charge thereof.
4. The principal, teacher or other person in charge of each school building shall see that the provisions of this section are enforced.
5. Any violation of the provisions of this section is a misdemeanor.

392.460 Protection and discipline of children.
1. Members of every board of trustees of a school district, superintendent of schools, principals and teachers have concurrent power with peace officers for the protection of children in school and on the way to and from school, and for the enforcement of order and discipline among such children, including children who attend school within one school district but reside in an adjoining school district or adjoining state, pursuant to the provisions of this chapter.
2. Subsection 1 shall not be construed so as to make it the duty of superintendents of schools, principals and teachers to supervise the conduct of children while not on the school property.

392.465 Corporal punishment of pupils
1. The legislature declares:
   (a)That the use of corporal punishment is to be discouraged in the public schools, and only after all other methods of discipline have proven ineffective should a pupil be administered corporal punishment.
   (b)That judgment and discretion are to be used in all punishment, corporal and otherwise, and maximum use should be made of available school counseling and psychological services.
2. Subject to the limitations contained in this section, the board of trustees of every school district shall adopt rules and regulations authorizing teachers, principals and other certified personnel to administer reasonable corporal
or other punishment to pupils when such action is deemed an appropriate corrective measure.

3. Parents and guardians shall be notified before, or as soon as possible after, corporal punishment is administered.

4. No corporal punishment shall be administered on or about the head or face of any pupil, but this limitation shall not prohibit any teacher, principal or other certificated person from defending himself if attacked by a pupil.

5. Nothing contained in this section shall be construed or interpreted to indicate that the teachers, principals and other certificated personnel have not heretofore had the authority and the right to administer reasonable corporal or other punishment to pupils.

Other administrative positions, however, are defined with varying specificity.

407.047 State Parks and Monuments, Administrator of
472.040 State Forester Firewarden
213.1095 Chief Parole and Probation Officer.

The complete statutes may be found in Appendix B.

The principal functions two-dimensionally, on the job and legally. Without benefit of statutory protection, his professional and legal status is unclear in the absence of legally defined parameters mandating his professional behavior. Some states have begun to define the duties and responsibilities of the principal and to include this description in state statutes. This type of legal status appears to be a positive trend.

Statement of the Problem

Based on the preceding information, it becomes apparent that there is an inconsistency with respect to the legal treatment afforded the school principal in the State of Nevada as compared to other state officials and with respect to descriptions of the
principal provided in the statutes of the sixteen states which give legal status to the principal. On the basis of such a comparison, the principal appears to be legally vulnerable in Nevada. Therefore, the following question appears germane:

To what extent do the state statutes pertaining to education in all fifty states provide for a legal description and/or definition of the duties and responsibilities of a contemporary school principal?

Assumptions

For the purposes of this study, the following assumptions were advanced:

1. Statutory protection and legal identity are an essential aspect of protection for school principals.
2. There is a need to examine and compare state statutes which provide descriptions of the principalship and the Nevada State Statutes which provide a limited description of the duties and responsibilities of the principal.
3. For the purposes of this study, vice-principals' and superintendents' job responsibilities do not need to be included in this study's analysis.
4. Principals are qualified professionally to perform job functions and make legal decisions affecting students and staff in the daily operation of a school.
Purposes of the Study

The purposes of this study were as follows:

1. This study attempted to develop a composite job description of the duties and responsibilities of the secondary principalship.
2. The study provided current documentation of the legal status of principals as provided for in the state statutes of all fifty states.
3. This study established the extent to which the principal's job functions (duties and responsibilities) are defined legally in relation to the individual performing in the position.
4. The study advanced suggestions, additions, alterations or deletions in the NRS for the purpose of improving the legal status of the principalship in the State of Nevada.

Limitations of the Study

The findings of this study should be reviewed with the reader being cognizant of the following limitations:

1. The volume of legal activity and recent trends, rather than the extent of the principal's financial liability, were primarily considered.
2. No attempt was made to analyze statutes relating to other public employees or municipalities. Only those state statutes relating to education were analyzed for legal status. "Administrative rules having the force of law" are not fully addressed in the study.
3. The so-called "save harmless" statutes and limited liability doctrines were not specifically addressed for discussion in this study.

4. "Immunity" statutes of school districts and personnel were not considered as a basis for the conclusions or recommendations in Chapter 4.

5. It was not the intent of this study to imply that statutory protection would result in non-liability of the principal where negligent acts were involved. Further, this study did not contend that under color of statute excessive conduct could not be actionable by civil or criminal litigation.

6. Ivan Gluckman, legal counsel for N.A.S.S.P., in reply to a letter from this author, has stated:

Specific cases in which principals have been liable for damages, specifically for exceeding their authority, are difficult to find. Indices are usually arranged by subject and not by the nature of the party involved. I have tried several sources here in my office. Another problem in finding such cases relates to the nature of the legal reporter system. As you probably know, most reported cases are at the appellate level. At that level, damages are rarely discussed or awarded. Instead, after a finding of whether liability could legally be found, the case is remanded to the trial court for the actual determination of whether liability exists, and if so, the amount of damages. These lower court decisions never appear in the printed reports (39, 1979).

7. The District of Columbia was not included in the study.
Definition of Terms*

1. Common Schools

Schools maintained at the public expense and administered by a bureau of the state, district or municipal government, for the gratuitous education of the children of all citizens without distinction. Board of Education of City of Sapulpa v. Corey 63 Okl. 178, 163 P. 949, 953; State v. O'Dell, 187 Ind. 84, 118 N.E. 529, 530.

2. Duties and Responsibilities (of principalship): Those assignments which an individual principal in a particular school performs.

Ex. Anaheim, California:

It is the duty and the responsibility of the school principal to guide and direct the total operation of the school in all areas, including business management, leadership and direction of the instructional program and supervise and evaluate the co-administration, teachers and staff of the school.

3. Duty: A human action which is exactly conformable to the laws which require us to obey them. Chicago, etc., R. Co. v. Filson, 35 Okl. 89, 91, 128 P. 298.

The words, "it shall be the duty," in ordinary legislation, imply the assertion of the power to command and to coerce obedience. Kentucky v. Dennison, 24 How. 66, 107, 16 L.Ed. 717.

In its use in jurisprudence, this word is the correlative of right. Thus, wherever there exists a right in any person, there also rests a corresponding duty upon some other person or upon all persons generally. But it is also used, in a wider sense, to designate that class of moral obligations which lie outside the jural sphere; such, namely, as rest upon an imperative ethical basis, but have not been recognized by the law as within its proper province for purposes of enforcement or redress. Thus, gratitude towards a benefactor is a duty, but its refusal will not ground an action. In this meaning "duty" is the equivalent of "moral obligation," as distinguished from a "legal

*The definitions of terms in this section were compiled from the following sources: Black's Law Dictionary (7, 1968) and Webster's Seventh New Collegiate Dictionary, 1972 ed. (102, 1972).

Duty is considered by some modern ethicists to be the fundamental conception of ethics and to be subject to intuitive knowledge; by others it is conceived as that which is ethically valid because sanctioned by law, society, or religion.

As a technical term of the law, "duty" signifies a thing which is due from a person; that which a person owes to another. An obligation to do a thing.

4. Law: That which is laid down, ordained or established; a rule or method according to which phenomena or actions co-exist or follow each other; that which must be obeyed and followed by citizens, subject to sanctions or legal consequences, is a "law." Koeing v. Flynn, 258 N.Y. 292, 179 N.E. 705. The term is also used in opposition to "fact." Thus, questions of law are to be decided by the court, while it is the province of the jury to solve questions of fact.

5. Legal Duty:


6. Principal: The source of authority or right . . . as of a school district, the chief administrative officer of an attendance unit. Such an attendance unit may be an elementary school, a junior high school, or some combination of these, according to the organization of the school district. The term "principal" is inclusive of the elementary, junior and senior high school chief administrator.
7. **Responsibility**: The obligation to answer for an act done, and to repair any injury it may have caused.

8. **Right**: The term "right" in civil society is defined to mean that which a man is entitled to have, or to do, or to receive from others within the limits prescribed by law.


10. **State**: n. A people permanently occupying a fixed territory bound together by common-law habits and custom into one body politic exercising, through the medium of an organized government, independent sovereignty and control over all persons and things within its boundaries, capable of making war and peace and of entering into international relations with other communities of the globe. United States v. Kusche, D.C.Cal., 56 F. 2d 129, 130.

    One of the component commonwealths or states of the United States of America. The term is sometimes applied also to governmental agencies authorized by state, such as municipal corporations. George v. City of Portland, 114 Or. 418, 235 P. 681, 683, 39 A.L.R. 341.

11. **Statutable**, or **Statutory**: That which is introduced or governed by statute law, as opposed to the common law or equity. Thus, a court is said to have statutory jurisdiction when jurisdiction is given to it in certain matters by act of the legislature.

12. **Statute**, n. An act of the legislature declaring, commanding, or prohibiting something; a particular law enacted and established by the will of the legislative department of government; the written will of the legislature, solemnly expressed according to the forms necessary to constitute it the law of the state. Federal

This word is used to designate the written law in contradistinction to the unwritten law. Foster v. Brown, 199 Ga. 444, 34 S.E.2d 530, 535.

13. Statutory Obligation: An obligation—whether to pay money, perform certain acts, or discharge certain duties—which is created by or arises out of a statute, as distinguished from one founded upon acts between parties or jural relationships.

Methods of the Study

In order to achieve the purposes of this study, the following procedures were utilized:

1. The job description of the principal provided by the Clark County School District defining the duties and responsibilities of the job was analyzed.
2. Based upon this analysis, the NRS were analyzed to determine the extent to which they provide job descriptions of performance expectations of the principal.
3. From this foundation, the search was expanded to a representative sample of job descriptions from selected school districts in order to develop a more complete list of possible duties and responsibilities. These job descriptions were correlated with six main task areas of administration.
4. State statutes pertaining to education for all fifty states were examined for the purpose of determining the extent to which the duties and responsibilities of the principal were addressed.
5. Based upon the established list of duties and responsibilities from the sample school districts and the search of the state statutes for all fifty states, a list of available legal definitions related to identified duties and responsibilities of principals was developed.

6. Using available legal definitions and descriptions, this author suggested a prototype bill for inclusion in the NRS.

**Summary**

The information in Chapter 1 forms the basis for this dissertation. The subsequent chapters of this study review in more detail related literature and report-finding and articulate the summary, conclusions and recommendations. This study advanced knowledge of the "state of the art" as pertaining to legislation protecting the principal's status. This study proposed legislation which, if enacted, would substantially increase the principal's status and legal identity in the State of Nevada.
Chapter 2

REVIEW OF LITERATURE

The foundation of the study was based upon the following question:

To what extent do the state statutes pertaining to education in all fifty states provide for a legal description and/or definition of the duties and responsibilities of a contemporary school principal?

The review of related literature will examine these aspects of the principalship:

Part I: Evolution of the principalship--duties and responsibilities

Part II: Past and present trends in certification and training (as related to duties and responsibilities)

Part III: Current legal status as reflected in existing state statutes

Part I

Evolution of the Principalship--
Duties and Responsibilities

The profile of the term "principal" could take many directions; however, the following synthesizes the essence of identity:

The title of principal is an appropriate designation for the chief administrator of a single school. This does not necessarily mean that his responsibility is
limited to a particular building but rather to an organizational segment of a program, a level of instruction, or a group of grades housed in one building, a building complex, or two or more buildings substantially distant from each other. Modifiers of the title might apply to the grade level or to the organizational or operational plan. Hence, the general concept of the principal includes district principal, building principal, supervising principal, house principal (when a large school is subdivided into smaller, parallel, and largely autonomous units), elementary principal, intermediate or junior high principal, secondary principal, and, indicating the part-time nature of the position in some small schools teacher principal (23, 1971, p. 211).

In 1978 a research study of the elementary school principalship, conducted by the National Association of Elementary School Principals, indicated that 92.7 percent of the respondents were titled "principal"; 3.7 percent were called "teaching principal"; 1.1 percent were called "supervising principal"; and one-half of 1 percent, "head teacher" (84, 1978, p. 1).

The movement, as illustrated in Table 1, is to title this person who runs the school "principal."

The evolution of the title and the job responsibilities has not always been progressive or definitive. Forest Ensign wrote in 1923:

The high school principalship in its present broad functions is an institution of today. It has no history. It has not yet even established itself so that there is a standardization of its duties and responsibilities. Yet, in its origin, it is the oldest of our educational offices (25, 1923, p. 180).
### Table 1

<table>
<thead>
<tr>
<th>Position Title</th>
<th>1978</th>
<th>1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>92.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Supervising Principal</td>
<td>1.1</td>
<td>12.6</td>
</tr>
<tr>
<td>Teaching Principal</td>
<td>3.7</td>
<td>14.6</td>
</tr>
<tr>
<td>Head Teacher</td>
<td>0.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0.7</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>1.3</td>
<td>--</td>
</tr>
</tbody>
</table>


Campanella outlined the following stages of title development:

The first stage was that in which there was but one teacher whose chief duty was to teach. The second stage was that in which there were two teachers, one of whom was designated "head teacher." Here again his chief duty was to teach. During the third stage, we had what was known as a "teaching principal." He was a part-time teacher. The fourth stage presents a "building principal" whose chief duty was the administration of his school. Finally, in the fifth stage, our present "supervising principal" became known as one whose chief duty was and is the supervision of instruction in the school (TO, 1953, p. 478).

Ensign went on to trace the evolution of the principal as far back as the Renaissance. Briefly stated, he said:

There were masters in the early years of the Renaissance with whom we might more gladly strike hands in professional fellowship. It was Vittorino who, towards middle life, engaged to teach the children of the noble
Gonzala at Mantua, historic city, where he built a school and taught for many years. . . . But in the next century the search for definite organization of secondary education under a supervisor, director, or principal is regarded in specific terms. The Brethren of the Common Life, a godly group of scholars in the Netherlands, had developed schools surprisingly modern in character. . . . To these Dutch masters there came about 1515 a German lad, John Sturm, by name, who was to become by far the greatest administrator of secondary education of his century. . . . With wisdom beyond that of his years and period, and with a skill rarely found, even today, he organized the Strassburg Gymnasium so effectively that it became a model of all those great secondary schools which Germany produced in a later century . . . (25, 1923, p. 181).

Some schools developed in Germany, the Netherlands and France which were not very different from the Strassburg Gymnasium. Indications are that the schools were much like the high schools in the United States during the late 1920's. Movement in defining the term and duties and responsibilities was slow, however. "In 1653, there is recognition that the master might need an assistant" (25, 1923, p. 185); and in 1700, "the master Henry Holyoake was selecting his own assistants" (25, 1923, p. 183). In the United States, administrative authority was not clearly defined until the early part of the eighteenth century. The term "head master" evolved, but with it, little administrative authority.

Ensign stated of colonial and early national United States:

The trustees, under the charters, retained a large degree of control over the pupils, leaving little in the way of making rules or regulations to the initiative of the so-called head master. . . . At Phillips Andover, one of the truly great academies of New England, the official title of Eliphalet Pearson, the first head, was preceptor, but in the records he is frequently referred to as Principal Pearson; and in 1786 the title was so
designated in the contract with the new principal. ....
In the first high school set up in 1821 in Boston for
the instruction of "the sons of the mercantile and
industrial classes," the teachers were known as
master and ushers; but some of the schools established
in the same decade used the title "principal" for the
head, one such being the short-lived but famous high
school for girls established in Boston in 1825 (25,
1923, p. 188).

The evolution of administrative duties and responsibilities was
beginning.

It is our next type of secondary school, the academy,
which, in the course of its development, produced a
principalship comparable to that which is found in the
Gymnasium of Strassburg under Sturm. .... In general,
the time-honored name "master" was applied to those who
taught in the new schools. .... While some of the
academies developed into good-sized schools, requiring
a corps of a half-dozen or more teachers and giving op­
portunity for considerable exercise of administrative
functions, the vast majority were small, with a great
number of single-teacher institutions. Indeed, it
appears that at the height of the development of the
academy, about 1850, the average number of teachers per
school was but two. So here again, as in the English
schools and in our own Latin grammar schools, the
relative need for administration was small, far over­
shadowed by the teaching function. .... Very early in
the high-school movement new administrative duties and
responsibilities were required of the principals. The
schools, being free, attracted large numbers and drew
students from all classes of society, imposing on the
principal the necessity of some sort of classification.
The limited elective principle, developed to some extent
in the academy and taken over by the high school, called
for a larger teaching staff and for a more careful
organization. Easily and naturally the head teacher
took over these duties. He was, of course, forced
finally to lighten his teaching load, and since he was
usually the ripest scholar in the particular group of
teachers, he retained the more advanced subjects, even
as John Sturm had done three hundred years before. Thus
scholarship, the traditional characteristic of the head
master, organizing ability, and certain qualities of
leadership came to be demanded of him who was to head
the teaching staff of the new American secondary school
(25, 1923, p. 188).
In *Administration of Public Education*, Knezevich (1969) indicated that relief from teaching duties in the United States was a necessity by the middle of the nineteenth century. The complexities of the principalship were growing.

Development of graded courses of study, classification of pupils by grade, and unification of separate departments led to relief of the principal from at least part of his teaching duties. The term "principal" became a noun rather than an adjective which modified "teacher." By the middle of the nineteenth century the duties of the typical principal in a large city were limited largely to discipline, routine administrative acts, and grading of pupils. It was some time later that the large city principals were relieved of teaching duties. As late as 1881 principals of Chicago schools were required to devote as much as one-half of their time each day to regular classroom instruction. In other large cities principals were relieved of responsibilities for classroom teaching prior to 1870 (54, 1969, p. 272).

Since the principal was given "time off" from his teaching duties, supervision of staff became a primary responsibility. "Supervisory techniques, however, were rudimentary in character until well after the twentieth century (54, 1969, p. 272).

Knezevich further stated when describing the principal's plight:

Early administrative responsibilities of the elementary school principal were largely clerical. A sampling of duties assigned to principals prior to 1845 showed that 58.8 percent were concerned with record keeping and reporting, 23.5 percent with organization and classification, 11.8 percent with care of the equipment and building, and 5.9 percent with discipline and care of the pupils. Administrative responsibilities shifted in the last half of the century from records and reports to organization and general management. During the twentieth century, functions of the principal were expanded to include participation in selection of teachers and assistants assigned to his building. . . .
The principal was recognized as the building-level supervisor by 1900, and the introduction of special-subject teachers prompted upgrading of the qualifications for the principalship (54, 1969, p. 272).

Jacobson (1963) stated concerning the principal's administrative duties:

By 1900 it was customary for principals in large cities to select their administrative assistants. They had also gained the right to choose cadets to assume full teaching status in the schools, and to assign or transfer teachers to their duties within the building except when salary increments were involved. . . . (48, 1963, pp. 495-6).

Campanella (1953) continued by saying:

This progressive step, i.e., giving general administrative and supervisory power to one head, was soon followed by the introduction of assistants to help the principal, and, finally, by the provision, 1904-1914, of part-time or full-time clerical help to relieve the principal of a large proportion of his clerical responsibilities. This was heralded with great joy as a step forward in establishing the prestige of the office of principal (10, 1953, p. 482).

When explaining the principal's increasing scope of responsibility, Jacobson (1963) further stated:

The organization and supervision of the extra-curricular duties in both elementary and high schools have become increasingly important since 1920. How such duties are cared for constitutes a challenge to the principal's competence as a school administrator. . . . Since 1920 standardized tests of ability and achievement have come to be used widely in the supervisory program. Testing tends to make supervision more objective and to improve the teacher-principal relation as it affects instruction. The testing movement has done much to improve supervision. Quite recently principals have had a part in, and sometimes have initiated, curriculum revision, a sector of supervision that is intimately related to planning for individualized instruction or caring for individual differences in the abilities of pupils. Since
1925 principals have been expected to use the research findings of educational science in supervision. . . . Since 1930 it has been general policy to make the supervisors of special subjects technical assistants available on call by the principal (48, 1963, p. 449).

Although not formally required to do so, principals often and still are expected to participate in community activities.

In the closing years of the nineteenth and the early years of the twentieth century, individual cities and schools organized penny lunches, school baths, home gardens, school savings systems, and other services which cared for specific needs in a local area of a city. During the two World Wars, principals, teachers, and pupils engaged in the support of community activities designed to further the interest of the country in war services. Particularly in foreign sections of large cities, the local schools undoubtedly exerted an influence on the adults through the children in a way which no other agency could do (48, 1963, p. 499).

As was mentioned previously, by the 1900's principals' qualifications and training were being scrutinized; however, it was not until 1950 that

... an experimental program of action-research and in-service training was underwritten by the Kellogg Foundation. . . . Most of the programs were concerned with the superintendency. But as the program developed, there was more research carried out about the principalship, for it was clear that half of the superintendents are recruited directly from the high school principalship, and considerably more than one-half have held principalships at some time in their professional careers (71, 1952, p. 447).

Part II
Certification and Training of the Principal

Only recently has it become common practice to require that the administrator obtain a special certificate based on his competence or education. The first administrative certificate appears to have been
established for superintendents in 1854, in Pennsylvania (20:94). Almost half a century later, in 1900, there was still only one state with an administrative certificate. The first decade of this century saw two more added, and from that time on the other states have gradually established programs of certification for superintendents. The first principal's certificates were established in 1911 in Pennsylvania and New Jersey (20:93-6). This practice also grew steadily in the years following its establishment (44, 1958, p. 79).

Professional educators believe that the position of principal should require special skills and training. In light of increased responsibilities, "the office requires special preparation" (49, 1969, p. 173). Before the early 1930's, there was very little movement in terms of certification; however, twenty-five years later, there had been great progress: "... by 1957, forty-six states required either a secondary school principal's certificate or a general certificate for all types of administrative positions" (49, 1969, p. 173).

Table 2 depicts how the use of certification has grown over the years. As might be expected, the state requirements for administrative certification have been increased steadily.

During 1973 the National Association of Secondary School Principals requested from personnel in all fifty states information concerning employment contracts for secondary school administrators. As a result of this request, the following appears to be germane in relation to current certification requirements of administrators:

Contracts often specify requirements the administrator must fulfill: certification by the state education agency. . . . An example of a certification
Table 2
Number and Percent of States Issuing Types of Administrative Certificates, 1900-57

<table>
<thead>
<tr>
<th>Type of Certif.</th>
<th>Prior/1900</th>
<th>1910</th>
<th>1920</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
<th>1957</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Supt.</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>H.S. Prin.</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>10</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>El. S Prin.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Gen. Adm.</td>
<td></td>
<td></td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Gen. Prin.</td>
<td></td>
<td></td>
<td>10</td>
<td>20</td>
<td>11</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Supervisor</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>14</td>
<td>24</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Source: 44, 1958, p. 80.

requirement reads . . . you certify by your signing of this contract that you hold a valid and legal Administrator's Certificate in this state (6, 1974, p. 3).

In Nevada in 1979 as a result of Assembly Bill No. 519, Committee on Education, some statutes were revised. "1. 'Administrator' means any employee who holds a certificate as an administrator and who is employed in that capacity by a school district" (NRS 391.311). Certification requirements for the secondary principalship are not as high as they should be, considering the functions of leadership, duties and responsibilities and expertise needed to manage the schools of today; however, "many of the larger and wealthier school systems have imposed
their own requirements which are well above and beyond those set by the respective states" (49, 1969, p. 174.).

As part of the certification process, "most states tend to require two or three years of teaching experience before a person becomes eligible for a principal's certificate" (44, 1958, p. 79). States may also establish requirements of loyalty, age, citizenship and attained educational training.

In 1940 the American Association of School Administrators recommended a minimum age of 25 years, United States citizenship, and evidence of sound physical and mental health based upon the written statement of an approved physician [2:47] (44, 1958, p. 87).

Although certification requirements for administrative certificates are the State Board of Education's responsibility, local boards often consider these requirements minimum standards. Nevada Administrative requirements were outlined as follows by the State Department of Education:

**SCHOOL ADMINISTRATION ENDORSEMENTS**

1. **AUTHORIZATION:** An administrative endorsement is required for the following positions in the public schools of the state of Nevada: county superintendent, assistant superintendents, associate superintendents, principals and assistant principals of elementary, middle, secondary and combined schools; supervisors, directors and administrative assistants. Certificated personnel who spend half or more of their time in administrative or supervisory duties are required to hold an appropriate administrative or supervisory endorsement.

   **NOTE:** Superintendents, assistant superintendents, principals and vice principals who hold life diplomas in the field/s in which they are working are not required to hold an administrative endorsement.
II. ADMINISTRATOR LIMITED
A. Requirements:
1. A valid certificate endorsed for teaching in the elementary or secondary grades
2. A bachelor's degree
3. Sixteen semester hours graduate course work in school administration distributed to include at least five of the following fields (starred fields required):
   *a. Public school administration and organization
   *b. Supervision of instruction
   *c. Curriculum development and evaluation
   *d. Statistical methods in education
   *e. School finance
   *f. School facilities planning and maintenance
   *g. Staff development and personnel relations
   *h. Multi-cultural education (effective 9/1/75)
4. Three years verified teaching experience in public schools
B. Term: Five years, not renewable. The holder must complete requirements for an Administrator Endorsement during the term of the certificate.

III. ADMINISTRATOR
A. Requirements:
1. A valid certificate endorsed for teaching in the elementary or secondary grades
2. A master's degree
3. Completion of the required course work listed under II., A., 3
4. Three years verified teaching experience in public schools
B. Term: Six years, renewable
C. Renewal requirement: Six semester hours credit, or the equivalent, or the submission of evidence of professional growth accomplished during the term of the certificate (73, 1974, pp. 15-7).

Nevada attempts to require that the prospective administrator complete course work congruent with his future duties and responsibilities, i.e., public school administration and organization, supervision of instruction, staff development and personnel relations and multi-cultural education.
In contrast to Nevada, Pennsylvania requires the secondary school principal to complete a planned program of forty-five hours of graduate work.

The master's degree today seems to be the minimum educational requirement with some job descriptions preferring the doctorate. In a study of 561 principals and their educational training, Farmer (1948) commented:

The evidence from this study indicates strongly that the public high school principalship is growing into a professional position. In former years the principalship was held by one of the more mature teachers, without too much thought given to his professional qualifications. Efforts of accrediting associations increased the educational requirements for the high-school principalship with the result that the position began to assume more importance in the educational field. A Bachelor's degree was ample qualification for the earlier principalship. In fact, there were many principals who did not even have this degree. All of the high-school principals studied in this survey have had at least a Bachelor's degree with nearly three fourths possessing their Master's degree. Not only have the number of principals with higher degrees increased, but many more have also had some educational teaching experience before entering upon the high-school principalship. This internship is part of the professional development of the principalship. Prospective principals can view the principalship as a desired position, and in turn be viewed by schools as possible men for the principalship (26, 1948, p. 86).

By 1958 "76% of elementary principals held master's degrees" (72, 1958, pp. 150-1), and in 1978 "96.4% of elementary principals held master's degrees" (84, 1978, p. 9). Pharis went on to state "that the trend toward considering the M.A. the academic qualification for the principalship is dramatically illustrated by a fifty-year comparison":
Clearly, the principalship has arrived as an academic profession. Many school districts encourage administrators to participate in in-service training programs, and most states require current course work as a pre-requisite for renewing administrative certification. The dilemma appears to be in the quality and efficacy of programs designed to increase the competencies of the school principal. The National Association of Professors of Secondary School Administration and Supervision became concerned enough to initiate some status research. A summary of its findings stated:

Professors in secondary school principalship pre-service and in-service preparation programs state:

1. The principal should spend the greatest part of his on-the-job time in the improvement of instruction.
2. The principal must work directly with teachers and students as resources for improvement ideas.
3. The principal must delegate routine matters plus supervisory activities to assistant principals, department chairmen, and administrative assistants.
4. The principal's preparation program must include human awareness training and be different from that of researchers and other administrators.
5. The principal's preparation program must be wide and varied. It should include work in industrial relations, the humanities, political science, and business administration. Foreign language requirements are not necessary.
6. The principal's preparation program must be made more flexible--tailored to the individual's unique strengths, weaknesses, and interests.
7. The principal's competencies rather than credit hours are the preferred measure of adequacy of preparation.
8. The administrative internship is a highly desirable part of the preparation program and should be required.
9. Clinical experiences other than the internship should be required at the M.A. level.
10. Simulation, small group projects, role playing, using resource people from the field, the field trips should be used as instructional techniques.
11. In recruitment of students, for graduate education programs, less importance should be put on standardized tests.
12. Colleges and universities must expand their in-service programs.

Finally, college professors do see a need to change their efforts. Less rigid specific course requirements and expansion into other areas will improve the quality of secondary school principal pre-service and in-service programs in educational administration (51, 1972, p. 20).

It must be noted that this emphasis on training and relevant course work for the principalship is not a recent development.

"Leaders in the American Association of School Administrators (AASA) demonstrated much interest in the professional development of training programs during the late 1940's" (53, 1976, p. 458).

Presently, there is a trend to establish increased requirement certification, to provide relevant training, and to define the legal status of the principal; Part III will discuss the principal's legal status.

Part III

Current Legal Status of the Principal As Reflected in Existing State Statutes

During the 1960's the role of the secondary school principal became increasingly ambiguous and untenable.
The principal's position as front line manager in the day-to-day operation of the rapidly changing secondary school resulted not only in a greater number of law suits against him but, in many instances, total lack of representation in professional negotiations. Because of these and other closely associated reasons, the NASSP considers the establishment of a legal status, or identity, for the school principal to be a matter of highest priority. . . . In several states, for example, principals and teachers are bound into the same bargaining or negotiating unit. This joining together of principals and teachers in many instances has resulted in virtual nonrepresentation for principals. If principals had statutory identity with clearly defined rights and responsibilities, this often tragic reality of "nonrepresentation in bargaining" could be effectively remedied. . . . Another issue deserving consideration is the appropriateness of legislation as a means of establishing identity for the principal. For example, some who have been successful in passing new legislation relating to the principalship have remarked that, by the time a bill originally introduced and enthusiastically endorsed by the state's principals is finally passed, it is quite different from its original form and not as satisfactory. In spite of this danger, however, any statutory identity is better than none at all (38, 1973, pp. 1-4).

In Clark County, Nevada, the nation's twenty-eighth largest school district, principals have begun to take action. In 1979 they have been successful in being recognized as an independent bargaining unit. The principals plan to lobby for benefits which include revisions, deletions and additions to existing state laws. Statutory protection and job identity will most certainly be crucial priorities.

A widely circulated legal opinion, re-published by the Clark County Association of Secondary School Principals, may have given impetus to the legal awakening of principals in Nevada.
The court let stand the firing of a school administrator even though he was not given notice or a hearing. The American Assn. of School Administrators, in backing the appeal to the high court, said an administrator should have the same basic employment rights as a teacher. But the court said an employe [sic] could expect re-instatement "only when he has been discharged in violation of statutory rights... and (the school business official) does not possess statutory rights to his administrative position, but only to his permanent classification as a classroom teacher." The case was Barthuli v Jefferson Elementary School District (January 23, 1978).

As was illustrated in Chapter 1, the Nevada Revised Statutes do not clearly define the duties and responsibilities or legal status of the principal. The Nevada Revised Statutes mention the principal with regard to some specific duties and responsibilities but fall short of clearly providing a separate legal identity.

The following state statutes represent states which attempted to give legal status and identity to the principal. These states provided at least the basic essentials of legal identity.

Arkansas Statutes

80-1235.1. Employment of public school principals--Duties and responsibilities.--The Board of Education shall employ through written contract public school principals who shall hold valid supervisory or administrative certificates, who shall supervise the operation and management of the school or schools and property as the Board shall determine necessary.

The principal shall assume administrative responsibility and instructional leadership, under the supervision of the superintendent, and in accordance with the legal rules and regulations of the Board, for the planning, management, operation, and evaluation of the educational program of the attendance area to which he is assigned.

The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel
assigned to the attendance area.

The principal shall perform such other duties as may be assigned by the superintendent pursuant to the legal rules and regulations of the Board of Education.

(Acts 1977, No. 255, § 1, p. --)

Colorado Statutes

22.32-126. Principals - employment and authority. (1) The board of education may employ through written contract public school principals who shall hold valid supervisory or administrative certificates and who shall supervise the operation and management of the school and such property as the board shall determine necessary.

(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.

(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.

(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.

New Mexico Statutes

77-8-3.1. School principals - additional duties

The position of school principal is hereby recognized. In addition to other duties prescribed by law, a public school principal shall be responsible for:

(A). assuming administrative responsibility and instructional leadership, under the supervision of the local superintendent of
schools, with regard to the discipline of students and the planning, operation, supervision and evaluation of the educational program of the school to which he is assigned;

(B). submitting recommendations to the local superintendent concerning evaluation, promotion, transfer and dismissal of all personnel assigned to the school to which he is assigned; and

(C). performing any other duties assigned him by the local superintendent pursuant to local school board policies.

Nothing in this section shall be construed as a limitation on the powers, duties and obligations of a local school board.

Florida Statutes Annotated

231.085 Duties of principals

District school boards shall employ, through written contract, public school principals who shall supervise the operation and management of the schools and property as the board shall determine necessary. The principal shall:

(1) Assume administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with rules and regulations of the school board, for the planning, management, operation, and evaluation of the educational program of the school to which he is assigned.

(2) Submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school.

(3) Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils.
(4) Have the authority to administer corporal punishment in accordance with the rules and regulations of the school board and to suspend students from school or from a school bus as provided for in s.232.26.

(5) Perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the school board and the State Board of Education.

**Illinois Annotated Statutes**

10-21.4a - Principals - Duties

To employ principals who hold valid supervisory or administrative certificates who shall supervise the operation of attendance centers as the board shall determine necessary.

The principal shall assume administrative responsibilities and instructional leadership, under the supervision of the superintendent, and in accordance with reasonable rules and regulations of the board, for the planning, operation and evaluation of the educational program of the attendance area to which he is assigned.

122. 10-21.4a - Schools

The principal shall submit recommendations to the superintendent concerning the appointment, retention, promotion and assignment of all personnel assigned to the attendance center.


**Iowa Code Annotated**

179.21 Principals

The board of directors of a school district may employ principals, under the provisions of section 279.23. A principal shall hold a current valid principal's certificate. Notwithstanding the provisions of section 279.23, after serving at least nine months, a principal may be employed for a term of not to exceed two years.
The principal, under the supervision of the superintendent of the school district and pursuant to rules and policies of the board of directors of the school district, shall be responsible for administration and operation of the attendance center to which he is assigned.

The principal shall, pursuant to the policies adopted by the board of directors of the school district, be responsible for the planning, management, operation, and evaluation of the educational program offered at the attendance center to which the principal is assigned and shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the attendance center. The principal shall perform such other duties as may be assigned by the superintendent.

Louisiana Revised Statutes

§ 414.1 Public elementary and secondary school principals; duties

The principal appointed by the parish or city school board for each public elementary and secondary school shall serve, under the overall direction of the parish or city superintendent of schools, as the administrative officer of the school to which he is assigned. Consistent with the requirements of law and the rules and regulations of the State Board of Elementary and Secondary Education and the parish or city school board by which he is employed, he shall have administrative responsibility for the direction and supervision of the personnel and activities and the administration of the affairs of that school.

Massachusetts General Laws Annotated

& 59B. Principals; employment; compensation; duties

The school committee of a city or town and the school committee of a regional school district shall employ a principal for each public school and fix his compensation. A principal employed under this section shall be the administrator of said school subject to the supervision and direction of the superintendent and subject to the regulations and policies of the school committee, and shall be assigned such duties as are determined by the superintendent of schools which may include but not be limited to the supervision of the operation and management of said school and said school property during school hours. He shall plan, manage, operate and evaluate educational programs and services. He may recommend to the superintendent or his designee appointments, assignments, promotions and dismissals of professional personnel within his school. The provisions of this section shall not prevent one person from serving as the principal of two or more elementary schools or the use of a teaching principal in such schools.

Michigan Compiled Laws

380.1247 School building principals; employment; duties

Sec. 1247. The board of a school district other than a primary school district may employ by written contract an administrator or administrators, usually called a building principal, who shall:

(A). Supervise the operation and management of school buildings and property as the board determines.

(B). Be assigned administrative responsibilities and coordinate instructional leadership, under the supervision of the superintendent, for the planning, management, operation, and evaluation of the educational program and services.
(C). Submit recommendations to the superintendent for the appointment, assignment, promotion, or dismissal of personnel assigned to supervision of the administrator.


Montana Revised Code

75-6113. Duties of district superintendent or county high school principal. The district superintendent or county high school principal shall be the executive officer of the trustees and, subject to the direction of the trustees, he shall:

(1) have general supervision of all schools of the district and the personnel employed by the district;

(2) implement and administer the policies of the trustees of the district;

(3) develop and recommend courses of instruction to the trustees for their consideration and approval in accordance with the provisions of sections 75-7503 and 75-7504;

(4) select all textbooks and submit such selections to the trustees for their approval in accordance with the provisions of section 75-7603;

(5) select all reference and library books and submit such selections to the trustees for their approval in accordance with provisions of section 75-7519;

(6) have general supervision of all pupils of the district, and shall enforce the compulsory attendance provisions of this Title, and shall have the authority to suspend for good cause any pupil of the district until the trustees may consider such suspension;

(7) report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction to the county superintendent or county superintendents when reporting for a joint district, immediately after the conclusion of the school instructional year and before the tenth (10th) day of July; and

(8) perform any other duties in connection with the district as the trustees may prescribe.
75-614. Duties of principal. Whenever the trustees of a district employ and appoint a school principal but do not employ and appoint a district superintendent, such principal shall perform the duties of a district superintendent as prescribed in subsections (4), (5), (6), (7), and (8) of section 75-6113, and shall have general supervision of such school and the personnel assigned to such school.

General Statutes of North Carolina & 115-150. Authority and duty of principal generally.---The principal shall have authority to grade and classify pupils and exercise discipline over the pupils of the school. The principal shall make all reports to the county or city superintendent and give suggestions to teachers for the improvement of instruction. It shall be the duty of each teacher in a school to cooperate with the principal in every way possible to promote good teaching in the school and a progressive community spirit among its patrons.

It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to simulate evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations shall be kept posted on the bulletin board in each building.

It shall be the duty of the principal to inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage area(s) as well as all class rooms. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.

It shall be the duty of the principal to file a written report once each month during the regular school session with his local school committee, and two copies of this report with the superintendent of his administrative unit, one copy of which shall be transmitted by the superintendent to the chairman of the county or city board of education.
Tennessee Code Annotated 1977 Replacement

49-254. Duties of principals.--It shall be the duty of the principal:
(a) To supervise the operation and management of the personnel and facilities of the school or schools of which he is principal as the local board of education shall determine.
(b) To assume administrative responsibility and instructional leadership under the supervision of the superintendent and in accordance with the written policies of the local board of education for the planning, management, operation, and evaluation of the educational program of the schools to which assigned.
(c) To submit recommendations to the local superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school or schools under his care.
(d) To perform such other duties as may be assigned by the superintendent pursuant to the written policies of the local board of education.
(e) To observe all other rules and regulations relative to the operation of public schools as established by law and as contained in the rules, regulations and minimum standards of the state board of education.

TEXAS CODE ANNOTATED EDUCATION

& 16.08. Duties of Public School Principals

Public school principals, who shall hold valid administrative certificates, shall be responsible for:

(a) assuming administrative responsibility and instructional leadership, under the supervision of the superintendent, for discipline, and the planning, operation, supervision, and evaluation of the educational program of the attendance area in which he is assigned;

(b) submitting recommendations to the superintendent concerning assignment, evaluation, promotion, and dismissal of all personnel assigned to the attendance center;
(c) performing any other duties assigned by
the superintendent pursuant to school board policy.

(d) Nothing herein shall be construed as a
limitation on the powers, responsibilities and
obligations of the school board as now prescribed
by law.

CODE OF VIRGINIA

TERMS OF EMPLOYMENT OF PRINCIPALS

§ 22-217.9. School boards authorized to employ
principals and assistant principals; certificate
required; powers and duties.--(a) The school board
of any division upon recommendation of the division's
superintendent may employ an administrator or
administrators called principals and assistant
principals. Administrators employed in these
positions shall hold certificates as prescribed by
the Board of Education.

(b) Public school principals shall assume adminis­
trative responsibility and instructional leadership
and shall supervise the operation and management of
the school or schools and property to which he has
been assigned in accordance with the reasonable
rules and regulations of the school board and under
the supervision of the superintendent.

(c) The principal may submit recommendations to
the superintendent for the appointment, assignment,
promotion, transfer and dismissal of all personnel
assigned to his supervision.

(d) The principal shall perform such duties as
may be assigned by the superintendent pursuant to
the reasonable rules and regulations of the school
board. (1973, c. 223.)

REVIS ED CODE OF WASHINGTON

28A.58.160 Principals and vice principals--
Employment of--Qualifications--Duties

School districts may employ public school principals
and/or vice-principals to supervise the operation and
management of the school to which they are assigned.
Such persons shall hold valid teacher and adminis­
trative certificates. In addition to such other
duties as shall be prescribed by law and by the job
description adopted by the board of directors, each
principal shall:
(1) Assume administrative authority, responsibility and instructional leadership, under the supervision of the school district superintendent, and in accordance with the policies of the school district board of directors, for the planning, management, supervision and evaluation of the educational program of the attendance area for which he or she is responsible.

(2) Submit recommendations to the school district superintendent regarding appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the attendance area for which he or she is responsible.

(3) Submit recommendations to the school district superintendent regarding the fiscal needs to maintain and improve the instructional program of the attendance area for which he or she is responsible.

(4) Assume administrative authority and responsibility for the supervision, counseling and discipline of pupils in the attendance area for which her or she is responsible. (Added by Laws 1st Ex Sess 1977 ch 272 & 1.)

WEST VIRGINIA CODE

& 18A-2-9 Duties and responsibilities of school principals

Upon the recommendation of the county superintendent of schools, the county board of education shall employ and assign, through written contract, public school principals who shall supervise the management and the operation of the school or schools to which they are assigned. Such principals shall hold valid administrative certificates appropriate for their assignments.

Under the supervision of the superintendent and in accordance with the rules and regulations of the county board of education, the principal shall assume administrative and instructional supervisory responsibility for the planning, management, operation and evaluation of the total educational program of the school or schools to which he is assigned.

The principal may submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the school or schools under said principal's control. Such recommendation shall be submitted in writing as prescribed by the superintendent.
It should be noted that even with this framework, eleven state statutes were permissive while five were mandatory.

Black's Law Dictionary described the distinction between "shall" and "may" in this manner:

**SHALL.** As used in statutes, contracts, or the like, this word is generally imperative or mandatory. McDunn v. Roundy, 191 Iowa, 976, 181 N.W. 453, 454; Bay State St. Ry. Co. v. City of Woburn, 232 Mass. 201, 122 N.E. 268; U.S. v. Two Hundred and Sixty-Seven Twenty-Dollar Gold Pieces, D.C. Wash. 255 F. 217, 218; Baer v. Gore, 79 W. Va. 50, 90 S.E. 530, 531, L.R.A. 1917B, 723.

... it may be construed as merely permissive or directory, (as equivalent to "may,") to carry out the legislative intention and in cases where no right or benefit to any one depends on its being taken in the imperative sense, and where no public or private right is impaired by its interpretation in the other sense. Spaulding & Kimball v. Aetna Chemical Co., 98 Vt. 169, 126 A. 588, 589; Wisdom v. Board of Sup'rs of Polk County, 236 Iowa 669, 19 N.W. 2d 602, 607, 608. Also as against the government, it is to be construed as "may," unless a contrary intention is manifest. Cairo & Fulton R. Co v. Hecht, 95 U.S. 170, 24 L.Ed. 423.

Although the word usually denotes an obligation, it also implies an element of futurity. Cunningham v. Long, 125 Me. 494, 135 A. 198, 200; Hemsley v. McKim, 119 Md. 431, 87 A. 506, 511 (7, 1968, p. 1131).

It would appear from Black's definition that courts are somewhat tolerant of interchanging these terms.

The Supreme Court of Nevada in a case not involving education held the following:

... Again in its draftsmanship and adoption of the garagemen's lien statute, the legislature used the word "may." "May" is of course generally permissive. See Fourchier v. McNeil Constr. Co., 68 Nev. 109, 227 P.2d 429 (1951); SCR 2(9); DCR 2(6); 26A Words and Phrases 404 (May--In Statutes as Permissive or Mandatory). More fully stated, the rule is best expressed in this manner: "Generally in construing statutes, 'may' is construed as permissive and 'shall' is construed as mandatory unless a different construction is demanded by the statute in order to carry out the clear intent of the legislature." City of Wauwatosa v. County of Milwaukee, 125 N.W.2d 386, 389 (Wis. 1963). There is nothing to indicate the legislature intended mandatory rather than permissive interpretation of its use of the word "may" ... (22, 1970, p. 604).

Certainly, legislative action designed to increase clarity will benefit all educators.

Today, it is imperative that the statutory requirements and professional responsibilities be spelled out in clear, written form before the administrator assumes his post. Due process commands no less (52, 1976, Foreword).

The information contained in the above-mentioned sixteen statutes does not represent complete descriptions of the job responsibilities of the principal but merely represents a progressive trend toward identification of responsibilities and legal status. Jacobson (1950), although acknowledging legislative trends, worries that the principal may become burdened with perfunctory duties and responsibilities.
... the duties that are prescribed in the law may take on an exaggerated importance in the minds of some principals, prompting them to do the work personally rather than to delegate it to clerical assistants or to other members of the local school staff. The fact that the principal is required by law to hold fire drills at stated intervals or to raise the flag over the school premises each day does not mean that these acts must be personally performed by the principal. He must, of course, accept responsibility for them, but the responsibility can be discharged through general supervision as well as personally directed (47, 1950, p. 208).

Jacobson also developed a chart (see Table 3) depicting the duties emphasized in 150 cities.* The concern here was that the principal did not become merely a clerk.

Probably the conclusion is warranted that the regulations of boards of education virtually compel the principal to become an efficient office manager who safeguards the building, maintains order, holds fire drills, requisitions supplies, keeps school records, and makes reports, instead of inspiring him to become the professional leader and director of his school (47, 1950, p. 210).

Almost thirty years have passed since Jacobson's study; and yet, when responding to the superintendent's request for a description of his professional responsibilities, a principal in 1979 wrote:

..Oversaw aspects of the life safety construction and arranged schedules to coordinate with construction efforts.

..Handled problems of vandalism, repair of same, as well as problems of theft, intimidation, gang fights, and other criminal activities both in school and in the community.

*It must be noted that Jacobson's work dealt with duties of principals specified in rules and regulations of local boards not statutory language.
Table 3

Duties of Principals Specified 50 Times or More
in Rules and Regulations of Boards of
Education in 150 Cities

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number of Cities Specifying</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume charge of buildings, grounds and equipment</td>
<td>103</td>
<td>68.7</td>
</tr>
<tr>
<td>Hold fire drills</td>
<td>93</td>
<td>62.0</td>
</tr>
<tr>
<td>Suspend pupils</td>
<td>89</td>
<td>59.3</td>
</tr>
<tr>
<td>Witness and inflict corporal punishment</td>
<td>86</td>
<td>57.3</td>
</tr>
<tr>
<td>Requisition books and supplies</td>
<td>78</td>
<td>52.0</td>
</tr>
<tr>
<td>Record and report suspensions</td>
<td>69</td>
<td>46.0</td>
</tr>
<tr>
<td>Enforce rules and regulations</td>
<td>67</td>
<td>44.6</td>
</tr>
<tr>
<td>Direct and control janitors</td>
<td>65</td>
<td>43.3</td>
</tr>
<tr>
<td>Record and report as the law provides, or as the super­</td>
<td>63</td>
<td>42.0</td>
</tr>
<tr>
<td>intendent demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record and report teachers' attendance</td>
<td>60</td>
<td>40.0</td>
</tr>
<tr>
<td>Assume responsibility for classifications and promotions</td>
<td>60</td>
<td>40.0</td>
</tr>
<tr>
<td>Supervise students outside classrooms</td>
<td>59</td>
<td>39.3</td>
</tr>
<tr>
<td>Counsel and aid teachers</td>
<td>57</td>
<td>38.0</td>
</tr>
<tr>
<td>Record and report corporal punishment</td>
<td>51</td>
<td>34.0</td>
</tr>
<tr>
<td>Assume charge of distribution of supplies</td>
<td>50</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Supervised and coordinated all athletic events.

Involved in judging cheerleaders.

Coordinated building special education schedules and activities, L.D., speech, remedial reading, math and social work.
..Counseled many students with problems--family, peer, and teacher.

..Disciplined students for rule infractions and handled truancy cases.

..Responsible for playground supervision, hiring substitutes, lunch supervisors, bus supervision, and related problems such as bus suspensions and bus schedule.

..Coordinated PTA activities, luncheons, parties, and board meetings into school schedule.

..Attended PTA meetings.

..Implemented cooperatively developed curriculum.

..Administered to minor injuries--from ice packs and cuts to removing foreign material from eyes.

..Directly responsible for nurse's activities.

..Was the building career education coordinator and prepared numerous reports in this area for funding.

..Oversaw student record keeping, report cards, and arranged parent conference procedure and forms.

..Arranged and conducted numerous assembly programs for the student--puppets, theater, and singing groups.

..Arranged for and coordinated outside instructors, student teachers, and volunteer helpers.

..Attended to AV repair and maintenance and AV supply ordering.

..Arranged proper distribution of materials, desks, texts, schedules, room usage.

..Active and responsible in registering, assigning, and collecting fees from all students.

..Active in checking residence requirements.

..Active in preparing boundary recommendations.

..Coordinated and arranged dozens of field trips.

..Conducted fire drills and directed tornado procedures.
..Coordinated and arranged for student pictures.
..Conducted two housekeeping inspections with the fire chief.
..Coordinated and arranged inservice and open house days.
..Supervised patrols, arranged for instruction from police department.
..Coordinated patrol activities of city crossing guards.
..Conducted staffings on all student education.
..Interviewed and recommended staff for hiring.
..Conducted observations and evaluations of non-tenure teachers and wrote up reports on same.
..Made recommendations for the improvement of instruction.
..Collected numerous student fees such as insurance, fines, penalties for lost or damaged materials.
..Coordinated and arranged for psychological services and testing.
..Handled the activity fund, paid referees, and made sure all funds were accounted for and properly used.
..Coordinated, conducted, and oversaw school testing programs.
..Coordinated and arranged placement of eighth grade students in high school.
..Conducted and arranged graduation and diplomas.
..Oversaw all fund-raising activities, sales, etc.
..Handled numerous union complaints and was the first step in grievance procedures.
..Arranged for and compiled junior high yearbook.
..Ordered and sold pins and ribbons.
..Supervised, arranged, and scheduled Title I program.
..Initiated student class changes.
..Set up policies and placed all students in proper groups.
Handled several legal problems of custody, child abuse, and alleged teacher abuse.

Cooperated with juvenile authorities in several cases of student criminality.

Revised student handbook.

Cooperated and encouraged various student council activities and projects such as elections, paper drive, and Christmas baskets.

Helped with board elections and referenda.

Acted as superintendent in his absence.

Ordered all supplies and materials for building.

Supervised and helped substitute teachers.

Substituted in various classes in emergencies or when it wasn't economical to hire a substitute.

Arranged and conducted kindergarten registration.

Reviewed all student temporary records.

Coordinated and cooperated with various park district programs such as races, wrestling, swimming, etc.

Developed time schedules for classes.

Handled several problems in the area of teacher morale or disputes between teachers.

Listened and advised on many personal problems of staff.

Met regularly as part of the administrative team to coordinate programs between buildings and to offer alternatives to problems.

Accepted all building and district deliveries.

Organized and directed building clubs and activity programs--chess, journalism, shop clubs, etc.

Organized and arranged student lunch program procedures.

Changed all combinations on lockers and issued each student a locker.
..Developed all class lists.
..Advised and handled many social work problems in the area of A.D.C., free lunches, medical aid, etc.
..Handled all calls and visits from parents in the nature of complaints or just informational calls (57, 1977, pp. 67-9).

It would appear that the duties and responsibilities are becoming unmanageable and unbearable. The "burnt-out" principal syndrome is rapidly approaching.

In a recent survey of 1,600 principals conducted by University of Utah professors, fully one-quarter said they intended to quit, some to leave education entirely. Worse yet, the very best principals are quitting at an even higher rate. At the beginning of the survey, researchers singled out 60 exceptional principals. A year later, one-third of this special group had resigned (9, 1978, p. 76).

Principals are becoming pessimistic concerning the future of their profession: "You become bitter and it's time for a new face; the time could come, however, when there are no longer enough strong and fresh faces to go around" (9, 1978, p. 76).

Principals today are facing difficult demands and are devoting much time and energy to diverse tasks. "When one ponders the extensive responsibilities of the secondary school principal, it becomes apparent that the task may well be beyond the physical capacity of any one person" (65, 1970, p. 10). The duties and responsibilities of the job seemingly grow each year. Principals must become politically active in uniting their ranks; this action is mandatory:

The role of principal is becoming less obvious. However, if the principal does not actively define his role, other groups will take the initiative and do so for him (e.g., building policy committees, community groups, central office, and so on (57, 1977, p. 335).
Summary

Chapter 2 outlined the evolution, certification, training and current legal status of the principal. These three concepts were related to the principal's on-the-job duties and responsibilities. The data indicate there are apparent discrepancies between functions performed and the duties and responsibilities prescribed by law.

Chapter 3 will develop and analyze a current list of duties and responsibilities from selected school districts' job descriptions. This list will then be compared to all fifty state statutes identifying the principal's duties and responsibilities.
Chapter 3

REPORT OF FINDINGS

The intent of this study was to determine the extent to which the duties and responsibilities of the principal were provided for in all fifty state statutes. In order to achieve this goal, several steps were taken.

An analysis of eighteen sample job descriptions was undertaken, seventeen provided by the National Association of Secondary School Principals in Job Descriptions for Principals and Assistant Principals: The Current Trends (52, 1976) and one now in force for the Clark County, Nevada, School District. This analysis produced a list of twenty different duties and responsibilities representative of a broad range of expectations for a school principal.

In order to provide structure and focus to the list in pursuit of the eventual comparative activity involving state statutes, these varied and assorted duties and responsibilities were organized according to the task areas with which they were most clearly aligned. Using Campbell (1972, pp. 136-66) as the basic source of task areas, this study identified each task area and the attendant sub-tasks in that area. Then, on the basis of a comparative word analysis involving the language used to describe
the task in the literature and the language used to describe a duty and responsibility, some twenty different and specific duties and responsibilities were identified in the following six task areas:

1. School/Community Relations
2. Curriculum and Instruction
3. Pupil Personnel
4. Staff Personnel
5. Physical Facilities
6. Finance and Business.

Only those duties and responsibilities appearing in fifty percent of the sample job descriptions were analyzed and considered for inclusion as the basis for examining state statutes.

Part I of Chapter 3 will focus on the list of duties and responsibilities of the principal as compared to sample school districts' job descriptions. Part II of Chapter 3 will compare the expectations found in the final list of duties and responsibilities with all fifty state statutes in order to determine the extent to which these duties and responsibilities are provided for in all fifty state statutes. Part III of Chapter 3 will analyze the findings reported in Part II.

Table 4 shows job descriptions and task area. An "x" indicates the sample job description addressed in a particular task area. No attempt was made to count the total statements in each job description addressing the same task area. Appendix C
Table 4
Duties and Responsibilities of the Principalship as Correlated
with Eighteen Sample School Districts

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Principal's Responsibilities</th>
<th>Anaheim, CA</th>
<th>Pocatello, ID</th>
<th>Iowa City, IA</th>
<th>Wichita, KS</th>
<th>New Orleans, LA</th>
<th>Montgomery County, MD</th>
<th>Clark County, NV</th>
<th>Nashua, NH</th>
<th>Metuchen, NJ</th>
<th>Albuquerque, NM</th>
<th>Grand Forks, ND</th>
<th>Parma, OH</th>
<th>Allentown, PA</th>
<th>Winchester, VA</th>
<th>Fairfax, VA</th>
<th>Lynnwood, WA</th>
<th>Green Bay, WI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1 School Community Relations</td>
<td>Meet with community representatives</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
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<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>18-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disseminate information</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
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<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>9-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report pupil progress</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
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<td>3-18*</td>
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<td></td>
<td>Attend public meeting</td>
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<td>10-18</td>
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<td></td>
<td>Ascertain feedback</td>
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<td>x x x x x x x x x x x x x x</td>
<td>x x x x x x x x x x x x x x</td>
<td>9-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task #2 Curriculum and Instruction</td>
<td>Plan, Implement Instructional Program</td>
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<td>x x x x x x x x x x x x x x</td>
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<td>16-18</td>
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<td></td>
<td>Provide opportunity for extending knowledge of teachers (in-service)</td>
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<td>13-18</td>
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x Indicates sample job description mentioned this duty and responsibility.

* Denotes those duties and responsibilities which were not included in final list.
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<thead>
<tr>
<th>Tasks</th>
<th>Principal's Responsibilities</th>
<th>Anaheim, CA</th>
<th>Pocatello, ID</th>
<th>Iowa City, IA</th>
<th>Wichita, KS</th>
<th>New Orleans, LA</th>
<th>Montgomery, MN</th>
<th>Dubuque, IA</th>
<th>Clark County, NV</th>
<th>Nashua, NH</th>
<th>Albuquerque, NM</th>
<th>Grand Forks, OH</th>
<th>Allentown, PA</th>
<th>Wichita Falls, TX</th>
<th>Fairfax, VA</th>
<th>Lynnwood, WA</th>
<th>Green Bay, WI</th>
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<tr>
<td>Task #2 (cont.)</td>
<td>Selection and procurement of instructional materials</td>
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<td></td>
<td>9-18</td>
</tr>
<tr>
<td></td>
<td>Evaluation of curriculum and instructional program and appraising instruction</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Task #3</td>
<td>Pupil inventory and organization</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>Pupil Personnel</td>
<td>Pupil accounting</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>17-18</td>
</tr>
<tr>
<td></td>
<td>Provisions for pupil services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>15-18</td>
</tr>
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<td></td>
<td>Control of pupil behavior</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>16-18</td>
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<tr>
<td>Task #4</td>
<td>Securing personnel needed to man programs of instruction and pupil services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td></td>
<td></td>
<td></td>
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<td>18-18</td>
</tr>
<tr>
<td>Staff Personnel</td>
<td>Provide stimulation and encouragement to staff members as they work at their jobs</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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### Table 4 (cont.)

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Principal's Responsibilities</th>
<th>Anaheim, CA</th>
<th>Pocatello, ID</th>
<th>Iowa City, IA</th>
<th>Witchita, KS</th>
<th>New Orleans, LA</th>
<th>Montgomery County, MD</th>
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<th>Lynnwood, WA</th>
<th>Green Bay, WI</th>
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<td>Task #4 (cont.)</td>
<td>Appraising the performance of staff members in terms of their assigned responsibilities</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Developing personnel policies</td>
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<td>0-18*</td>
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<td>Task #5 Physical</td>
<td><strong>Oversee School building</strong></td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>15-18</td>
</tr>
<tr>
<td>Facilities</td>
<td><strong>Oversee School grounds</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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<td></td>
<td>14-18</td>
</tr>
<tr>
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<td>Equipment needed in instruction and incidental to instruction</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>12-18</td>
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<tr>
<td></td>
<td><strong>School buses and other transportation equipment</strong></td>
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<td>5-18*</td>
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<td>Task #6 Finance and</td>
<td><strong>Budget making</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Business Management</td>
<td><strong>Securing revenues</strong></td>
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<td><strong>Managing expenditures</strong></td>
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<td>17-18</td>
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</table>
provides specific statements of sample job descriptions and their basic categories. Table 4 also displays the six task areas and the duties and responsibilities mentioned in the sample.

Part I

Task Area #1 - School/Community Relations

This task area was seen as an important task area for the principal because all five kinds of tasks mentioned by Campbell (1972, p. 142) were addressed in the sample. All five component tasks were included in the final list of duties and responsibilities. The frequency count revealed that the most significant was the principal's responsibility to meet with community representatives. All eighteen school districts in the sample addressed themselves to the matter of the principal meeting with community representatives.

Certain cities were rather specific in their language regarding School/Community Relations. A sample statement from Lynnwood, Washington, indicated this type of specificity: "the principal is to meet with parent and/or citizen groups to inform them about school and district programs." Cities which used specific language in defining School/Community Relations included the following:

- Duluth, Minnesota
- Metuchen, New Jersey
- Albuquerque, New Mexico
- Grand Forks, North Dakota
- Fairfax, Virginia
One duty or responsibility which was not included in the final list because of lack of frequency was that of reporting pupils' progress. Only three school districts (Pocatello, Idaho; Metuchen, New Jersey; Lynnwood, Washington) referred to this duty as a task of School/Community Relations.

Task Area #2 - Curriculum and Instruction

All four tasks in the task area of Curriculum and Instruction mentioned by Campbell (1972, p. 149) were included in the final list of duties and responsibilities. Sixteen of the eighteen school districts considered the principal responsible for planning, implementing, evaluating and appraising the instructional program in his school. Thirteen school districts mentioned the principal's responsibility to provide an opportunity for extending the knowledge of teachers, and nine school districts, or 50 percent, felt that the principal should select and procure instructional materials.

A sample statement from Iowa City, Iowa, showed the use of specific language in the job description in the area of Curriculum and Instruction: "the principal will supervise the procurement and distribution of instructional equipment and supplies." The following school districts used specific language in their job descriptions in the area of Curriculum and Instruction:

- Pocatello, Idaho
- Iowa City, Iowa
- Metuchen, New Jersey
- Albuquerque, New Mexico
- Grand Forks, North Dakota
- Lynnwood, Washington
- Green Bay, Wisconsin.
Task Area #3 - Pupil Personnel

Again, all four tasks in the task area of Pupil Personnel mentioned by Campbell (1972, p. 154) were included in the final list of duties and responsibilities. At least fifteen of the eighteen school districts considered the principal responsible for pupil organizing and inventory, pupil accounting, provisions for pupil services and control of pupil behavior.

A sample statement from Wichita Falls, Texas, illustrated the use of specific language in describing these duties: the principal will keep on file a permanent record of all pupils who have attended his school and make their records available to authorized agencies." The following school districts were specific in their job descriptions in the area of Pupil Personnel:

- Anaheim, California
- Pocatello, Idaho
- Metuchen, New Jersey
- Albuquerque, New Mexico
- Grand Forks, North Dakota
- Wichita Falls, Texas
- Fairfax, Virginia.

Task Area #4 - Staff Personnel

Three of the four tasks in the task area of Staff Personnel cited by Campbell (1972, p. 162) were mentioned more than 50 percent of the time by the sample school district job descriptions. The one task not mentioned involved the development of personnel policies, and since the development of personnel policy is clearly a matter of board responsibility and since neither the task nor the sample of duties and responsibilities made reference to recommendations on personnel policies, the item was deleted. All school
districts in the sample saw securing personnel and appraising their performance as a duty of the principal. Seventeen of the eighteen school districts considered providing stimulation and encouragement to staff members as a primary responsibility of the principal.

A sample statement from Albuquerque, New Mexico, illustrated the use of specific language in describing the area of Staff Personnel: "the principal will participate in the selection of school personnel, supervise them in induction, assignment, inservice training, and job performance, and evaluate the performance of all assigned personnel." The following school districts used specific language in their job descriptions in the area of Staff Personnel:

- Pocatello, Idaho
- Iowa City, Iowa
- Metuchen, New Jersey
- Albuquerque, New Mexico

Task Area #5 - Physical Facilities

In the area of Physical Facilities, three of Campbell's (1972, p. 166) tasks were mentioned by the sample school districts' job descriptions. The school districts' job descriptions used in the sample indicated that the principal was responsible for the school building, school grounds and the equipment needed in instruction and incidental to instruction. Green Bay, Wisconsin, was the only school district which did not mention any of the four components related to the principal's responsibility toward Physical Facilities.
A sample statement from Grand Forks, North Dakota, illustrated the use of specific language in the job description in the area of Physical Facilities: "the principal is responsible for regular inspection of the building, with or without head custodian." The following school districts used specific language in their job descriptions in the area of Physical Facilities:

- Pocatello, Idaho
- Iowa City, Iowa
- Metuchen, New Jersey
- Albuquerque, New Mexico
- Grand Forks, North Dakota

Task Area # 6 - Finance and Business

In this task area, Campbell (1972, p. 172) cited three main responsibilities; two of the three tasks were provided for in the sample job descriptions. None of the eighteen sample states required the principal to secure revenues. Campbell (1972, p. 172) also felt that the securing of revenues was a duty of the superintendent. The sample school districts did specify that the principal be responsible for budget making and managing expenditures. Grand Forks, North Dakota, did not mention any financial or business management component of the principal's duties and responsibilities.

A sample statement from Lynnwood, Washington, illustrated the use of specific language in describing the area of Finance and Business: "the principal will supervise the monitoring, accounting and auditing of local school accounts, including student body funds."
The following school districts used specific language in their job descriptions in the area of Finance and Business:

- Pocatello, Idaho
- Albuquerque, New Mexico

The following represents, after analysis, the final list of duties and responsibilities which the principal is expected to administer.

1. **School/Community Relations**
   - Meets with community representatives
   - Disseminates information
   - Attends public meetings
   - Ascertains feedback

2. **Curriculum and Instruction**
   - Plans, implements instructional program
   - Provides an opportunity for extending the knowledge of teachers
   - Selects and procures instructional materials
   - Evaluates curriculum and instructional program, appraises instruction

3. **Pupil Personnel**
   - Provides pupil inventory and organization
   - Provides pupil accounting
   - Makes provisions for pupil services
   - Provides for control of pupil behavior

4. **Staff Personnel**
   - Secures personnel needed to man programs of instruction and pupil services
   - Provides stimulation and encouragement to staff members as they work at their jobs
   - Appraises the performance of staff members in terms of their assigned responsibilities

5. **Physical Facilities**
   - Oversees school building
   - Oversees school grounds
   - Provides for equipment needed in instruction and incidental to instruction
6. Finance and Business
- Devises budget
- Manages expenses.

Part II

Table 5 indicates the total number of states which provided for the duties and responsibilities of the principal as compared to the tasks found in the main task areas. This total number was determined by using a word analysis of the statutory language addressing the task areas. An "x" indicates that the state statute, through the language used, addressed the particulars found in each of the duties and responsibilities selected for comparison.

Task Area #1 - School/Community Relations

Meets with community representatives. Five states (10 percent) of all fifty states addressed the issue of meeting with community representatives.

Disseminates information. Three states (6 percent) of all fifty states addressed the issue of the principal's responsibility in disseminating information.

Attends public meetings. One state (2 percent) of all fifty states addressed the issue of the principal attending public meetings.

Ascertains feedback. One state (2 percent) of all fifty states addressed the issue of the principal's duty and responsibility in ascertaining feedback.
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Principal's Responsibilities</th>
<th>Duty and Responsibility Addressed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1</td>
<td>Meet with Community Members, School Personnel</td>
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<td>5</td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>Instruction</td>
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<td>54</td>
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<td>Staff</td>
<td>Provide Stimulation and Encouragement to Staff Members as They Work at Their Jobs</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>Staff</td>
<td>Manage the Performance of Staff Members in Terms of Their Assigned Responsibilities</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>Physical</td>
<td>Safe and Secure School Buildings</td>
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<td>14</td>
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### Duties and Responsibilities of the Principalship for All Fifty* States as Correlated with Six Task Areas of Administration

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The task area of School/Community Relations was not significantly addressed in all fifty state statutes. The average of the four areas in Task Area #1 was 5 percent.

Minnesota was the only state to address all four components comprising the task area of School/Community Relations (see unedited edition of state statutes, Department of Educational Administration, University of Nevada, Las Vegas).

126.38 Parent and community participation

Accordingly, before implementing a program, the school district shall establish a parent advisory committee . . . this committee shall afford parents the necessary information and opportunity to express their views. . . . School principals . . . shall be encouraged to participate and cooperate . . .

Other states addressing various components of the task area of School/Community Relations were as follows:

Alabama       North Carolina
Alaska         South Carolina
Massachusetts  Texas

Task Area # 2 - Curriculum and Instruction

Plans, implements instructional program. Twenty-one (42 percent) of all fifty states addressed the principal's responsibility in the area of planning and implementing instructional programs.

Provides an opportunity for extending the knowledge of teachers (in-service). Eight states (16 percent) of all fifty states addressed this duty. It should be noted that in-service could be classified with staff personnel; however, Campbell (1972) chose to include this duty and responsibility under curriculum and instruction.
Evaluates curriculum and instructional program and appraises instruction. Twenty states (40 percent) of all fifty states saw evaluation of the curriculum and instructional program as a duty and responsibility of the principal.

The task area of Curriculum and Instruction was more significantly addressed than that of School/Community Relations in all fifty states. The average of the four component areas in Task #2 was 35 percent.

Florida, New Mexico and Washington were the only states which addressed all four component areas. The following states mentioned three of the four component areas:

- Arkansas
- California
- Colorado
- Illinois
- Iowa
- Massachusetts
- Michigan
- Mississippi
- Oklahoma
- Tennessee
- Virginia
- West Virginia
- Wyoming

Florida statutes provided clear duties and responsibilities and were similar to those of the states mentioned.

231-085 Duties of Principals

District school boards shall employ, through written contract, public school principals who shall supervise the operation and management of the schools and property as the board shall determine necessary. The principal shall:

(1) Assume administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with rules and regulations of the school board, for the planning, management, operation, and evaluation of the educational program of the school to which he is assigned.

231.10 Florida Council on Teacher Education

... (c) one member shall be a high school principal;
(d) one member shall be an elementary principal.
Task Area #3 - Pupil Personnel

Provides pupil inventory and organization. Twenty-three states (46 percent) of all fifty states considered pupil inventory and organization the principal's responsibility.

Provides pupil accounting. Thirty-two (64 percent) of all fifty states considered pupil accounting the responsibility of the principal. Although teachers were also responsible for attendance, accountability rested with the principal.

Provides for pupil services. Twenty-one (42 percent) of all fifty states addressed the component of provision for pupil services. The principal was responsible for overseeing this component of Task Area #3.

Provides for control of pupil behavior. Forty-two (84 percent) of all fifty states considered control of pupil behavior a primary duty of the principal. This response was the highest percentage of any component of the six task areas.

The average of the four component areas in Task Area #3 was 59 percent. Arizona, Illinois, Louisiana, Massachusetts, New York and Washington addressed all four component areas of Pupil Personnel. Illinois statutes addressed the four component areas as follows:

&2--3.23. Reports for universities, colleges, etc. To request the president, principal or other proper officer of every organized university, college, seminary, academy or other educational institution, whether incorporated or unincorporated to submit such report as he may require, in order to lay before the General Assembly a full exhibit of the affairs and conditions of such institutions and of the educational resources of the State.
&§24--24. Maintenance of discipline
Teachers and other certificated educational employees shall maintain discipline in the schools, including school grounds which are owned or leased by the board and used for school purposes and activities. The administration of any school may sign complaints as agents against persons committing any offense at school events.

&§30--2. Certification by principal--Scholastic rank
On or before March 1 in each year, the principal of each recognized public, private or parochial high school maintaining the twelfth grade or junior college shall certify to the county superintendent of schools of the county in which such high school or junior college is located the names and addresses of all students who ranked scholastically in the upper one-half of their graduating class.

&§50--3. Rules and regulations
(a) The State Board shall issue regulations to govern the contents of school records, to implement and assure compliance with the provisions of this Act and to prescribe appropriate procedures and forms for all administrative proceedings, notices and consents required or permitted under this Act. All such regulations and any rules and regulations adopted by any school relating to the maintenance of, access to, dissemination of or challenge to school student records shall be available to the general public.
(c) The principal of each school or the person with like responsibilities or his or her designate shall take all action necessary to assure that school personnel are informed of the provisions of this Act.

&§50--4. Custodian--Permanent and temporary records
(g) The principal of each school or the person with like responsibilities or his or her designate shall periodically review each student temporary record for verification of entries and elimination or correction of all inaccurate, misleading, unnecessary or irrelevant information.

The following states addressed three of the four component areas in Task Area #3:
Task Area #4 - Staff Personnel

Secures personnel needed to man programs of instructional and pupil services. Fourteen states (28 percent) of all fifty states addressed this component as a duty of the principal.

Provides stimulation and encouragement to staff members in terms of their assigned responsibilities. Three states (6 percent) of all fifty states addressed this component as a duty and responsibility of the principal.

Appraises the performance of staff members in terms of their assigned responsibilities. Seventeen states (34 percent) of all fifty states saw evaluation of staff performance as a primary responsibility of the principal.

The task area of Staff Personnel was reflected in the state statutes as a primary responsibility of the principal. The average of the component tasks was 23 percent. This statistic is influenced by the poor response of the states concerning the principal's responsibility to stimulate staff members. Only Arkansas, Illinois and Louisiana addressed all three component task areas. The following states mentioned two of the three component task areas:
New Mexico was typically clear in its language concerning Staff Personnel and the principal's duties:

77-8-3.1. School principals - additional duties
The position of school principal is hereby recognized. In addition to other duties prescribed by law, a public school principal shall be responsible for:
... (B). submitting recommendations to the local superintendent concerning evaluation, promotion, transfer and dismissal of all personnel assigned to the school to which he is assigned; and
(C). performing any other duties assigned him by the local superintendent pursuant to local school board policies.

Task Area #5 - Physical Facilities

Oversees school building. Twelve (24 percent) of the fifty states addressed the issue of building maintenance as a responsibility of the principal.

Oversees school grounds. Seven (14 percent) of the fifty states addressed the overseeing of school grounds as a responsibility of the principal.

Provides for equipment needed in instruction and incidental to instruction. No state addressed this area specifically in the state statutes.

The task area of Physical Facilities was seen as the principal's responsibility at an average of 13 percent. The task of equipment needed for and incidental to instruction clearly distorted the average. No state addressed all three component areas. The
following states addressed two of the three component tasks:

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<td>Michigan</td>
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The following statutes represent clear language expressing the duties and responsibilities of the principal for Physical Facilities:

**General Statutes of North Carolina**

§115-150. Authority and duty of principal generally

... It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to simulate evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations shall be kept posted on the bulletin board in each building.

It shall be the duty of each principal to inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage area(s) as well as all class rooms. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.

It shall be the duty of the principal to file a written report once each month during the regular school session with his local school committee, and two copies of this report with the superintendent of his administrative unit, one copy of which shall be transmitted by the superintendent to the chairman of the county or city board of education.

**Tennessee Code Annotated 1977 Replacement**

49-254. Duties of principals

It shall be the duty of the principal:

(a) To supervise the operation and management of the
personnel and facilities of the school or schools of which he is principal as the local board of education shall determine.

CODE OF VIRGINIA

TERMS OF EMPLOYMENT OF PRINCIPALS

&22-217.9. . . (b) Public school principals shall assume administrative responsibility and instructional leadership and shall supervise the operation and management of the school or schools and property to which he has been assigned in accordance with the reasonable rules and regulations of the school board and under the supervision of the superintendent.

Massachusetts General Laws Annotated

& 59B. Principals; employment; compensation; duties . . . A principal employed under this section shall be the administrator of said school subject to the supervision and direction of the superintendent and subject to the regulations and policies of the school committee, and shall be assigned such duties as are determined by the superintendent of schools which may include but not be limited to the supervision of the operation and management of said school and said school property during school hours.

Task Area #6 - Finance and Business

Devises budget. One (2 percent) of the fifty states referred to budget making as a responsibility of the principal.

Manages expenditures. Eight (16 percent) of the fifty states indicated that the principal was responsible for managing expenditures.

The average of the two component areas of Finance and Business was 9 percent. No state addressed both components. The following states addressed managing expenditures:
Alabama          New Jersey
Arizona          North Carolina
Georgia          Ohio
Illinois         Tennessee

Washington was the only state to mention budget making as a responsibility of the principal.

**Part III**

The six main task areas were mentioned sparingly in the state statutes of all fifty states. The averages in each task area were as follows:

- Task Area #1 - 5 percent
- Task Area #2 - 35 percent
- Task Area #3 - 59 percent
- Task Area #4 - 23 percent
- Task Area #5 - 13 percent
- Task Area #6 - 9 percent.

Although some of the twenty tasks were addressed frequently, the task area of Pupil Personnel was clearly the most-mentioned. This fact is not surprising when considered with the findings of The Eighth Annual Gallup Poll of Public Attitudes toward Education:

_Eight Problems Confronting The Public Schools in 1976_

Discipline continues to head the list of major problems when a sample of the nation's adults cite what they perceive as the most important problems of the public schools in their own communities. In fact, discipline has been named most often seven times during the last eight years.

Below, in order of mentions, is the list of major problems of the local public schools as perceived by the residents of these communities:

1. Lack of discipline
2. Integration/segregation/busing
3. Lack of proper financial support
4. Poor curriculum
5. Use of drugs
6. Difficulty of getting "good" teachers
7. Parents' lack of interest
8. Size of school/classes
9. School board policies
10. Pupils' lack of interest.

It seems also pertinent to mention that the task area of Curriculum and Instruction is seen by the public as a very major problem in the schools. Curriculum and Instruction was the second most-addressed task area in the states' statutes. It would appear that public opinion has some input into the subsequent legislation affecting education.

The one significant change from 1975 is the marked increase in the number of persons in the sample who cite "a poor curriculum." This complaint, listed seventh in importance last year, has moved up to fourth, undoubtedly because of wide publicity given to the drop in national test scores and growing concern about the number of functional illiterates among school leavers (31, 1976, p. 188).

Although public opinion may result in pressure groups influencing legislatures, these groups generally support issues and not individuals. It would seem likely that a constituency would support the idea of better discipline in the schools and a more complete and meaningful curriculum without directly having to support legislation that would enhance the power of the individuals entrusted with administering the operation of these programs.

The percentages in Table 5 do not indicate a consistency of thought throughout the country when addressing the principal's responsibilities. The legislatures in all states place the duty to enforce the spirit and the meaning of the law in the hands of
local school boards; they, in turn, delegate the responsibility to their officers. In Nevada, that delegated responsibility to principals is unconscionably brief.

POWERS AND DUTIES OF ADMINISTRATORS
PRINCIPALS, TEACHERS AND SECURITY OFFICERS

391.210 Trustees may empower administrators, principals and teachers. The board of trustees of a school district may direct the administrators, principals and teachers employed by them to exercise such powers and authority in the schools as the board of trustees has under this Title of NRS (1977).

Referring to the issue of discipline and the well-founded authority in state statutes for the principal to execute his duties and responsibilities in this area, landmark Supreme Court rulings seem to have influenced state statutes. Many of the state statutes (see Appendix A) use similar language that appears in Goss v. Lopez 419 V.S. 565 (1975); Wood v. Strickland, 420 U.S. 308 (1975); and Ingraham v. Wright, 97 S. Ct. 1401 (1977), thereby defining school officials' duties and responsibilities when dealing with student discipline. It must also be mentioned that the bulk of the landmark decisions affecting education in the 1960's and 1970's dealt with some form of student unrest or protest. Their subsequent treatment in the statutes is not unique. Another recent example would be PL 94-142. Although not examining the details after reviewing the supplemental sections of the state statutes, this writer encountered numerous references to educating the handicapped.
There are many possible factors which control or influence what type of legislation is successful and which groups are beneficiaries. Political influences, economic considerations, social conditions and religious attitudes may all affect the legislators and the process of legislation. This dissertation revealed the status of the principal's duties and responsibilities in state statutes. For this reason, the legislative process will be analyzed for explanations as to why the findings in all fifty state statutes were so diverse.

In Lawmaking in the West (21, 1967), a study was reported to examine bill-passing procedures in the thirteen Western states. The states studied were Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. The emphasis was to evaluate legislative procedures in these states and to compare them with procedures in other states. It is the contention of this author that the process of legislation in each state reflects to a large degree the subsequent success or failure of a bill. This explains some of the differences in the state statutes describing the principal's legal status.

The Path of Legislation. Several important differences stand out among the states in the path legislation follows from introduction and referral through to enactment or veto. The path is twice as long in some states as it is in others. There are substantially different views about the proper nature, extent and location of deliberation. For example, a caucus must be understood to comprehend the actual path in some states, but is relatively unimportant in others. The number of hurdles or "crucial" steps which an ordinary piece of legislation must surmount varies substantially as the following example indicates:
On the surface, it would appear that with a strong lobby consisting of administrators, NRS could be amended rather easily. Traditional attitudes toward education, however, have resulted in a virtually lawless state. The status quo philosophy apparently is prevalent in the West, and particularly in Nevada. It is not surprising that the 11th Annual Gallup Poll of the Public's Attitudes toward the Public Schools revealed this ominous statistic:

The greatest change in the period between 1973 and 1979 occurred in the Western states, where views are virtually the opposite to those held in 1973. In 1973, 54% said that the schools were better; 25% said they were worse. In 1979, 27% say they are better; 51% say they are worse (33, 1979, p. 37).

An example of a vigorous lobby is that of the League of Women Voters of Nevada. The following is an example of a well-organized pressure group's legislative support of a sensitive issue involving sex education:

A.B. 495. Required that courses in family planning be given at certain levels in the public schools and required that family planning centers be established in high schools.
League support stated:

1. League abortion consensus states that the League views abortion as a medical matter to be decided by a woman and her physician but that abortion should also be the birth control method of last resort.

2. As an alternative to abortions and as a means of eliminating the need for abortions, League supports sex education which includes methods of preventing unwanted pregnancies.

3. Statistical data was submitted on increases in venereal disease among youth and increases in illegitimate pregnancies as ample evidence that reliance upon the family to educate our youth is not solving the problem.

The League did not go so far as support of family planning centers in high schools but confined our support statement to the sex education courses. The bill was reported out of committee without recommendation; was amended on the floor; and passed the Assembly. It was given a "Do Pass" by the Senate Committee but lost on the floor (55, 1977, p. 12).

This bill did not pass, but the support was well-organized and the point of view clear. States which protect the principal and have clearly defined many of his duties and responsibilities must be highly-unionized, have a well-organized lobbying structure and have a broad base of support. It is important to remember, however, that timing is a critical factor in the introduction of new legislation. The local political climate in each state should determine the support and attitudes of the public and constituents.

The mere passage of legislation does not guarantee relief of statutory ambiguity.

Groups which have backed a specific piece of legislation do not lose interest with the passage of their bill. Their purpose was to secure a result, and passing the bill was merely one step towards the
accomplishment of that result. These groups—some with a special interest, as labor unions, or businessmen's association; others formed to promote a point of view which their members feel is for the public welfare—watch the statute in operation, and if they find that it does not do what they hoped it would, they are active in suggesting amendments. It may happen that the act was defectively drafted, so that what it was designed to accomplish cannot be done under its language (13, 1969, p. 17).

The legislative community does not look favorably upon new legislation defining or establishing what appears to give new and broader-based powers to educators. As was mentioned earlier, however, in certain crucial areas of the operation of the school, this is not the case. Legislators would have a difficult time facing their constituencies if the schools were in violent turmoil.

Some administrative groups have concentrated their efforts in defining their local administrative laws and regulations. Laws promulgated by appointed bodies and commissions serve to guide administrators in the absence of statutory guidelines. It must also be remembered that each state code is set up differently and emphasizes different aspects of law relevant to that particular state.

Another factor influencing legislation is that of a particular traumatic event. It was mentioned earlier in Chapter 2 that AB 519, in Clark County, Nevada, was a direct result of the "demotion" of two associate superintendents. Principals throughout the state successfully redefined some terms and procedures in the NRS. This new legislation was opposed, however, by the
superintendent's association. The final bill, as is the case in other states, resulted in a compromise statute which was inadequate and vague.

Many factors influence subsequent legislation. Public opinion, local events, legislative processes, pressure groups and lobbying techniques are but a few mentioned by this author.

Chapter 4 will explore the summary, conclusions and recommendations for further study as reflected in the finding of Chapter 3.
Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

FOR FURTHER STUDY

Chapter 4 will present a summary of the findings of this study. Included in this summary will be conclusions and recommendations for further study, plus a sample model of laws felt to protect the principal's legal status.

An Overview of the Study

The purpose of this study was to develop a composite job description of the duties and responsibilities of the principalship. The study included current documentation of the legal status of principals as provided in the state statutes of all fifty states. Further, this study established the extent to which the principal's job duties and responsibilities are defined legally in relation to the individual performing in that position. Finally, the study advanced suggestions, additions, alterations or deletions in the Nevada Revised Statutes (NRS) for the purpose of improving the legal status of the principalship in the State of Nevada.

In order to achieve the purposes of this study, the following procedures were utilized. The job description of the
principal, provided by the Clark County School District, defining the duties and responsibilities of the job, was analyzed. Based upon this analysis, the NRS were analyzed to determine the extent to which the NRS provides job descriptions of performance expectations of the principal. From this foundation, the search was expanded to a representative sample of job descriptions from selected school districts in order to develop a more complete list of possible duties and responsibilities. These job descriptions revealed six main task areas of administration and twenty component duties and responsibilities.

The state statutes pertaining to education in all fifty states were examined for the purpose of determining the extent to which the duties and responsibilities of the principal were addressed. Based upon the established list of duties and responsibilities from the sample school districts and the search of the state statutes for all fifty states, a list of available legal definitions related to identified duties and responsibilities of the principal was developed. Using available legal definitions and descriptions, a prototype bill will be suggested for inclusion in the NRS.

Summary of Findings

An analysis of eighteen sample job descriptions was conducted. Six task areas and twenty component duties and responsibilities of the principal were identified as representative of the
position. These components and task areas were as follows:

Task Area #1 - School/Community Relations
- Meets with community representatives
- Disseminates information
- Attends public meetings
- Ascertains feedback

Task Area #2 - Curriculum and Instruction
- Plans, implements instructional program
- Provides an opportunity for extending the knowledge of teachers
- Selects and procures instructional materials
- Evaluates curriculum and instructional program, appraising instruction

Task Area #3 - Pupil Personnel
- Provides for pupil inventory and organization
- Provides for pupil accounting
- Provides for pupil services
- Provides for control of pupil behavior

Task Area #4 - Staff Personnel
- Secures personnel needed to man programs of instruction and pupil services
- Provides stimulation and encouragement to staff members as they work at their jobs
- Appraises the performance of staff members in terms of their assigned responsibilities

Task Area #5 - Physical Facilities
- Oversees school building
- Oversees school grounds
- Oversees equipment needed in instruction and incidental to instruction.

Task Area #6 - Finance and Business
- Devises budget
- Manages expenses.

The areas of the principal's duties and responsibilities for reporting pupil progress, developing personnel policies and being responsible for school buses and other transportation equipment
were not significantly addressed to be included in the final list of duties and responsibilities.

This final list of duties and responsibilities was then compared to the state statutes of all fifty states. The findings were that the six main task areas of administration were mentioned sparingly in the state statutes. The overall averages for all components in each category were as follows:

- Task Area #1 - 5 percent
- Task Area #2 - 35 percent
- Task Area #3 - 59 percent
- Task Area #4 - 23 percent
- Task Area #5 - 13 percent
- Task Area #6 - 9 percent.

The following task areas of the principal's duties and responsibilities were mentioned most often in the state statutes of all fifty states:

- Task Area #2 - Curriculum and Instruction - 35 percent
- Task Area #3 - Pupil Personnel - 59 percent
- Task Area #4 - Staff Personnel - 23 percent.

Conclusions

The following conclusions were made from this study:

1. It may be concluded that the state statutes in all fifty states varied greatly. Some school codes provided for the legal identity of the principal. Sixteen states provided separate statutes defining legal identity and addressed many of the duties and responsibilities. Some states mentioned the principal often but did not clearly define his duties and responsibilities. Other states, while including the principal, did not differentiate his
status or duties and responsibilities from those of a teacher. It is further concluded that there appears to be no consistent pattern of legislation throughout the country.

2. It may be concluded, based upon the findings of this study, that a real need exists in many states to address seriously the issue of statutory ambiguity where the duties and responsibilities of the principal are concerned.

3. It may be concluded that public opinion does not result in statutory enactment.

4. It may be concluded that there is a lack of understanding on the part of legislators as to the nature of the position of principal.

5. Legislation protecting and identifying the principal was often found in the supplement sections of the state statutes, leading this writer to conclude that more states will provide legal identity for the principal in the future. National administrative organizations see value in this type of legislation; therefore, local leadership will exert pressure on the membership to support this type of movement.

6. Most state statutes which addressed the issue of suspension charged the principal with this duty, although NRS do not include suspension of pupils as an action of the principal's duties and responsibilities. Nationally, however, the principal has been given authority to deal with disruptive behavior. Forty-two of the fifty states gave the principal the responsibility and duty to control
pupil behavior. Therefore, it may be concluded that this vesting of authority is a direct reflection of public opinion concerning students' conduct in schools throughout the nation.

7. It may be concluded that because local school district job descriptions of the principal's duties and responsibilities and state statutes defining the position of the principal were not congruent, local school districts do not appear to be influenced by or to have influence upon state legislation concerning the principalship.

8. It may be concluded that the NRS do not adequately describe the duties and responsibilities of the principal. Although charged with the total operation of the school, the principal's duties and responsibilities are addressed in only NRS 390.230, 391.210, 391.220, 391.311, 391.340, 392.130, 392.160, 392.450, 392.460 and 392.465. There is no statute entitled, "Principal - Duties and Responsibilities." The job description for principal provided by the Clark County School District was adequate, providing for eleven tasks of the twenty component tasks, while including a statement in each of the six task areas.

9. It may be concluded that the final list of duties and responsibilities of the principal is a workable criterion for job identity.

10. It may be concluded that principals are better protected in states where statutes clearly spell out duties and responsibilities.
As to your conclusion that principals are better protected in states where statutes clearly spell out duties and responsibilities, I would certainly agree, but I don't know of any specific cases that could be cited to prove it. I would add that such statutes are also useful in protecting the position and status of the principals in many cases as well, which is another reason that we recommend that principals seek such legislation (39, 1979).

Recommendations for Further Study

The following recommendations for further study were made:

1. An analysis of the lawmakers' relationship to educational legislation and their subsequent leadership needs to be made. Included in this analysis would be the development of the interrelationships between pressure groups and legislation.

2. A complete examination of the geographic implications of statutes in all fifty statutes affecting education should be undertaken. This proposal would concern itself with the principalship and would further discern any national trends.

3. A study which would complement the work of Paul Revere Pierce, the development of the principalship from 1935 to the present, is recommended.

4. A study limiting itself to the liability of school officials would be considered useful and pertinent to the results of this dissertation. The liability of the principal was only briefly examined in this dissertation.

5. The control of pupil behavior was shown to be mentioned most frequently in the state statutes of all fifty states. Considering this fact, a study examining the legal status of the
school officials charged with the responsibility of discipline is recommended. Specifically in Clark County, the roles of the assistant principal and dean should be scrutinized for their legal identities and duties and responsibilities.

6. A study examining the effect of statutory protection and the change in predicted role behavior is recommended.

7. A study which examines the relationship of statutory protection and incidence of suit is recommended.

8. A study intended to trace the relationships between specific tasks and the full range of statutes affecting this task, irrespective of the discipline involved, is recommended.

9. Development of a special notation statement similar to that of Montgomery County, Maryland, is recommended for inclusion in the NRS:

It is impossible to list all the areas and problems that engage the principal's time. It is his responsibility to take such action as will insure the efficient and effective performance of the school. As the school grows in size, complexity, and responsibility, it is essential that the principal's duties be clearly defined and appropriately delegated.

Most of the complex personal and instructional problems will be solved at the school level, and the principal will need the authority to deal with them by making realistic decisions. Conflict, individual quest, social pressures, and parental goals all meet in the day-to-day living situation at the high school level. The senior high school principal daily occupies the educational "hot seat."

Regardless of the activity or instruction conducted within the school program, and regardless of the professional personnel conducting that activity or instruction, the principal is ultimately responsible for the outcome.
This type of statement should also be included in the job description of the principalship in Clark County, Nevada. Given the original intent in the study to develop a series of recommendations for possible inclusion in the state statutes regarding duties and responsibilities of principals, the following are offered for consideration in the development of such statutes. The reader is reminded of the focus on task areas, and it is from this perspective that each of the following items is presented. Any subsequent draft of proposed statutes of necessity must recognize the required format deemed necessary by a given state for submitting proposed legislation.

Prototype Bill

School Principals - Additional Duties

The position of school principal is hereby recognized.

Status Statement: The board of education shall employ through written contract public school principals who shall hold valid supervisory or administrative certificates, who shall supervise the operation and management of the school or schools and property as the board shall determine necessary.

The principal shall assume administrative responsibility and instructional leadership, under the supervision of the superintendent, and in accordance with the reasonable rules and regulations of the board.

Task Area #1: The principal will be responsible for meeting with parents and/or citizen groups to inform them about school and district programs.
Task Area #2: The principal will be responsible for organizing, directing and evaluating all instruction. Further, the principal will supervise the procurement and distribution of instructional equipment and supplies.

Task Area #3: The principal will keep on file a permanent record of all pupils who have attended his school and make their records available to authorized agencies. The principal will personally control activities dealing with registration, orientations, credits and transfers, suspensions, expulsions, student progress and adjustment, placement or guidance and counseling matters.

Task Area #4: The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the attendance area.

Task Area #5: The principal is responsible for regular inspection of the building, with or without the head custodian. The principal is responsible for the supervision of the overall maintenance of building and equipment.

Task Area #6: The principal will be responsible for the development and administration of the operating budget of the school. The principal will coordinate the building budget in cooperation with central office guidelines.

Final Comment: The principal shall perform such other duties as may be assigned by the superintendent pursuant to the reasonable rules and regulations of the board of education.

A prototype bill rationale is best enunciated by the following N.A.S.S.P. position statement:

In some states principals have encountered difficulty in gaining support of legislative or administrative officials who claimed to see little purpose or merit in establishing clearer legal identification and
status for principals. Recent developments, however, have made the need for legal status clearer than ever before.

If the principal is classified with and identified as "teacher" in school codes, there are virtually no distinctions in working conditions, responsibilities, rights, duties, and salaries, to name a few, between principals and teachers. This lack of distinction, or ambiguity, is potentially injurious in many circumstances.

In several states, for example, principals and teachers are bound into the same bargaining or negotiating unit. This joining together of principals and teacher has often resulted in virtual non-representation for principals. If principals had statutory identity with clearly defined rights and responsibilities, such non-representation in bargaining could be remedied effectively.

In Nevada, Assembly Bill No. 519, Committee on Education, 1979, revised the following items:

- Procedure for demotion, suspension, dismissal of and refusal to reemploy certain personnel of public school system.

This bill begins to re-define the administrator and his rights of appeal. It is recommended, however, that the term "principal" be addressed in 1981 with emphasis on identity and clearly defined duties and responsibilities. The special notation and prototype bill mentioned previously are recommended for inclusion in new proposed legislation for the 1981 legislature.

Final Comments

This dissertation addressed the issue of the principal's legal status. It was optimistically hoped that state legislatures, particularly in the State of Nevada, would respond positively to new legislation defining the principal's status and duties and
responsibilities. Until such response occurs, principals would be prudent to follow the advice offered by Gatti and Gatti (1975) in The Encyclopedic Dictionary of School Law:

A principal is an employee of the school district and is not an officer of the school board. The principal is in charge of the day-to-day operation and management of the school, and therefore, has a certain amount of discretion and authority to make and enforce reasonable RULES governing the school, teachers and students. These rules should be written, communicated, and followed as closely as possible. Of course, the rules may not conflict with SCHOOL BOARD policy or with state law, and they must not violate contract rights or constitutional rights of the teachers or students.

The principal serves a very important function within the school system. However, he or she does not enjoy the immunities or rights to indemnification that many officers of the board or board members themselves enjoy. (See SCHOOL BOARDS, liability and GOVERNMENTAL IMMUNITY.) Instead, the principal is personally liable just like any teacher for acts done within and without the scope of his or her authority (35, 1975, pp. 196-7).
SELECTED BIBLIOGRAPHY


APPENDIX A

The following are excerpts from the state statutes of all fifty states describing the principal's duties and responsibilities.

The excerpts have been drastically edited. A complete package of state statutes of all fifty states, defining the duties and responsibilities of the principal is on file in the Department of Educational Administration, University of Nevada, Las Vegas, Dr. Jack Dettre, Chairman.

& 16-8-9. Exercise of supervision of schools. The board shall consult and advise through its executive officer and his professional assistants with school trustees, principals, teachers and interested citizens and shall seek in every way to promote the interest of the schools under its jurisdiction.

& 16-8-10. Educational policy of county. Before adopting written policies, the board shall directly, or indirectly through the superintendent, consult with professional assistants, principals, teachers and interested citizens.

& 16-8-39. Forms of reports may be prescribed. The county board of education shall prescribe, upon the recommendation of the county superintendent of education, forms and blanks on which principals shall make such reports as shall be required from them by the county board of education.

& 16-9-16. Conferences called and conducted. The county superintendent of education, as executive officer of the county board of education, shall call and conduct conferences with principals.

& 16-9-26. Visitation of schools. The county superintendent of education shall visit the schools, observe the management and instruction and give suggestions for the improvement of the same. He shall advise with principals.

& 16-10-7. School visited by trustees. The board of trustees shall visit the schools under its jurisdiction at least once each month and consult with the principals of the schools as to the progress of the pupils.

& 16-13-8. Bonding of persons handling public school funds generally--Authority to require. County and city boards of education are hereby authorized to require county and city public school principals and such other persons as may be charted with the custody and responsibility for handling public school funds to give bond in an amount to be fixed by the county or city board of education.

& 16-13-38. Distribution of funds from matriculation fees and local fees for purchase of school supplies and maintenance of school property. ... (b) School principals receiving funds authorized under the provisions of this section shall be required to give bond for the faithful performance of their duties in the penal sum of an amount to be set by the city or county board of education, as the case may be; provided, that said bond shall not be less than $1,000.00.

& 16-26-3. Elementary and high school may be placed under same principal. Subject to the rules and regulations of the state board of education, where economy of organization and administration seems to justify it, county boards of education may place the elementary, junior and senior high schools of any district or districts under one and the same principal.
&16-28-8. Reports required must be furnished. ... The principal teacher of each public school shall keep an attendance register showing the enrollment of the school and every absence of each enrolled child from school.

&16-28-22. Prosecutions. No prosecution or proceeding under this chapter shall be begun except by one of the following parties: ... (3) The principal teacher of the school which the child attends or should attend.

&16-39-8. Classification of child; placement; record of case history. No child shall be given special services under the terms of this chapter as an exceptional child until he is properly classified as an exceptional child; ... A copy of the report certifying to the child's type of exceptionability shall be kept on file in the office of the principal of the school in which the child is enrolled. ...


Sec. 14-08.111. Duties. A regional school board shall: ... (3) employ a chief school administrator and approve the employment of the professional administrators, teachers and other personnel necessary to operate its schools.

Sec. 14.14.090. Additional Duties. In addition to other duties, a school board shall: ... (3) withhold the salary for the last month of service of a teacher or administrator until the teacher or administrator has submitted all summaries, statistics, and reports which the school board may require by bylaw; ...

Sec. 14.20.095. Right to comment and criticize not to be restricted. No bylaw or regulation of the commissioner of education, a school board, or local school administrator may restrict or modify the right of a teacher to engage in comment and criticism outside school hours.

Sec. 14.20.380. Creation of a commission. There is a commission of professional educators known as the Professional Teaching Practices Commission.

Sec. 14.20.400. Composition of the commission. The commission consists of the following members: ... (2) one principal; ...

Sec. 14.33.020. Organization of a patrol. (a) If a school board, or a private or denominational school determines that a safety patrol should be established for a school, the principal of the school shall appoint pupils in the school to serve as members of the patrol. ... (c) The principal shall designate a teacher or teachers in the school to supervise the operation of the patrol. (d) The principal shall consult with the local law enforcement authority to determine those locations adjacent to the school where the patrol may be most advantageously used.
3. Arizona Revised Statutes Annotated and Cumulative Pocket Part, 1977-78

&15-204. Authority to suspend pupil. A. In schools employing a superintendent or a principal, the authority to suspend a pupil from school is vested in the superintendent, principal or other school officials granted this power by the board of trustees or board of education of the school district.

&15-307. Presentation of withdrawal form. A. A pupil who enters a school shall present to the principal of the school a properly executed withdrawal form if such pupil previously attended another public school in this state.

&15-342. Conditions of enrollment. Beginning with the 1977-78 school year, prior to the initial enrollment in any common school in this state, the parent or guardian or person in loco parentis of a child shall submit to the school administrator an immunization record of such child.

&15-546. Certificate of promotion from common school; supervision of eighth grades by superintendent of high school. A. Pupils shall be promoted from the eighth grade of the common schools on certificates of promotion presented by the state board of education. ... Such certificates shall be signed by the county school superintendent and the principal or superintendent of schools.

&15-1013. Evaluation of child for placement in special education program. ... D. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person designated by him as responsible for special education: a. the school principal ...

&15-1272. Student activities treasurer; administration of student activities money; audit. If bank facilities are not available, an administrator in the school shall be designated by the board as student activities treasurer. The student activities treasurer shall give a bond in an amount determined by the board, the cost of bond premiums shall be a charge against the district.

&15-1273. Record of deposits and expenditures; audit of deposits. A. The student activities treasurer shall maintain an accurate detailed record of all deposits in and expenditures from the student activities fund.


80-1216. Report of principals or head teachers. ... All principals or head teachers of each public school shall transmit to the county superintendent [school supervisor], not later than July tenth of each year, a written report showing the number and name of the school district, the number of school grades of males and females, respectively, of each color, that attended school during the last preceding school year; ...
80-1229. Affidavit as to membership in organizations. -- No superintendent, principal ... until, as a condition precedent to such employment, such superintendent, principal, teacher, instructor or professor shall have filed with such board of trustees or governing authority an affidavit as to the names and addresses of all incorporated and/or unincorporated associations ... has paid regular dues.

80-1507. Report of non-attendance by principal--Parents or guardians notified.-- If at any time there should be any parent[s] or guardians in any district who are not complying with the provisions of this act, it shall be the duty of the head teacher or principal of the school to report the names of such parents or guardians ...

80-1510. Monthly report of parental noncompliance by teachers--Prosecuting attorney notified.-- It shall also be the duty of each teacher in the public schools, either directly or through his or her principal or superintendent, to report specially each month to the county superintendent [school supervisor], and to the clerk or secretary of the local school board the names and addresses of any parents or guardians residing in his or her district who have failed to comply with the provisions of this act, after due notice was given as provided in section 154.

80-1629.2. Pupils accountable for conduct--Reasonable corporal punishment authorized. -- Every teacher is authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, or on any school bus going to or returning from school, or during intermission or recess. Any teacher or school principal may use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order within the public schools.

80-1916. Concealing guns or drugs--Definitions. -- For the purpose of this Act [& & S 0-1916, 80-1917], (a) "School official" means any public school employee receiving compensation for services from any public school system in the State of Arkansas; ... (d) "Supervisor" shall mean any person who is employed as administrator or supervisor of any public school.

80-1917. Concealing guns and drugs in school property--Confiscation without warrant--Discipline. -- (a) It shall be unlawful for any student, or any other person using school-owned property to conceal any gun, drug, or any other contraband in any desk, locker, or other school-owned property in this State. (b) Any school official employed in a supervisory capacity of students or other persons on school premises shall, upon receipt of information that drugs or other contraband are concealed in school-owned property, have the authority to investigate and search any school-owned property for any drugs, gun, or other contraband which may be concealed in said school-owned property, without the necessity of obtaining a search warrant from local authorities ...
schools, principals of schools, and every other officer charged with the performance of duties under the provisions of this code may administer and certify oaths relating to officers or official matters concerning public schools.

&35043. Joint employment of supervising principal or supervisor of instruction
Whenever in their judgment it is deemed advisable, the governing boards of any two or more school districts may jointly employ a supervising principal or a supervisor of instruction, who shall devote such time to the supervision of instruction in the several school districts as may be agreed upon by the several boards of trustees.

&35251. Certification as to contents of destroyed records
Whenever in any school year the school register of any teacher, or other records of any school district are destroyed by conflagration or public calamity, preventing the teacher and school officers from making their annual reports in the usual manner and with accuracy, affidavits of the teacher, the school principals, or other officers of the school district, certifying as to the contents of the destroyed register or other records, shall be accepted by all school authorities ...

&44030. Failure to make reports
Any principal, teacher, employee, or school officer of any elementary or secondary school who refuses or willfully neglects to make such reports as are required by law is guilty of a misdemeanor and is punishable by a fine of not more than one hundred dollars ($100).

&44670.4. Design of program; objectives
Local staff development programs shall be designed by certificated personnel, including the school principal, ...

&44670.5. Goals of local staff development programs
Existing school level staff development programs required by state and federal laws shall be consolidated with local staff development programs established pursuant to this article to the extent permitted by federal law. Local staff development programs shall: ... (f) include the school principal and other administrative personnel as active participants in one or more staff development activities implemented pursuant to this article.

&44807. Duty concerning conduct of pupils
Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise ...

&44818. Annual report of high school principals
The principal of each high school, when directed by the city or district superintendent of schools, shall make an annual report to such superintendent, or, if no superintendent is employed in the district, to the county superintendent of schools, on forms furnished by the Superintendent of Public Instruction.
Contents of high school principal's annual report; failure to report
The principal of every high school shall annually, on or before the date fixed by the Superintendent of Public Instruction, make out under oath and deliver to the superintendent of schools, a full and complete report of textbooks then in use in the high school, ...

High school principal acting as elementary school principal
The principal of any high school may act as principal of any elementary school situated in the high school district.

Persons eligible to attend
Any graduate of the elementary schools of this state and any other person who furnishes to the principal of the high school and to the county or city superintendent of schools having immediate jurisdiction over the high school, satisfactory evidence of his fitness for high school work, may attend high school in the district in which he resides under such regulations as the high school board may prescribe.

Arrest of truants
The attendance supervisor, a peace officer, or any school administrator or his designee, may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his home and who is absent from school without valid excuse within the county, city, or city and county, or school district.

Admission and discharge
Admission and discharge of minors with behavioral disorders to programs provided under the provisions of this article shall be made only on the basis of an individual evaluation according to standards established by the State Board of Education and upon the recommendation of an admissions committee which shall include a teacher, a psychologist, a school nurse or social worker, a principal ...

Employment of special lecturers authorized for public schools
The principal of any public school may employ when so directed by the governing board of the school district, special lecturers well qualified in their subjects to speak before classes and assemblies of students of the school, without the lecturer being required to hold a teacher's credential or certificate. No such lecturer may be employed by the principal of any school for more than four lectures in any term.

Permissive vocational education classes
The principal of any high school may, with the approval of the governing board of the school district, permit 11th- and 12th-grade students to attend vocational education classes maintained by the community college district in which the high school is located, in accordance with Section 78009.

Grounds for suspension
A pupil shall not be suspended from school unless the principal determines that the pupil, while on school grounds or during an activity off school
grounds related to school attendance, has: (a) Caused or attempted to cause damage to school property or stolen or attempted to steal school property; or ... (h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, or administrators.

& 48901. Suspension by teacher
(a) A teacher may suspend any pupil from his or her class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action.

& 48903. Suspension by principal
(a) The principal of the school may suspend a pupil from the school for any of the reasons enumerated in Section 48900 for no more than five consecutive schooldays. ...

& 48904.5. Expulsion
(a) The principal may recommend a pupil's expulsion, which shall be defined as suspension from regular classroom instruction for a period exceeding five schooldays or involuntary transfer to a continuation school, for any of the acts enumerated in Section 48900.

& 48913. Notification of parent, guardian or relative of release of pupil to peace officer
When a principal or other school official releases a minor pupil of such school to a peace officer for the purpose of removing the minor from the school premises, such school official shall take immediate steps to notify the parent, ...

& 4900. Administration of punishment to pupils
The governing board of any school district may adopt rules and regulations authorizing teachers, principals, and other certificated personnel to administer reasonable corporal or other punishment ...

& 49440. Mental examination
Upon the report of the principal of a school that a pupil shows evidence of impaired mental health and that a mental examination is desirable, the governing body of the school district may, with the written consent of the pupil's parent or guardian provide for the mental examination of said pupil. The principal shall not be liable for damages or for any civil or criminal penalty for any report made in good faith in carrying out the provisions of this section.

6. Colorado Revised Statutes and 1976 Cumulative Supplement

22-20-108. Determination of handicap - enrollment
(1) The determination that a child is handicapped and the recommendation for placement of that child in a special educational program shall be made by a committee of professionally qualified personnel designated by the board of education of the school district ... A psychologist, a social worker, a physician, a school administrator, and a teacher of the handicapped ...
22-22-105. Guidelines for programs - committee established
Guidelines for programs shall be established by the "educational achieve­ment committee" which shall work in conjunction with the board, such committee to be appointed by the governor, and to be comprised of nine persons, as follows: ... public school administrator; ...

22-33-105. Suspension, expulsion, and denial of admission
(1) No child who has attained the age of six years and is under the age of twenty-one shall be suspended or expelled from or be denied admission to the public schools, except as provided by this article. (2) In addition to the powers provided in section 22-32-110, the board of education of each district of each district may: (a) Delegate to any school principal within the district the power to suspend a pupil in his school for not more than five school days on the grounds stated in section 22-330106; ...

22-65-104. Professional practices commission created
(1) There is hereby created in the department a professional practices com­mission, which shall consist of twelve members appointed by the governor from nominations submitted by the teaching profession in a manner desi­gnated by the state board of education. ... (d) One member shall be an elementary school principal; (e) One member shall be a secondary school principal; (f) One member shall be a superintendent of schools; ...

22-25-110. Student exemption
Any child whose parent presents to the school principal a signed statement that the teaching of a disease and its symptoms, development, and treatment and the use of instructional aids and materials on such subjects conflicts with his religious beliefs shall be exempt from such instruction, and no child so exempt shall be penalized by reason of such exemption.

7. Connecticut General Statutes - also Cumulative Supplement, 1977
... (b) During the period of employment, a person holding a provisional certificate shall be under the direct supervision of the superintendent of schools or of a principal, ... guide and evaluate the performance of as­signed duties by such a holder of a provisional certificate ...

&10-153b. Selection of teachers' representatives
... (b) Any such professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student but if such employee obtains physical evidence from such student indicating that a crime has been or is being committed by such student, such employee shall be required to turn such evidence over to school administrators or law enforcement officials.

&10-212a. Administration of medicines by school personnel
(a) A school nurse or, in the absence of such nurse, the principal or any teacher of a school may administer medicinal preparations, including such controlled drugs as the public health council may, by regulation, designate, to any student at such school pursuant to the written order of a physician licensed to practice medicine in the state ...
&10-233b. Removal of pupils from class
(a) The board of education of any town or regional school district may authorize teachers in its employ to remove a pupil from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six times in any year nor more than twice in one week unless such pupil is referred to the building principal ...

&10-233c. Suspension of pupils
...(b) Whenever any building principal or his designee suspends a pupil, such person shall within twenty-four hours notify the superintendent or his designee as to the name of the pupil against whom such disciplinary action was taken and the reason therefor.


&701. Authority of teachers and administrators; corporal punishment
Every teacher and administrator in the public schools of this State shall have the right to exercise the same authority as to control, behavior and discipline over any pupil during any school activity, as the parents or guardians may exercise over such pupils. In cases where corporal punishment is deemed necessary, it shall be administered by the chief school officer or by the principal in the presence of another adult.

&1401. Definitions
...(2) "Teacher" means all persons certified to teach who are employed by a board as a teacher. It shall not include persons employed as assistant principal, principal, supervisor, administrative assistant, director, assistant superintendent, or superintendent; except that any such person who has completed 3 years of service in the State, 2 years of which shall have been in the employ of the same board, may at his option elect to be assigned as a teacher in the employ of said board.

9. Florida Statutes Annotated and 1977 Cumulative Pocket Part

228.041. ... (10) Administrative personnel.--Administrative personnel comprises the superintendent, supervisors, principals, ... but does not include secretarial, clerical, or other office assistants. A principal is the head of any school or school center having more than one teacher. He may be a teaching principal, who devotes half or more of his time to actual classroom teaching, or a supervising principal, who devotes less than half of his time to actual classroom teaching and has charge of one or more schools. ... (28) Corporal punishment.--Corporal punishment is the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce school rule. However, the term corporal punishment shall not include the use of such reasonable force by a teacher or principal as may be necessary to protect himself or other students from disruptive students.
228.041. ... (2) Board of advisors for educational research and development. -- The State Board of Education shall, from a list of individuals submitted by the Commissioner of Education, appoint 14 members of the Board of Advisors for Educational Research and Development. The board shall, as nearly as practicable, reflect the social and geographic composition of the state. (a) The board shall not exceed 16 members, from the following categories: ... 2. Two public school administrators.

230.03. Control; organization, administration, and supervision
The district school system shall be controlled, organized, administered, and supervised as follows: ... (4) Principal or head of school. -- Limited responsibility for the administration of any school or schools at a given school center and for the supervision of instruction therein shall be delegated to the principal or head of the school or schools as hereinafter set forth.

231.10. Florida Council on Teacher Education
... (c) One member shall be a high school principal. (d) One member shall be an elementary school principal.

231.45. Principal and superintendent to keep records of absences
The principal of each school shall see that a record is kept of the days present for duty and the days absent from duty for each teacher ...

232.19. Attendance; child welfare
... (b) The principal or teacher. -- The principal or teacher in charge of a school, public, parochial, denominational, or private, or the private tutor, who willfully violates any provisions of this chapter may, upon satisfactory proof of such violation, have his certificate revoked by the Department of Education.

232.23. Procedures for maintenance and transfer of pupil records
(I) Each principal shall maintain a permanent cumulative record for each pupil enrolled in a public school. Such record shall be maintained in the form, and contain all data, prescribed by rules of the State Board of Education.

232.25. Pupils subject to control of school
Subject to law and rules and regulations of the state board and of the school board, each pupil enrolled in a school shall, during the time he is being transported to or from school at public expense, during the time he is attending school, and during the time he is on the school premises, be under the control and direction of the principal ...

232.26. Authority of principal
... (3) Any pupil subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter 893 may receive a waiver of the discipline or expulsion if the pupil commits himself, or is referred by the court in lieu of sentence, to a state-licensed drug abuse program and successfully completes the program.
232.28. Authority of school bus drivers
(1) The principal shall delegate to the school bus driver such authority as may be necessary for the control of pupils being transported to and from school, or school functions, at public expense.

233.46. Duties of principals
The duties and responsibilities of principals for textbook management and care shall include: [See main volume for text of (1) to (3)]. ... (4) Conservation and care. --Principals shall ascertain by inspection, and insure through every available agency, that all books issued to the school by the superintendent, either in the hands of pupils or in storage, are cared for properly. (5) Accounting for textbooks. --Principals shall see that all books are fully and properly accounted for on forms prescribed by the state board, and on forms which are supplied through the office of the superintendent. (6) Records and reports. --Principals shall prepare and transmit such textbook records and reports as may be required by the Department of Education and such supplementary records and reports as the superintendent may direct.

232.275. Liability of teacher or principal
Except in the case of excessive force or cruel and unusual punishment, a teacher or other member of the instructional staff, a principal or his designated representative, or a bus driver shall not be civilly or criminally liable for any action carried out in conformity with the state board and district school board rules regarding the control, discipline, suspension, and expulsion of students.


32.652a Training of public school administrators relative to program improvement, program improvement plan, program to improve instructional and system services
(a) The State Board of Education shall provide an extensive and continuing training program for practicing public school administrators, including at least system superintendents, school principals and instructional supervisors, which is designed to expand their knowledge and skills necessary to plan and manage a systematic program to improve instructional and supportive services.

32.820 Bonds of public school principals; conditions; payment of premiums
Any person now employed as principal and any person upon entering into employment as principal of any public school of this State shall execute a bond in an amount fixed by the local board of education having jurisdiction over such school. ...

32.822 Quarterly reports by principals; inspection of books by local board of education; accounts to be maintained in auditable order
The principal of each public school shall make a quarterly report to the local board of education immediately upon the end of each quarter of the fiscal year and said report shall contain an account of all receipts and expenditures of such funds during the past quarter and a complete property inventory.
32.835 Corporal punishment of students
All area, county and independent boards of education shall be authorized to determine and adopt policies and regulations relating to the use of corporal punishment by school principals and teachers employed by such area, county and independent boards.

32.836 Same; method of administering punishment
Where so authorized by an area, county or independent board of education, any principal or teacher employed by the board, in order to maintain proper control and discipline over pupils placed under his care and supervision, may, in the exercise of his sound discretion, administer corporal punishment ...

32.838 Professional Teaching Practices Act; teaching declared to be a profession
It is the intent and purpose of the General Assembly that the practice of teaching, including administrative and supervisory services, shall be designated as professional services. Teaching is hereby declared to be a profession in Georgia, with all the similar rights, responsibilities and privileges accorded other legally recognized professions.

32.839 Same; professional practices commission membership; powers; adoption of codes or standards of ethics; violation of standards
The composition of the commission shall be as follows: four elementary school classroom teachers; four secondary school classroom teachers; one elementary school principal; one secondary school principal; ...

32.2114 Same; cooperation by teachers and principals; reports and records of attendance
Visiting teachers and attendance officers shall receive the cooperation and assistance of all teachers and principals of public and private schools in the county or independent school systems within which they are appointed to serve.

11. Hawaii Revised Statutes - also 1975 Supplement

§297-7 Principals and acting principals
Principals and acting principals shall meet the department's certification requirements and shall have served as a teacher for a period of not less than five years of which one year must have been served as a teacher or as an exchange principal in the schools of Hawaii.

§297-7 Principals and acting principals
All public schools shall be presided over by principals or acting principals designated by the department of education. Principals and acting principals shall meet the department's certification requirements and shall have served as a teacher for a period of not less than five years of which one year must have been served as a teacher or as an exchange principal in the schools of Hawaii.
Sec. 297-31. (1) Principals and vice-principals shall be further classified on the basis of the number of pupils under their supervision as follows:

<table>
<thead>
<tr>
<th>Number of Pupils Under Supervision</th>
</tr>
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<tbody>
<tr>
<td>Principal I</td>
</tr>
<tr>
<td>1 -- 219</td>
</tr>
<tr>
<td>Principal II</td>
</tr>
<tr>
<td>220 -- 749</td>
</tr>
<tr>
<td>Principal III</td>
</tr>
<tr>
<td>750 -- 1499</td>
</tr>
<tr>
<td>Principal IV</td>
</tr>
<tr>
<td>1500 -- and over</td>
</tr>
</tbody>
</table>

& 298-11 Exclusion from school
If for any reason a child becomes a detriment to the morals or discipline of any school, the child may be precluded from attending school by the principal with the approval of the district superintendent. The department of education shall seek the active participation of other public and private agencies in providing help to such children before and after they have left school. An appeal may be taken on behalf of the child to the superintendent of education within ten days from the date of such action.

& 298-14 Permit to leave grounds
All principals in the public schools shall, upon the written request of the parent, guardian, or other person having the care and control of any pupil attending any public school, permit any such pupil to leave the school grounds during intermissions. Any principal granting such a permit shall not be held liable for the action of the pupil during the intermissions and while the pupil remains outside of the school grounds.

& 298-16 Punishment of pupils limited
No physical punishment of any kind may be inflicted upon any pupil, but reasonable force may be used by a teacher in order to restrain a pupil in attendance at school from hurting himself or any other person or property and reasonable force may be used as defined in section 703-309(2) by a principal or his agent only with another teacher present and out of the presence of any other student but only for the purposes outlined ...


33-205. Denial of school attendance
The board of trustees may deny attendance at any of its schools by expulsion to any pupil who is an habitual truant, or who is incorrigible, ... The superintendent of any district or the principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school.

33-512. ... 3. To employ through written contract principals who shall hold a valid certificate appropriate to the position for which they are employed, who shall supervise the operation and management of the school in accordance with the policies established by the board of trustees and who shall be under the supervision of the superintendent.
School safety patrols
The board of trustees of any school district, including chartered school districts, or other officer or board performing like functions with respect to any private or parochial school or schools, may authorize its administrative officers to create, maintain and supervise a school safety patrol or patrols, and to establish regulations for the management and conduct thereof not inconsistent with this act.


§2--3.15. Designation of statistics
To designate the reports relating to public schools which school officers are required to submit to the county superintendent of schools. In Class I county school units all financial reports shall be signed by the teacher, principal or superintendent of schools.

§2--3.23. Reports for universities, colleges, etc.
To request the president, principal or other proper officer of every organized university, college, seminary, academy or other educational institution, whether incorporated or unincorporated, to submit such report as he may require, in order to lay before the General Assembly a full exhibit of the affairs and conditions of such institutions and of the educational resources of the State.

§10--22.28. School safety patrol
The safety patrol shall function only under the direction and control of school authorities; however, upon request of the school board other agencies may cooperate to such extent as may be agreed upon ...

§24--24. Maintenance of discipline
Teachers and other certificated educational employees shall maintain discipline in the schools, including school grounds which are owned or leased by the board and used for school purposes and activities. ... The administration of any school may sign complaints as agents against persons committing any offense at school events. ...

§80--2. Certification by principal—Scholastic rank
On or before March 1 in each year, the principal of each recognized public, private or parochial high school maintaining the twelfth grade or junior college shall certify to the county superintendent of schools of the county in which such high school or junior college is located the names and addresses of all students who ranked scholastically in the upper one-half of their graduating class ...

§34--8.1. Principals
Principals shall be employed to supervise the educational operation of attendance centers as the board shall determine necessary. Each principal shall assume administrative responsibility and instructional leadership, under the supervision of the general superintendent and in accordance with reasonable rules and regulations of the board, for the planning, operation and evaluation of the educational program of the attendance area to which
he is assigned. He shall submit recommendations to the general super-
intendent concerning the appointment, retention, promotion and as-
signment of all educational personnel assigned to the attendance center.

&50--3. Rules and regulations
(a) The State Board shall issue regulations to govern the contents of
school student records, to implement and assure compliance with the pro-
visions of this Act and to prescribe appropriate procedures and forms for
all administrative proceedings, notices and consents required or permitted
under this Act. All such regulations and any rules and regulations
adopted by any school relating to the maintenance of, access to, dis-
semination of or challenge to school student records shall be available
to the general public. ... (c) The principal of each school or the person
with like responsibilities or his or her designate shall take all action
necessary to assure that school personnel are informed of the provisions
of this Act.

&50--4. Custodian--Permanent and temporary records
...(g) The principal of each school or the person with like responsi-
bilities or his or her designate shall periodically review each student
temporary record for verification of entries and elimination or correction
of all inaccurate, misleading, unnecessary or irrelevant information.


20-8.1-5-1 [28-5390]. Legislative policy
Student supervision and the desirable behavior of students in carrying out
school purposes in any school corporation is a responsibility shared by
the students, parents, teachers and school corporation personnel, subject
to the rules and policies adopted by the governing body, to the supervisory
authority of the school corporation administrative staff, the principal of
each school and the teachers and other school corporation personnel having
charge of any educational function.

20-8. 1-5-6 [28-5390e]. Short-term suspension
Any principal may deny a student the right to attend school or to take part
in any school function for a period of up to five [5] school days, ...
20-8. 1-8-2  [28-5725]. Fire Drills
The governing body of every school corporation shall require each school in its jurisdiction to conduct at least one [1] fire drill during each month that school is in session. If any principal fails to certify to the governing body that fire drills have been held as required under this section, he shall not be entitled to receive his salary for the month in question.

20-10.1-4-9. Drugs
In each of grades four [4] through eight [8], every governing body and county superintendent shall include instruction in the nature of alcoholic drinks, tobacco, sedatives, narcotics, and their effects upon the human system. Each textbook of physiology and hygiene for any of these grades, adopted by the commission on textbook adoptions, shall contain a section or a pamphlet of not less than twenty [20] pages on these drugs. Each ... principal who wilfully refuses or neglects to provide this instruction shall be dismissed from his employment.

20-10.1-1-8. "Principal"
As used in this article [20-10.1-1-1--10-10.1-12-3], the term "principal" refers to the chief administrative officer of a particular school.

15. Iowa Code Annotated – also Cumulative Annual Pocket Part, 1977
&260.9. 2. Principal's certificate
The principal's certificate shall include the secondary principal's certificate and the elementary principal's certificate. a. The secondary principal's certificate shall be issued to an applicant who has met the requirements for an advanced or a standard secondary certificate and who has in addition such other qualifications with reference to special training and experience as the board of educational examiners shall from time to time prescribe. It shall be valid for service as principal or teacher in a high school. b. The elementary principal's certificate shall be issued to an applicant who has met the requirements ...

282.4. Majority vote--suspension
The board may, by a majority vote, expel any scholar from school for immorality, or for a violation of the regulations or rules established by the board, or when the presence of the scholar is detrimental to the best interests of the school; and it may confer upon any teacher, principal, or superintendent the power temporarily to dismiss a scholar, notice of such dismissal being at once given in writing to the president of the board.

72-7011. Certification of data
On or before October 1 of each year, beginning October 1, 1965, the clerk, principal, or superintendent of each district shall certify under oath to the state board: (a) The total enrollment by grades in the schools of the
district as of September 15 of the current year; (b) a list of the certi-
fied employees employed by the district on September 15 of the current
school year; (c) such other reports as the state board may require.

72-8502. Professional teaching standards advisory board; composition;
establishment
(a) There is hereby established the professional teaching standards advisory
board, herein called "standards board." The standards board shall have
thirty-one (31) members who shall be appointed by the state board of edu-
cation. ... (3) Three principals (one high school, junior high, and one
elementary).

72-8503. Professional teaching practices commission; composition;
establishment
(a) There is hereby established a professional teaching practices commission
to be comprised of seventeen (17) members appointed by the state board of
education as provided in sub-section (d) of section 2 [72-8502] ... (3) One
high school principal. (4) One junior high school principal. (5) One
elementary school principal.

72-116. Entitlement to admission to state educational institutions
Any person who shall complete a four-year course of study in any high school
accredited by the state board of education shall be entitled to admission
to the freshman class of any state educational institution under the control
and supervision of the state board of regents, on presenting a statement
containing a transcript of his or her high school record signed by the
principal.

17. Kentucky Revised Statutes, 1977 Cumulative Issue

156.190 Superintendent may call school conferences
The superintendent of public instruction may conduct conferences of boards
of education, ... supervisors, principals, ...

156.510 Professional practices commission: nomination, appointment
The governor shall appoint a professional practices commission of twelve
(12) members nominated by the teaching profession and submitted by the
superintendent of public instruction to the governor.

156.520 Membership
(1) Each of the following organizational units shall submit a panel of
three (3) names from each of which the governor will select one (1): The
Kentucky association of school administrators, the Kentucky association of
secondary school principals, the Kentucky association of elementary school
principals, ...

158.150 Suspension or expulsion of pupils
Pupils admitted to the common schools shall comply with the lawful regu-
lations for the government of the state. Wilful disobedience or defiance
of the authority teachers, habitual profanity or vulgarity, or other
violation of propriety or law, constitutes cause for suspension or
expulsion from school. The superintendent, principal, head teacher of any school may suspend a student for such misconduct.

158.420 Teacher's and administrator's training programs
The department of education shall develop and establish an alcohol and drug education training program for public school teachers and administrators to provide training at the local district level.

158.535 Assistance from persons outside schools permitted
Nothing in KRS 158.510 to 158.545 shall be interpreted as prohibiting a local school district superintendent, principal, teacher or counselor from hiring qualified persons in the areas of career education outside the school system to assist the teachers in classroom programs or to present programs.

159.990 Penalties
(1) Any parent, guardian or custodian who willfully fails to comply with the requirements of KRS 159.010 to 159.170 shall be fined not more than ten dollars ($10.00) for the first offense, and not more than twenty dollars ($20.00) for each subsequent offense. ... School attendance may be proved by an attested certificate of the principal in charge of the school.

161.180 Supervision of pupils' conduct
... (2) The various boards of education ... of Kentucky, and the principals of the public schools, may use teacher's aides in supervisory capacities, such as playground supervision, hallway supervision, lunchroom and cafeteria supervision.

1203 Pay deduction for tardiness
No teacher employed in the public schools shall suffer any loss or deduction of pay for tardiness, unless such tardiness has caused loss of time from official class duties, on more than two occasions and for a period of one hour or more, during any one school year. ... To definitely fix and establish the extent of time tardy, a teacher, upon request of his superior or principal, shall sign a slip stating the time of her arrival and reporting for duty; and if not requested to do so, he may voluntarily sign such slip and present it to the principal or supervisor.

18. Louisiana Revised Statutes, Cumulative Annual Pocket Part, 1978
170. Immunization of children entering public school for first time; sickle-cell anemia tests
A. All children entering any school within the state for the first time, including kindergarten, at the time of registering or entering school, or licensed day care centers, shall present satisfactory evidence of having been immunized. ... D. School principals and teachers of all schools, kindergarten, or licensed day care centers within this state shall be responsible for checking students' records to see that the provisions of this Section are enforced.
222. Age of school entrance; proof of age, race, and parentage required; exceptions

Children attaining the age of six within four months after the beginning of any public school term or session may enter such schools at the beginning of the school term or session. In any parish or municipality, the school board may establish the policy that only children attaining the age of six on or before December 31 may enter regular school at the beginning of the term or session. ... In cases where birth certificates and/or birth verification forms cannot be obtained, the school principal may accept whatever positive proof of age, race, and parentage is available.

223. Discipline of pupils; suspension from school

Every teacher is authorized to hold every pupil to a strict accountability for any disorderly conduct in school or on the playground of the school, or on any school bus going to or returning from school, or during intermission or recess. Any teacher or school principal may use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order within the public schools, subject to provisions of R.S. 17:416.1.

232. Attendance records, principals' and teachers' duty to furnish; penalty for violation

Visiting teachers, or supervisor of child welfare and attendance, shall receive the cooperation of all teachers and principals, public or private, in the parish or city in which they are appointed to serve.

235. Cooperation of other state agencies and institutions with visiting teachers, or supervisors of child welfare and attendance

It shall be the duty of all state agencies and institutions to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance, in the enforcement of this Sub-part. ... It shall be the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, when a child is to be released and/or returned to a parish.

416.3. Search of students' persons, desks, lockers; defense of suits against school personnel; indemnification

A. The parish or city school systems of the state are the exclusive owner of any public school building; any desk or locker of any student contained therein of any other area of any public school building or grounds area of any public school building or grounds set aside specifically for said student's personal use, and any teacher, principal or administrator in any parish or city school system of the state may, with probable cause that any said building, desk, locker, area of grounds contains any weapon or illegal drug, search such building, desk, locker, area or grounds; and said teacher, principal or administrator may, with reasonable belief that any student shall have in his possession on public school property, any weapon or illegal drug.
&431. Supervisors, principals and other administrative personnel; salaries

On and after July 29, 1970, no parish or city school system in parishes or cities having a population of over five hundred thousand shall pay to any supervisor, principal, consultant, secretary or any other administrative employee charged with the administrative responsibility of a school or other area of academic concentration or evaluation in such parish or city an annual salary which amounts to less than the amount that was paid by such school system to that employee in the immediately preceding year.

19. Maine Annotated Code

311-B. 9. Professional staff personnel

"Professional staff personnel" and "instructional staff personnel" shall include superintendents, assistant superintendents, administrative assistants, principals, guidance counselors, special education personnel, school nurses, therapists, teachers, and other certificated personnel.

&473. 5. Scholars expelled or suspended

...expel any obstinately disobedient and disorderly scholar, after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school: and restore him on satisfactory evidence of his repentance and amendment. The school committee may authorize the principal to suspend students up to a maximum of 10 days for infractions of school rules.

&911. Compulsory education; work permits for certain children; 16-year-old pupils. 6. Habitual truant; report; notice to parents; guidelines of meeting

If a child is habitually truant as defined in section 913, the following procedures shall be adhered to: A. The principal shall provide a full report to the superintendent of schools which shall include, but not be limited to, the following information, if available: B. Whenever the principal refuses to excuse a pupil and both the pupil and pupil's parents or guardians consent to the pupil's being excused, the parents or guardians may appeal the principal's decision to the local school committee or board of directors.

&933. Positive action committee

Each school superintendent in the State, who has responsibility for any grade level from 9 through 12, shall cause to be established a positive action committee, which shall be convened no later than October 1, 1976. 1. Membership. Each positive action committee shall include as members the following persons: ... B. A school administrator selected by the superintendent. ...

&966. Return to commissioner (Text section as amended by 1977, c. 499, &3)

Each superintendent of schools and each private school principal shall annually on October 1st and April 1st make returns to the commissioner of the number of residents of the State enrolled in elementary and secondary schools in the administrative unit or school under his jurisdiction.
&1196. 3. Admission to school
No principal, teacher, owner or other person in charge of a school shall
permit any child to be admitted to a school without: A. The certificate
specified in section 1192, subsection 5, for each disease; B. Some other
acceptable evidence of the child's immunization against each disease; ...

&3452. Definitions
... 7. School principal. Public school principals shall supervise the
operation and management of the school or schools and property as the
superintendent shall determine necessary under policy established by the
board of school directors or the school committee.

20. Maryland Annotated Code - also Cumulative Supplement, 1977

& 64. Visiting schools and advising with principals, etc.
The county superintendent of schools and his professional assistants shall
visit the schools, observe the management and instruction, and give sug­
gestions for the improvement of same. They shall advise with principals
and teachers, and shall endeavor in every way to awaken public interest
and to improve educational conditions within the counties.

& 71. Communications with principals and teachers; reports
The county superintendent of schools, acting as the executive officer of
the county board of education, shall conduct all correspondence, receive
all reports from the principals and teachers, and shall see that all
reports are properly made and submitted.

& 78. Daily period of silent meditation
Principals and teachers in every public elementary and secondary school
in this State may require all students at these schools to be present and
participate in opening exercises on each morning of a school day and to
meditate silently for approximately one moment; provided that no student
or teacher shall be prohibited from reading the holy scripture, or praying.

& 92. Compulsory attendance. (a) Who must attend; provisions for edu­
cation of excluded children
Every child between six and sixteen years of age residing in the State
shall attend some public school regularly during the entire period of
each school year, unless it can be shown that the child is elsewhere re­
ceiving regular, thorough instruction during the period in the studies
usually taught in the public schools to children of the same age; pro­
vided that the superintendent or principal of any school, or persons duly
authorized by the superintendent or principal may excuse cases of neces­
sary absence among its enrolled pupils.

& 94. Report of absences and maladjustment
It shall be the duty of the principal or head teacher of every public or
private school in this State to report immediately to the superintendent of
schools, or to the supervisor of public personnel, or other official desig­
nated by the superintendent of the county or of Baltimore City in which
such school is located, the names of all children enrolled in his or her
school who have been absent or irregular in attendance, without lawful excuse, or who show evidence of maladjustment, so that the causes may be studied and solutions worked out.

& 95. Suspension and expulsion
(a) Suspension for not longer than five days. The principal of every public school in Maryland, in accordance with the rules of the county board of education, or the Board of School Commissioners of Baltimore City, shall have the right to suspend temporarily, for cause, any pupil in the school under the direction of said principal. ...

& 96A. Searches of students and schools
(a) Every principal, assistant principal, or authorized security officer of a public school may conduct a reasonable search of a student on the school premises if he has probable cause to believe that the student has in his possession an item, the possession of which constitutes a criminal offense under the laws of this State. The search must be made in the presence of a third party.

& 98A. Principals, teachers and school security guards intervening in fights. (a) Authority to intervene; degree of force
Principals, teachers, and school security guards in every public elementary and secondary school in this State may intervene in any fight or physical struggle which takes place in their presence in school buildings or on school grounds, between or among students or any other persons. The degree and force of the intervention shall be as reasonable necessary to restore order and to protect the safety of the combatants and surrounding persons.

& 98B. Corporal punishment in certain counties
Irrespective of any bylaw, rule or regulation made or approved by the State Board of Education, nothing shall prohibit the use of corporal punishment by a principal or vice-principal in the county school system in Allegany, Anne Arundel, Calvert, Carroll, Caroline, Cecil, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Queen Anne's, St. Mary's, Somerset, Talbot, Washington, Wicomico and Worcester counties. The board of education of each of the herein named counties may establish rules and regulations governing the use of corporal punishment in their respective county school system. (1971, ch. 757; 1972)

21. Massachusetts General Laws Annotated, 1971 - also Cumulative Annual Pocket Part

& 46L. Children with certain learning impairments; sending to schools affording remedial treatment
The department may continue the special education of such children for such terms as may be recommended by the principal or other chief administrative officer of such school.
& 46M. Physically handicapped children; sending to schools, etc., affording remedial treatment; payment of expenses.

The department may, upon like request and with like approval, continue for longer terms the education of any children therein who are meritorious pupils recommended by the principal or other chief administrative officer of such school, hospital, sanatorium or like institution.

& 55B. Regulation of communicable tuberculosis; periodic examination of school personnel; sick leave with pay for afflictees.

Immediately prior to his entering into any such employment, and at least every three years during the course of his employment thereafter, each school superintendent, principal, director, teacher, food handler, janitor, school bus driver, nurse, doctor or other person whose duties bring him into such direct contact ...

& 69. Display of national flags; pledge of allegiance; penalty for violation.

Each teacher shall cause the pupils under his charge to salute the flag and recite in unison with him at said opening exercises at least once each week the "Pledge of Allegiance to the Flag". Failure for a period of five consecutive days by the principal or teacher in charge of a school equipped as aforesaid to display the flag as above required ...

72 & 82. Registration of children; reports.

Supervisors of attendance, under the direction of the committee and superintendent of schools, shall have charge of the records required by this section, shall be responsible for their completeness and accuracy, and shall receive the co-operation of principals, teachers and supervisory officers in the discharge of their duties hereunder.

& 37H. Rules or regulations relative to conduct of teachers or students; publication required.

The school committee of every city, town or district shall publish its rules or regulations pertaining to the conduct of teachers or students which have been adopted. Copies of the rules or regulations shall be provided to any person upon request and without cost by the principal or headmaster of every school within each city, town or district.

& 55A. Sick, injured or incapacitated pupils; procedure for handling; emergency first aid or transportation; teachers, et al. exempted from civil liability.

No public school teacher, principal, or nurse who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school building or on the grounds thereof shall be liable ...

380.247 Same: superintendent and administrators; duties
Sec. 247. The board shall employ a superintendent of schools, not a member of the board, who shall meet the requirements of section 1246, and who shall hold office for a term not to exceed 5 years, fixed by the board. The board may employ assistant superintendents, principals, assistant principals, guidance directors, and other administrators who do not assume tenure in position for terms, not to exceed 3 years, fixed by the board.

380.1178 Administration of medication to student, liability
Sec. 1178. A school administrator or teacher who in good faith administers medication to a pupil in the presence of another adult pursuant to written permission of the pupil's parents or guardian and in compliance with the instructions of a physician is not liable in a criminal action or for civil damages as a result of the administration except for an act or omission amounting to gross negligence or wilful and wanton misconduct.

380.1805 Acting as agent; acceptance of gift; penalty
Sec. 1805. (1) A superintendent of public instruction, intermediate superintendent, school officer, superintendent, principal or teacher of schools shall not act as agent for an author, publisher, or seller of schoolbooks or school apparatus, or receive a gift or reward for his or her influence in recommending the purchase or use of a schoolbook, apparatus or furniture in this state. (2) A person who violates this section is guilty of a misdemeanor punishable by a fine of not more than $500.00 or imprisonment for not more than 3 months, or both.

23. Minnesota Statutes Annotated, Cumulative Pocket Part, 1978

120.10 Compulsory attendance. Subd. 3. Legitimate exemptions
Such child may be excused from attendance upon application of his parent, guardian, or other person having control of such child, to any member of the board, truant officer, principal, or superintendent, for the whole or any part of such period by the board ...

120.11 School boards and teachers, duties
The clerk or principal shall provide the teachers in the several schools under his supervision, with the necessary information for the respective grades of school, relating to the list of pupils with excuses granted. On receipt of the list of such pupils of school age and the excuses granted, the clerk or principals shall report the names of children not excused, who are not attending school, with the names and addresses of their parents, to the district superintendent within five days after receiving the report.

120.63 Hearing
Prior to implementing a flexible school year program in any school of the district, the school board shall negotiate with the teachers, principals, assistant principals, supervisory personnel and employees of the school to the extent required by the public employment labor relations act, and shall consult with the parents of pupils who would be affected by the change, and with the community at large.
121.19 Meetings with school boards, superintendents, and principals
For the purpose of considering matters affecting the interests of public education, the commissioner, or his representative, shall, upon notice, meet with the several school board members, superintendents, school principals, and teachers at such times and places in the state as he shall deem most convenient and beneficial.

123.70 Health standards; newly enrolled students
Subdivision 1. Prior to his initial enrollment in any school in this state, every child shall submit to the principal or other person having general control and supervision of the school, one of the following statements:
(1) a statement signed by a physician that he has received immunization against red measles and German measles or rubella by such means as is approved by the state board of health and that such immunization is currently effective; ...

127.17 Failure to conform to agreement; forfeiture of bond
If in any case the person, company, or corporation shall furnish to any district, textbooks inferior in any particular to the samples on file with the commissioner ... or of the principal of schools of the district to inform the commissioner of the failure of the person, company, or corporation to comply with the terms of his contract.

126.38 Parent and community participation
Subd. 3. School principals and other administrators or teachers within the district shall be encouraged to participate and cooperate with the parent advisory committee.

24. Mississippi Code Annotated - also Cumulative Supplement

&37-9-69. General duties of superintendents, principals and teachers
It shall be the duty of each superintendent, principal and teacher in the public schools of this state to enforce in the schools the courses of study prescribed by law or by the state board of education, to comply with the law in distribution and use of free textbooks, and to observe and enforce the statutes, rules and regulations prescribed for the operation of schools.

&37-9-71. Suspension of pupil
The superintendent of a school district and the principal of a school shall have the power to suspend a pupil for good cause ...

&37-9-73. Daily record of teachers; registers
The principal of the school shall be responsible for the safekeeping and delivery of such registers to the county superintendent of education or to the superintendent of the municipal separate school district, as the case may be, at the close of the school term.
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§37-11-1. Pupil shall not be assigned to class where his presence would have adverse effect on class

After a pupil has been assigned to a particular public school, the principal, or anyone else vested with the authority of assigning pupils to classes, shall not place such pupil in a class where his presence there, because of age differential, mental development, achievement level or personal habits, would serve to adversely affect, hinder, or retard the academic development of the other pupils in the class.

§37-11-5. Instruction in fire drills; civil defense

It shall be the duty of the principals and teachers in all public school buildings to instruct pupils in the methods of fire drills ...

§39-11-25. School authorities shall not speculate in school property

If any public school official of this state ... principal, or teacher in the public schools, or any trustee of a school district shall be interested, either directly or indirectly, in the proceeds or profits of the sale or rental of any book, furniture, equipment or other property to be used in any public schools of this state.

§37-13-41. Reports to be made to the director of division of instruction

All principals and/or superintendents of public schools of Mississippi shall report to their county superintendent of education upon forms prepared and sent to the county superintendent of education by the director of the division of instruction, giving the type and amount of work done in each grade of their respective school, with other information that may be desired by the director.

§37-15-1. Records of pupils; contents

The state board of education shall prepare and provide necessary forms for keeping cumulative records for each pupil in the public schools of the state. In such record the teachers and principals shall keep information concerning the pupil's date of birth, as verified by birth certificate, record of attendance and grades.


No child shall be enrolled or admitted to any school which is a part of the free public school system during any school year unless such child will reach his sixth birthday on or before January 1st of said school year. ... Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record.

25. Missouri Statutes Annotated, Cumulative Annual Pocket Part

§167-101. Certain persons may administer oaths and take affidavits--issuance of certificates

Superintendents, principals and persons in charge of schools and attendance officers may administer oaths and take affidavits of parents, guardians or other persons having charge, control or custody of children, concerning the ages of children, and furnish children with certificates of the affidavits.
167.171. **Summary suspension in urban districts--appeal**

Any suspension by a principal shall be immediately reported to the superintendent who may revoke the suspension at any time. In event of an appeal to the board, the superintendent shall promptly transmit to it a full report in writing.

170-011. **Courses in the constitutions of the United States and Missouri, and in American history and institutions required--penalty**

... 4. The willful neglect of any superintendent, principal or teacher, to observe and carry out the requirements of this section is sufficient cause for termination of his contract.

26. **Montana Revised Code, 1977 Cumulative Supplement**

75-6613. No district superintendent or county high school principal shall engage in any work or activity which the trustees may deem to be in conflict with his duties and employment as the district superintendent or county high school principal.

75-6310. **Duties and sanctions**

Any pupil shall: ... (4) be subject to the control and authority of the teachers, principal and district superintendent while he is in school or on school premises on his way to and from school, or during his intermission or recess.

75-6311. **Suspension and expulsion**

The trustees of the district shall adopt a policy defining the authority and procedure to be used by a teacher, superintendent or principal in suspending a pupil and to define the circumstances and procedures by which the trustees may expel a pupil. Expulsion shall be a disciplinary action available only to the trustees.

75-6109. **Power of teacher over pupils and undue punishment**

Any teacher or principal shall have the authority to hold any pupil to a strict accountability for any disorderly conduct in school, on the way to or from school, or during intermission or recess. Whenever a principal shall deem it necessary to inflict corporal punishment in order to maintain orderly conduct of a pupil, he shall administer such corporal punishment without undue anger and only in the presence of a witness.

27. **Revised Statutes of Nebraska**

79-4.172. **Administrative and teaching personnel; authorizations**

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in sections 79-4,170 to 79-4,205, which are reasonably necessary for the student, further school purposes, or prevent interference in educational process.
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79-4.178. Principal; suspend student; grounds; procedure; written state-
ment; conference
(1) The principal may deny any student the right to attend school or to
take part in any school function for a period of up to five school days on
the following grounds: ...

79-4.181. Long-term suspension, expulsion, or reassignment; procedures;
enumerated
If a principal makes a decision to discipline a student by long-term
suspension, expulsion, or mandatory reassignment, the following procedures
shall be followed: ...

79-1298. Student teacher or intern; protection; rules and regulations;
comply
A student teacher or intern under the supervision of a certificated teacher,
principal, or other administrator shall have the protection of the laws ac-
corded the certificated teacher, principal, or other administrator and
shall, while acting as such student teacher or intern, comply with all rules
and regulations of the local board of education and observe all duties as-
signed certificated teachers.

79-1299. Student teacher or intern; responsibilities and duties
It shall be the responsibility of a cooperating teacher in cooperation with
the principal or other administrator and the representative of the teacher
preparation institution, to assign to the student teacher or intern re-
sponsibilities and duties that will provide adequate preparation for teaching.

28. NEVADA REVISED STATUTES APPEAR IN CHAPTER 2.


186:60 Professional Standards Board
I. There is hereby established a professional standards board to advise
the state board of education regarding professional growth, certification
and governance of the education profession in this state. The board shall
consist of the following 22 members: ... (d) Nine members representing
higher education and education administration; ...

189:24 Standard School
A standard school is one maintained for at least 180 days in each year,
in a suitable and sanitary building, equipped with approved furniture, books,
maps and other necessary appliances, taught by teachers, directed and
supervised by principal and superintendent, each of whom shall hold valid
educational credentials issued by the state board of education, with
suitable provision for the care of the health and physical welfare of all
pupils.

193:13 Suspension and Dismissal of Pupils
The superintendent, or his representative as designated in writing, is
authorized to suspend pupils ...
200:34 Special Examination
Every child with a presenting problem and found to need further evalua-
tion, after due consideration and evaluation by the appropriate school
authority, shall be referred by the school physician or school adminis-
trator to the parents or guardian of said child for examination, ...

30. New Jersey Statutes Annotated

18A:25-5. Annual report; filing and penalty for failure to file
The teacher in any school in which but one teacher is employed and the
principal in every other school shall file with the superintendent of schools
of the district ... an annual report on blanks furnished for that purpose
by the commissioner.

18A:36-6. Observance of flag day
The principals and teachers in the public schools shall make suitable ar-
rangements for the celebration, by appropriate exercises among the pupils
in the schools, of June 14 in each year, as the day of the adoption of the
American flag by the Continental congress.

18A:37-4. Suspension of pupils by teacher or principal
The teacher in a school having but one teacher or the principal in all
other cases may suspend any pupil from school for good cause but such
suspension shall be reported forthwith by the teacher or principal so
doing to the superintendent of schools of the district if there be one.

18A:37-5. Continuation of suspension; reinstatement or expulsion
No suspension of a pupil by a teacher or a principal shall be continued
longer than the second regular meeting of the board of education of the
district after such suspension unless the same is continued by action of
the board, and the power to reinstate, continue any suspension reported
to it or expel a pupil shall be vested in each board.

18A:40-8. Exclusion of pupils whose presence is detrimental to health and
cleanliness
The principal may, upon the recommendation of the school physician or the
school nurse, if either of them are present in the building, exclude from
school any pupil who has been exposed to a communicable disease ...

18A:42-3. Collection and deposit of savings of pupils
In order to encourage the habit of saving among the pupils in schools, the
principal or superintendent of any public school, ... may collect once a
week, or from time to time, small amounts of savings from the pupils of
the school, to be deposited by the principal, superintendent, or designated
person promptly ...

18A:46-17. Exclusion of untrainable mentally retarded children
The superintendent of schools, or the principal of a school in a district
where there is no superintendent, may, upon the advice of psychological
examiner or examiners administering classification procedures required by
this chapter, refuse to admit, or, having admitted, exclude any child whose
mental retardation is so severe that he has been diagnosed and classified
as not trainable under this chapter.
31. New Mexico Statutes Supplement, 1977

77-6-46. Violation of act—Penalties
A. Any person violating any provision of the Public School Finance Act 77-6-1 to 77-6-46 is guilty of a petty misdemeanor. ... F. A certified school instructor or administrator guilty of any of violations provided by this section shall, upon conviction, have his certificate canceled by the state board.

77-11-15. Deployment of enrichment program personnel
Personnel selected for the education enrichment program shall be involved during a given summer in one of the two following areas . . . A rotating schedule shall be established and maintained by the local school administration for this purpose. Assignment for the first year in the program shall be made at the discretion of the local administrator, so long as the maximum percentages specified for both phases of the education enrichment program are maintained.

77-19-1. Prohibiting sales to the department of education and to school districts—Exception—Penalty
A. ... a certified school instructor or a certified school administrator shall not, directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to the department of education, school district or public school, with which he is associated or employed.

32. McKinney's Consolidated Laws of New York Annotated and Supplement

& 807. Fire drills
1. It shall be the duty of the principal ... to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic.

& 903. Pupils to furnish health certificates
Such certificate shall be submitted within fifteen days after his or her entrance in such schools to the principal or teacher having charge of the school and shall be filed with the clerk of the district.

& 904. Examinations by medical inspection
Each principal or teacher in charge of a public school shall report to the medical inspector having jurisdiction over such school the names of all pupils who have not furnished health certificates.

& 905. Record of examinations; eye and ear tests
Medical inspectors or principals and teachers in charge of schools in this state shall make eye and ear tests of the pupils in such schools, at least once in each school year.
& 3211. ... 4. Duties of principal or person in charge of the instruction of a minor. The principal of a school, or other person in charge of the instruction upon which a minor attends, as provided by part one of this article, shall cause the record of his attendance to be kept and produced and all appropriate inquiries in relation thereto answered as hereinbefore required.

& 3214. School for delinquents
... d. In the case of a suspension by the principal pursuant to paragraph b of this subdivision, the pupil and the person in parental relation to him shall, on request, be given an opportunity for an informal conference with the principal at which the person in parental relation shall be authorized to ask questions of complaining witnesses.

& 4109. Teachers' record of attendance
An accurate record of attendance of all Indian children between six and sixteen years of age shall be kept by the teacher ... records shall at all times be open to the principal, ...

33. General Statutes of North Carolina

& 115-45.1. Assignment of principal's duties to assistant or acting principal
Any duty or responsibility assigned to a principal by statute, State Board of Education regulation, or by the superintendent may, with the approval of the local county or city board of education, be assigned by the principal to an assistant principal designated by the local board of education or to an acting principal designated by a principal.

& 115-66. When teachers' pay may be withheld
The board of education may withhold the salary of any supervisor, principal or teacher who delays or refuses to tender such reports as are required by law. But whenever the reports are delivered in accordance with law, the salary shall be paid forthwith.

& 115-72. How to employ principals, teachers, janitors and maids
The district committee, upon the recommendation of the county superintendent of schools, shall elect the principals for the schools of the district, subject to the approval of the county board of education. The principal of each school shall nominate and the district committees shall elect the teachers for all the schools of the district subject to the approval of the county superintendent of schools and the county board of education.

& 115-146. Duties of teachers generally; principals and teachers may use reasonable force in exercising lawful authority
It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, teachers' aides and assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. . . .

& 115-147. Power to suspend or dismiss pupils
The principal of a school shall have authority to suspend or dismiss any pupil who willfully and persistently violates the rules of the school or
who may be guilty of immoral or disruptable conduct, or who may be a menace to the school.

& 115-148. Duty to make reports to superintendent; making false reports or records
Every principal or teacher of a public school shall make such reports as are required by the boards of education, and the superintendent shall not approve the vouchers for the pay of principals or teachers until the required monthly and annual reports are made.

& 115-149. Care of school building
It shall be the duty of every teacher and principal in charge of school buildings to instruct the children in the proper care of public property, ... 

& 115-150. Refund of fees upon transfer of pupils
... (d) The principal shall be responsible for refunding fees and charges at the place of collection of the fees and charges by check made payable to the parent or guardian of pupil or pupils leaving the school.

& 115-170. Investigation and prosecution by attendance counselor
... The reports of unlawful absence required to be made by teachers and principals to the attendance counselor shall, in his hands, in case of any prosecution, constitute prima facie evidence of the violation of this Article ... 

& 115-184. Assignment of pupils to school buses
(a) The principal of a school, to which any school bus has been assigned by the superintendent of the schools of the county or city administrative unit embracing such school, shall assign to such bus or buses the pupils and employees who may be transported to and from such school upon such bus or buses.

& 115-185. School bus drivers; monitors
... (d) The principal of a school, to which a school bus has been assigned, may in his discretion, appoint a monitor for any bus so assigned to such school.

34. North Dakota Century Code Supplement, 1977

15-34.1-04. Prosecution for violation of compulsory attendance law-- Officers charged with enforcement
Every ... principal, ... in any school system in this state, ... shall be charged with the enforcement of the provisions of this chapter relating to compulsory school attendance. ... In school districts which have a school superintendent, the school superintendent or principal shall report to the state's attorney of the county the facts in connection with any violation of the compulsory attendance law.
15-34.2-11. Transportation of students--Authority over drivers and students
The operator or operators of vehicles used in the transportation of students under a contract entered into as provided in this chapter shall be under the supervision and direction of the board, superintendent, principal, and teachers of the schools at all times while on duty.

15-38-14. Assignment of studies to pupils; Classification of pupils
The teacher, or the principal or local superintendent in graded schools under the charge of a principal or local superintendent, shall assign to each pupil, in accordance with the provisions of this chapter, . . .

15-38.1-14. General provision
1. No teacher, administrator or representative organization shall engage in a strike.

15-47-14. Education association meetings--Attendance by superintendents, principals, and teachers
The school board of any school district shall allow the superintendent, principal, and teachers of the schools, without loss of salary, to attend any meeting of the North Dakota education association . . .

15-29-08. General powers and duties of school board
The powers and duties of the school board of a public school district shall be as follows: . . . 21. To appoint a principal, who shall be certified under the rules and regulations of the department of public instruction, and assign said principal the responsibilities of administration, supervision, and the development of the educational programs of one or more buildings or attendance units with that public school district. Such principal shall perform his duties under the direction of the superintendent of schools of that public school district.

15-49-10.1. Solicitations and sales in schools--Permission required--Accounting for proceeds--Penalty
No person shall sell, solicit for sale, or advertise the sale of any merchandise, product, or service on school premises, or organize students for any such purpose, without first obtaining the permission of the school board or superintendent or principal of such school.

35. Ohio Revised Code Annotated - also 1977 Supplement

&3301.17. Driver education course
The department of education shall expend state funds to provide driver education courses to any child enrolled in a high school for which standards are prescribed by the state board of education.

&3313.61. Diploma to graduates
A diploma must be granted by the board of education to any one successfully completing the curriculum in any high school, which diploma shall be signed by the president and clerk of the board, the superintendent of schools, and the principal of the high school.
&3313.66. **Suspension or expulsion**

(A) The superintendent of schools of a city, exempted village, or local school district, or the principal of a public school may suspend a pupil from school for not more than ten school days.

[&3313.81.1 & 3313.811. [Sale of uniform school supplies]

No board, the principal or teacher of any schoolroom, or class organization of any school district shall sell or offer for sale, or supervise the sale of uniform school supplies, foods, candies, or like supplies for profit on the school premises.

&3313.82. **School savings system (GC 4839-7)**

The principal or superintendent of any public school in the state, or any person designated by the board of education, may collect once a week, or from time to time, small amounts of savings from the pupils of said school . . .

&3313.83. **Bond of principal or superintendent; payment of premium on bond (GC 4839-8)**

The board of education of any school district in which is conducted a school savings bank as provided by section 3313.82 of the Revised Code, shall provide by resolution for the giving of bond by the principal, . . .

&3319.41. **Use of force and infliction of corporal punishment on pupils**

A person employed or engaged as a teacher, principal, or administrator in a school, whether public or private, may inflict or cause to be inflicted, reasonable corporal punishment of a pupil attending such school whenever punishment is reasonably necessary . . .

&3321.12. **Report to clerk of board**

The principal or teacher in charge of any public, private, or parochial school, shall report to the clerk of the board of education of the city, exempted village, or local school district in which the school is situated, the names, ages and places of residence of all pupils below eighteen years of age in attendance at their schools . . .

&3329.10. **Superintendent, supervisor, principal, or teacher not to act as sales agent for textbooks or supplies (GC 4854-9)**

A superintendent, supervisor, principal, or teacher employed by any board of education shall not act as sales agent, either directly or indirectly, for any person, firm, or corporation.

&3331.17. **School officer neglecting or refusing to perform duty (GC 12980)**

No officer of a board of education or superintendent, principal, or teacher of a public, private, or parochial school or juvenile examiner shall refuse or neglect to perform a duty imposed upon him by the laws relating to compulsory education . . .
36. **Oklahoma Statutes Annotated - also 1977 Supplement**

& 1-116.

3. **Principal:** A principal shall be any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers. A teaching principal shall be a principal who devotes at least one-half the time school is in session to classroom teaching; provided, teaching principals shall not be required to hold administrative certificates.

70 & 4-104.

5. **Require of all teachers and principals under his supervision the filing of complete and accurate reports at the end of each attendance period and at the end of each school year. These reports shall be kept on file in the office of the county superintendent of schools and shall be the basis of all statistical reports required by the State Board of Education.**

& 6-103. **Admonishment of teacher**

Whenever a principal who has the administrative responsibility under the supervision of the superintendent of a school district to plan, manage, operate and evaluate the educational program of a particular school attendance area and who has carried out the provisions of Section 2 of this act believes that it is necessary to admonish a teacher in the district for a reason he believes may lead to the teacher's dismissal or nonreemployment, the principal shall: 1. Bring the matter to the attention of the teacher, in writing, and make a reasonable effort to assist the teacher to correct whatever appears to be the cause for potential dismissal or nonreemployment; and 2. Allow a reasonable time for improvement, which time shall not exceed two (2) months. The nature and gravity of the teacher's conduct shall be considered in determining what length of time would be reasonable. If the teacher does not correct the cause for potential dismissal or nonreemployment, within a reasonable length of time, the principal shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher.

& 6-123. **Professional Standards Board—Membership**

... seven (7) classroom teachers, one (1) elementary principal, one (1) secondary principal, ...

& 10-105. **Neglect or refusal to compel child to attend school**

... 2. If any such child is excused from attendance at school, due to an emergency, by the principal teacher of the school in which such child is enrolled, at the request of the parent, guardian, custodian or other person having control of such child: ...

& 10-106. **Records of attendance of pupil**

It shall be the duty of the principal or head teacher of each public, private or other school in the State of Oklahoma to keep a full and complete record of the attendance of all children ...
& 24-102. Pupils--Dangerous weapons--Dangerous substances
The superintendent or principal of any public school in the State of
Oklahoma, or any teacher or security personnel, shall have the authority
to detain and authorize the search, of any pupil or pupils on any school
premises or while in transit under the authority of the school, or any
function sponsored or authorized by the school, for dangerous weapons or
controlled dangerous substances.

& 24-131. Orders to leave school buildings and grounds
The superintendent or principal of any secondary, middle, or elementary
school shall have the authority to order any person out of the school
buildings and off the school property when it appears that the presence
of such person is a threat to the peaceful conduct of school business
and school classes.

& 24-101. Pupils--Suspension--Appeal
Any pupil who is guilty of immorality or violation of the regulations of
a public school may be suspended by the principal teacher of such school
which suspension shall not extend beyond the current school semester . . .

37. Oregon Revised Statutes

339.065. Estimates of attendance; irregular attendance; excused absences
(1) In estimating regular attendance for purposes of the compulsory at­
tendance provisions of ORS 339.005 to 339.410, 339.420 and 339.990, the
principal or teacher shall consider all unexcused absences.

339.080. Nonattendance notice to parents and school officials
. . . (2) At the same time notice is given to the parent or other person,
the attendance supervisor shall notify the city superintendent or
principal, as suitable, of the fact of the notice.

342.608. Working hours for certificated personnel; duty-free lunch
period required; exception
(1) School boards shall fix the working hours for full-time and part-
time certificated staff members. . . . (2) Any school principal who
fails to schedule a continuous 30-minute duty-free lunch period in ac­
cordance with this section shall be guilty of neglect of duty under
ORS 342.865.

337.120. School board selection, purchase and use of approved textbooks
and instructional materials
(1) Except as otherwise provided by ORS 337.141, the district school
board, with the assistance of teachers and administrators of the district,
shall select textbooks . . .

337.011. State Textbook Commission; qualifications; terms; vacancies
(1) The State Board of Education shall appoint a State Textbook Commission
consisting of seven persons of recognized scholarship and professional
standing. . . . (b) Three public school administrators or supervisors;
. . .
& 5--509. Supervision over schools; visitation
The board of school directors shall exercise general supervision over the schools of their respective districts, and shall, except in districts having district superintendents or supervising principals, by one or more of their number visit every school in the district at least once a month, and shall cause the report of such visit . . .

& 5--517. Attendance of superintendents, etc., at educational conferences, and of pupils at state farm show, etc.; expenses
The board of school directors of each district may reimburse any principal, supervising principal, school nurse, teacher or other employe [sic] for necessary traveling expenses incurred in the furthering of the educational program of the school district: . . .

& 8-803. Time and manner of adopting and furnishing textbooks and supplementary books
. . . Such books, so adopted, shall be provided for the use of the schools at the beginning of the school terms next following. If in said school districts there shall be a district superintendent or supervising principal, such district superintendent or supervising principal shall report in which subjects new textbooks are needed.

& 11--1123. Rating system
In determining whether a professional employe shall be dismissed for incompetency, and in rating the services of a temporary professional employe, the professional employe or temporary professional employe shall be rated by a principal who has supervision over the work of the professional employe or temporary professional employe who is being rated.

& 13--1303. Vaccination required; penalty
(a) It shall be the duty of all school directors, superintendents, principals, or other persons in charge of any public, private, parochial, or other school, including kindergarten, to refuse the admission of any child to any of said schools under their charge or supervision, except upon a certificate signed by a physician, setting forth that such child has been vaccinated.

& 13--1305. Non-resident child placed in home of resident
. . . (b) Any resident of any school district, before accepting custody of a non-resident child of school age for compensation by order of court or by arrangement with an association, agency, or institution having the care of dependent or neglected children, must secure, from the superintendent of schools, supervising principal, or school board in that district, a statement in writing that the child can be accommodated in the schools of the district . . .

& 13--1334. Children lacking clothing or food
Whenever . . . the supervising principal, . . . ascertains that any child of compulsory school age, . . . on account of lack of necessary clothing or food, such case shall be promptly reported to any suitable relief agency.
& 13--Delinquent children

In case any child of compulsory school age cannot be kept in school in compliance with the provisions of this act, on account of incorrigibility, truancy, insubordination, or other bad conduct . . . the supervising principal, . . . may adopt, proceed against said scholar before the juvenile court, or otherwise, as is now or may hereafter be provided by law for incorrigible, truant, insubordinate, or delinquent children.

& 13--1352. Lists of names for schools; statistics for superintendent of public instruction

The secretary of each board of school directors, or such other person as is directed by the board, shall, at or before the opening of the school term, furnish to the principal or teacher of each school a correct list of the names and residences of all children assigned to such school, . . .

& 13--1353. Cost of enumeration; additional names and information

. . . The attendance officer, the district superintendent, supervising principal, or the secretary of the board of school directors, shall have the power to add to this enumeration the names of any children whose names do not appear thereon, together with other information required by this act.

& 13--1354. Report of children not enrolling, or withdrawing, or being illegally absent

It shall be the duty of every principal or teacher of a public school to report immediately to the attendance officer, district superintendent, supervising principal, or secretary of the board of school directors, the names of all children in the list furnished to him who have not appeared for enrollment, . . .

& 15--1532. Records and reports of pupils; districts second, third and fourth class

In school districts of the second, third and fourth class, every teacher in the public elementary or high schools shall make and keep a proper record of the work and progress of each pupil . . . such recommendations for his promotion or retention . . . shall have been examined and approved by the district superintendent, supervising principal. . . .

39. General Laws of Rhode Island - Cumulative Supplement

16-12-10. Teacher immunity

Any . . . school administrator, . . . having reasonable cause to suspect that an elementary or secondary school student is abusing a controlled substance or alcohol or under the influence of a dangerous drug or alcohol or has in his or her possession a controlled substance or alcohol who reports such information to the appropriate elementary or secondary school officials pursuant to the school's drug policy or if the school has no drug policy to the school's principal or the parents of such student under eighteen (18) years of age, or to a police agency should have immunity from any civil liability that might otherwise be incurred or imposed as a result of the making of such a report.
40. Code of Laws of South Carolina

&59--13--120. Annual reports to the superintendent
Any teacher, principal, or superintendent employed in the schools of this State, supported in whole or in part at public expense, shall file within two weeks after the close of the session of such school a full and accurate report as required by law.

&59--25--440. Written notice to teacher of possible dismissal; school administrator required to make reasonable effort to assist teacher in corrective measures; reasonable time for improvement required.
Whenever a principal or other school administrator charged with the supervision of a teacher finds it necessary to admonish a teacher for a reason that he believes may lead to dismissal or cause the teacher not to be reemployed he shall: (1) bring the matter in writing to the attention of the teacher involved and make a reasonable effort to assist the teacher to correct whatever appears to be the cause of potential dismissal or failure to be reemployed and, (2) except as provided in &59--31--450, allow reasonable time for improvement.

&59--31--400. School authorities shall cooperate in administration of system
All superintendents, principals and teachers in the schools of the State shall cooperate fully with the State Board of Education.

&59--63--220. Suspension of pupils by administrators
Any district board may confer upon any administrator the authority to suspend a pupil from a teacher's class or from the school not in excess of ten days for one offense.

&59--63--230. Notices of suspensions; conferences with parents or guardian
When a pupil is suspended from a class or a school, the administrator will notify, in writing, the parents or legal guardian of the pupil, giving the reason for such suspension and setting a time and place when the administrator shall be available for a conference with the parents or guardian . . .

&59--63--460. Annual reports
The teacher or principal of every school shall keep and furnish annually to the trustees of the school district a list of all pupils that have attended the school during the preceding scholastic year . . .

&59--63--470. Transfer of pupils when enrollment of such pupils threatens to disturb peace
Whenever the principal, superintendent, or any other responsible school official in charge of a school in this State has reason to believe that the enrollment of certain pupils in a certain school may threaten to result in riot, civil commotion, or may in any way disturb the peace of the citizens of the community in which the school is located, such school official shall notify the sheriff or other law enforcement officer in the county.
&59--63--910. Monthly fire drills required; penalty

&59--63--920. Certificate of compliance; collection of penalty
The principal or supervising teacher of each school shall indicate on
his monthly pay voucher whether he has complied with the requirements of
&59--63--910.

&59--65--260. Duties of attendance supervisor relating to non-attending
children
... All principals shall report to such attendance supervisor on con­
tinuous absences which appear to be unwarranted, and the attendance
supervisor shall make an earnest effort to have enrolled and keep en­
rolled all children of school age in the county.

&59--67--240. Other duties and disciplinary powers of driver
... He may, with the approval of the principal or superintendent of the
school, suspend a pupil or pupils from riding the bus driven by him for
misconduct beyond his reasonable control.

41. South Dakota Compiled Laws Annotated

13-22-1. Supervisory control of students on school premises
Superintendents, principals, supervisors, and teachers shall have super­
visory control over all students whether in or outside the school
buildings and until such students leave the school premises.

13-32-2. Physical punishment authorized when reasonable and necessary--
Attendance at school functions away from premises--Authority of bus drivers
Superintendents, principals, supervisors, and teachers, shall have
authority to administer such physical punishment on an insubordinate or
disobedient student that is reasonable and necessary for supervisory
control over the student.

13-32-3. Reference for psychiatric treatment prohibited without
parents' consent
No public school administrator or teacher shall refer a student for
psychiatric treatment within or outside the school without the prior
written consent of such student's parent or guardian.

13-43-17. Professional practices and standards commission created--
Number and qualifications of members
There is hereby created the South Dakota professional practices and
standards commission which shall consist of eleven members: (1) Five
representatives who shall be employed as full-time teachers at least
four of whom shall be classroom teachers. None of the representatives
under this subdivision shall be school administrators.

13-8-44. Destruction, falsification or failure to deliver records as
misdemeanor
It is a Class 1 misdemeanor for any administrator to willfully and know­
ingly mutilate or destroy any of the books, accounts, or records of his
office.
42. Tennessee Code Annotated

49-232. Student activity fund--Regulations--Handling and management
The principal of each school shall have the duty of instituting and following the reasonable regulations, standards, procedures, and the accounting manual adopted by the board of education having jurisdiction over the school, and the principal shall be liable to account for the safekeeping and handling of all funds ...

49-813. Custody of school property
The custody of all county school property shall be with the county board of education. Said board may designate the principal teacher of the local school, during the school term, or the truancy officer, to look after the protection and preservation of school grounds, houses, and equipment.

49-1309. Suspension of pupils by principals
A. Any principal or principal-teacher of any public school in this state is authorized to suspend a pupil from attendance at such school.

49-1717. Attendance records and reports
It shall be the duty of the principals and of the teachers, of all schools, public, private, denominational, or parochial, to report in writing to the superintendent of the system in which the school is located the names, ages, and residence of all pupils in attendance at their schools and classes within thirty (30) days after the beginning of the school year.

49-1718. Report of withdrawals and absentees--Proceedings against parents
It shall be the duty of the principal or teacher of every public, private, or parochial school to report promptly to the superintendent of schools, or his designated representative, the names of all children who have withdrawn from school, or who have been absent five (5) days ...

49-1915. Use of school time for athletic contests or practice
It shall be unlawful for any president, principal, or teacher of any educational institution under the control of the state board of education or any local board of education to dismiss his school or any group of students or pupils of said school for the purpose of permitting them to practice or play baseball, football, basketball, or any other similar game, within the regular school hours of any school day of the week.

49-1916. Safety instruction required
Whenever any state funds are used in any of the public schools of the state, it shall be the duty of the principal of said school or schools, including all subprincipals and teachers therein, to instruct pupils in the art of safety as against injury on the public thoroughfares, highways and streets of the state.
Civil Statutes of the State of Texas Annotated - Cumulative Annual Pocket Part

Art. 2690. Supervision of schools
In such independent school districts as have less than five hundred scholastic population, the reports of the principals and treasurers to the State Department of Education shall be approved by the county superintendent. . . .

Art. 2709. To supervise school system
The board shall consult and advise, through its executive officer and his professional assistants, with school trustees, principals, teachers, and interested citizens, and shall seek in every way to promote the interest of the schools under their jurisdiction.

Art. 2718. Forms for reports
Said secretary shall submit to the board forms and blanks on which school trustees, supervisors, attendance officers, principals, teachers, janitors and other regular employes shall make such reports as said board shall require of them and said board shall prescribe the same.

Art. 2735. To visit schools
Said trustees shall visit the schools under their jurisdiction at least once each month and consult with the teachers and principals of the schools as to the progress of the pupils.

Texas Code Annotated - Education

& 4.02. Interference with Operation of Foundation School Program
(a) Any person who shall confiscate, misappropriate, or convert money appropriated to the Foundation School Fund to carry out the purposes of that program as set out in Chapter 16 of this code after such money is received by the school district or board of county school trustees in accordance with the terms of Chapter 16, shall be guilty of a felony. . . . any principal shall be fined not less than $100 nor more than $1,000.

& 4.07. Unlawful Inquiry Into Religious Affiliation of Applicants for Positions
(a) No board of education, trustee of a school district, superintendent, principal, or teacher of a public school, or other official or employee of a board of education shall directly or indirectly ask, indicate, or transmit orally or in writing the religion or religious affiliation of any person seeking employment.

& 12.61. Requisitions
(a) On the first school day of April each teacher shall report the maximum attendance of each of his grade levels taught, to the school principal or superintendent, if any, or to the county superintendent. (b) Within one week subsequent to the first school day in April compiled reports as to the maximum attendance for the school shall be made by the principal . . .
There is hereby created a Teachers' Professional Practices Commission consisting of 15 members selected from the several professional groups, as follows: ... 1 elementary principal - 1 secondary principal.

44. Utah Code Annotated

& 1161. Punishment
A teacher or a principal of a school or a superintendent or a school director on request of and in the presence of the teacher, may resort to any reasonable form or punishment, including corporal punishment, ... 

& 1162. Suspension or dismissal of pupils
A superintendent or principal may, pursuant to regulations adopted by the governing board, suspend, or with the approval of a majority of the members of the governing board of the school district, dismiss or expel a pupil for misconduct when the misconduct makes the continued presence of the pupil harmful to the welfare of the school.

45. Vermont Statutes Annotated

244. Duties of principals
The principal shall perform all duties specifically assigned by law or by the superintendent.

1126. Failure to attend; notice by teacher
When a student is not exempted from school attendance ... the principal shall forthwith notify school directors.

1161. Punishment
A teacher or a principal ... on request may resort to ... corporal punishment.

1161. Suspension or dismissal of pupils
A principal may, pursuant to regulations, ... suspend, dismiss or expel a pupil ...

46. Code of Virginia

& 22-165. Flag of the United States
It shall be the duty of each teacher in a school employing one teacher only, or the principal of each school employing more than one teacher, to see that the flag is flown ...

& 22-215. Penalties on officers and teachers
Any division superintendent of schools, member of the school board or other school officer, or any principal or teacher in a public school who
shall by malfeasance, misfeasance or nonfeasance, offend against the provisions of the school laws of this State, if no other specific penalty be prescribed, shall be guilty of a misdemeanor.

& 22-248. Sight and hearing of pupil to be tested
Within fifteen days after the beginning of the term, or after receiving such material, the principal or teacher in all such schools shall test the sight and hearing of all the pupils under their charge, . . .

& 22-275.4. Excusing children who cannot benefit from education or whose parents conscientiously object
Notwithstanding the provisions of & 22-275.1 of this article the school board shall on recommendation of the principal, the superintendent of schools and the judge of the juvenile and domestic relations court of such county or city, excuse from attendance at school any pupil who in their or his judgment cannot benefit from education.

& 22-275.9. Report of children of school age not enrolled
Within ten days after the opening of the school, each principal teacher shall report to the division superintendent the names of the pupils enrolled in the school, giving age, grade and the name and address of parent or guardian.

& 22-275.11. Complaint to court when parent fails to comply with law
A list of persons so notified shall be sent by the superintendent of schools, or the attendance officer, if there is one, to the principal teacher of the school.

& 22-275.26. Limitations on access to records
No teacher, principal or employee of any public school nor any school board member shall permit access to any written record concerning any particular pupil enrolled in the school in any class to any person except under judicial process, . . .

47. Revised Code of Washington

28A.02.070. Programs in observance of Veterans' Day
The responsibility for the preparation and presentation of such program approximately sixty minutes in length shall be with the principal.

28A.03.030. . . . (9) To require annually, on or before the 15th day of August, of the president, manager, or principal of every educational institution in this state, a report of such facts.

28A27.030. School district superintendent to provide teacher with census--Report of truants, incorrigibles
. . . That if there be a city superintendent, the principal shall transmit such report to said city superintendent, who shall transmit such report to the proper attendance officer of his district.
28A.31.030. Hearing tests for pupils
Such tests shall be made annually commencing each September by competent persons which may include superintendents, principals, . . .

28A.58.760. Basic Education Act of 1977--Certificated teaching and administrative staff as accountable for classroom teaching--Scope--Responsibilities--Penalties
(1) It is the intended purpose of this section to guarantee that the certificated teaching and administrative staff in each common school district be held accountable for the proper and efficient conduct of classroom teaching in their school which will meet the individual and collective needs of the particular students enrolled therein.

28A.67.065. Minimum criteria for the evaluation of certificated employees, including administrators--Procedure--Scope--Penalty
It shall be the responsibility of a principal or his or her designee to evaluate all certificated personnel in his or her school.

The task force required by this section shall be composed of representatives from the ranks of administrators, building principals, teachers, classified and support personnel employed by the applicant school district . . .

28A.87.020. Attendance, false reports of--Penalty--Pupils excused from examinations may be reported
Any teacher, principal or school district superintendent who shall knowingly either report, cause to be reported, or permit to be reported the presence of any pupil or pupils at school, when such pupil or pupils were absent, or when school was not in session, shall forfeit his teacher's certificate or subject it to revocation.

28A.87.230. Interfering by force or violence with any administrator, teacher or student unlawful
It shall be unlawful for any person, singly or in concert with others, to interfere by force or violence with any administrator, teacher or student of any common school who is in the peaceful discharge or conduct of his duties or studies.

28A.87.232. Disciplinary authority exception
The crimes defined in RCW 28A.87.230 and 28A.87.231 shall not apply to school administrators or teachers who are engaged in the reasonable exercise of their disciplinary authority.

48. West Virginia Code, Cumulative Annual Pocket Part
. . . (5) Call, at his discretion, conferences of principals and teachers to discuss the work of the schools of the district; . . .
& 18-8-5. Duties of principals and teachers
It shall be the duty of all teachers of one-room schools and all
principals of two or more rooms to make prompt reports to the county
attendance director.

& 18A-5-1. Authority of teachers and other school personnel; exclusion
of pupils having infectious diseases; suspension or expulsion of
disorderly pupils
The teacher shall stand in the place of the parent or guardian in
exercising authority over the school, and shall have control of all pupils
enrolled in their school from the time they reach the school until they
have returned to their respective homes, except that where transportation
of pupils is provided, the driver in charge of the school bus or other
mode of transportation shall exercise such authority and control over the
children while they are in transit to and from school. For the purpose
of this section: . . . (2) "teacher" shall include principals, . . .

& 18A-5-5. Records; reports by professional and other personnel
Every teacher, principal, supervisor, or other person employed by a board
of education shall keep such records and shall make such reports as may
be required by the state superintendent of schools, . . .

49. Wisconsin Statutes Annotated, Cumulative Annual Pocket Part

118.16 Truancy
(1) "Truancy" means any absence of one or more days from school during
which the principal or teacher has not been notified in writing of the
legal cause of such absence . . .

118.17 Indigent children
The principal or teacher in charge of any public school shall report to
the authority administering general relief for the municipal unit wherein
the school is situated the name and address of any child in the school
whose parent, guardian or other person having control, charge or custody
of the child is without sufficient means to furnish the child with food
or clothing necessary to enable the child to attend school.

119.16 . . . (3) Buildings and sites. . . . (6) Custodians of school
premises. The board shall fix the duties and responsibilities of princi­
pals, as custodians of the school premises, and of the school engineers.
Each principal shall have general supervision of and shall be custodian
of all school premises over which he presides.

120.13 School board powers
The school board of a common or union high school district may: (1)
School government rules; suspension; expulsion. (a) Make rules for the
organization, gradation and government of the schools of the school
district, including rules pertaining to conduct and dress of pupils in
order to maintain good decorum and a favorable academic atmosphere, which
shall take effect when ** approved by a majority of the school board and filed with the school district clerk. (b) The school district administrator or ** any principal or teacher designated by ** him also may make rules, with the consent of the school board, and may suspend a pupil for not more than 3 school days or, . . .

50. Wyoming Statutes - also 1975 Cumulative Supplement

& 21-5. Duties of state superintendent generally
He shall consult with and advise through the commissioner of education, with boards of education, county and city superintendents, supervisors, principals, . . .

& 21-7. Annual census of school children; forms and blanks for superintendents, etc.; financial accounts and educational records
. . . furnish forms and blanks for the use of county superintendents, district boards, principals, teachers, and all other school officials . . .

& 21-22. Printing and distribution of school laws and forms; reports from superintendents, etc.
He may require from the county superintendents, city superintendents, principals, teachers, and school officers, annual reports and such other reports as he may at any time deem necessary and advisable.

& 21-194. Rules and regulations for pupils; suspension or expulsion
The principal of any such high school, with the approval of the board of trustees, shall make such rules and regulations as may be deemed proper in regard to study, conduct and government of the pupils under his charge; and if any such pupils shall not conform to or obey the rules of the school, they may be suspended or expelled therefrom by the board of trustees.

& 21-247. Enumeration of delinquent pupils
. . . and it shall be the further duty of the teacher, or principal, if there be any, when a pupil has been absent for two consecutive days or when a pupil is absent more than three days in any one school month for which absence there has been in the teacher's judgment, no good reason assigned, to make written report . . .

& 21-253. County superintendent to cause prescribed subjects to be taught; change in course of study
It shall be the duty of the county superintendent of schools to cause the subjects prescribed in the course of study to be taught in the public schools of his county and the work of instruction to be pursued as planned therein; provided, that a principal or superintendent of schools in any district who has supervision over three or more teachers may amend and change the course of study prescribed by the state superintendent of public instruction in such a manner as will, in his judgment, apply more directly in any public school.
(a) Each board of trustees in each school district within the state may adopt rules for reasonable forms of punishment and disciplinary measures. Subject to such rules, teachers, principals, and superintendents in such district may impose reasonable forms of punishment and disciplinary measures for insubordination, disobedience, and other misconduct.
APPENDIX B

EXCERPTS FROM NEVADA REVISED STATUTES
1. As the executive head of the division, the administrator, subject to administrative supervision by the director, shall direct and supervise all administrative, fiscal, budget and technical activities of the division, and all programs administered by the division as provided by law.
2. The administrator may organize the division into various sections and, from time to time, alter such organization and reassign responsibilities and duties as he may deem appropriate.
3. The administrator shall:
   (a) Coordinate the activities of the various sections of the division.
   (b) Report to the director upon all matters pertaining to the administration of his office.
   (c) Submit a biennial report to the director on the work of the division, with recommendations that he may deem necessary.
   (d) Pursuant to the provision of chapter 284 of NRS, appoint such technical, clerical and operational staff as the execution of his duties and the operation of the division may require.
(Added to NRS by 1961, 178; A 1963, 830; 1973, 978; 1977, 1130)

472.040 POWERS AND DUTIES OF STATE FORESTER FIREWARDEN
1. The state forester firewarden shall:
   (a) Supervise or coordinate all forestry and watershed work on state- and privately-owned lands, including fire control, in Nevada, working with federal agencies, private associations, counties, towns, cities or private individuals.
   (b) Administer all fire control laws and all forestry laws in Nevada outside of townsite boundaries, and perform such other duties as might be designated by the director of the state department of conservation and natural resources or by state law.
   (c) Assist and encourage county or local fire protection districts to create legally constituted fire protection districts where they are needed and offer guidance and advice in their operation.
   (d) Designate the boundaries of each area of the state where the construction of buildings on forested lands creates such a fire hazard as to require the imposition of roofing materials standards.
   (e) Make and enforce regulations relating to standards for fire retardant roofing materials to be used in the construction, alteration, change or repair of buildings located within the boundaries of fire-hazardous forested areas.
2. The state forester firewarden in carrying out the provisions of this chapter may:
   (a) Appoint such paid foresters and firewardens as he may deem necessary to enforce the provisions of the laws of this state respecting forest and watershed management or the protection of forests and other
lands from fire, subject to the approval of the board or boards of county commissioners of the county or counties concerned, and when so appointed the foresters and firewardens shall have only the police powers necessary to enforce the provisions of such laws.

(b) Appoint, in such number and localities as he may deem proper, suitable citizen-wardens who shall have all of the police powers of paid firewardens. Such citizen-wardens shall serve voluntarily except that they may receive compensation when an emergency is declared by the state forester firewarden or his duly appointed and authorized assistants.

(c) Appoint, upon the recommendation of the appropriate federal officials, resident officers of the United States Forest Service and the United States Bureau of Land Management as voluntary firewardens. Such voluntary firewardens shall have all of the police powers of paid firewardens, but they shall receive no compensation for their services.

(d) Appoint certain paid foresters or firewardens to be arson investigators, who shall be peace officers as provided in NRS 169.125. The provisions of this paragraph shall not constitute such investigators as police officers or firemen for the purposes of NRS 268.510.

(e) Employ, with the consent of the director of the state department of conservations and natural resources, clerical assistance, county and district coordinators, patrolmen, firefighters, and other employees as needed, and expend such sums as may be necessarily incurred for this purpose.

(f) Purchase, or acquire by donation, supplies, material, equipment and improvements necessary to fire protection and forest and watershed management.

(g) With the approval of the director of the state department of conservation and natural resources and the state board of examiners, purchase or accept the donation of real property to be used for lookout sites and for other administrative, experimental or demonstration purposes. No real property may be purchased or accepted unless an examination of the title shows such property to be free from encumbrances, with title vested in the grantor. The title to such real property shall be examined and approved by the attorney general.

3. The state forester firewarden, in carrying out the powers and duties granted in this section, is subject to administrative supervision by the director of the state department of conservation and natural resources.


213.1095 POWERS AND DUTIES OF CHIEF PAROLE AND PROBATION OFFICER

The chief parole and probation officer shall:

1. Be responsible for and supervise the fiscal affairs and responsibilities of the department.

2. Present, in conjunction with the budget division of the department of administration, the biennial budget of the department to the legislature.

3. Establish, consolidate and abolish sections within the department.
4. Establish, consolidate and abolish districts within the state to which assistant parole and probation officers are assigned.

5. Appoint, in accordance with the provisions of chapter 284 of NRS, the necessary supervisory personnel and other assistants and employees as may be necessary for the efficient discharge of the responsibilities of the department.

6. Be responsible for such reports of investigation and supervision and other reports as may be requested by the board or courts.

7. Direct the work of all assistants and employees as may be assigned to him.

8. Formulate methods of investigation, supervision, record keeping and reporting.

9. Develop policies of parole and probation work, including the work release program, in the light of other acceptable and recognized correctional programs and conduct training courses for the staff.

10. Furnish or cause to be furnished to each person released under his supervision a written statement of the conditions of parole or probation, instruct or cause to be instructed any parolee or probationer regarding the same, and advise or cause to be advised the board or the court of any violation of the conditions of parole and probation.

11. At the close of each biennium, submit to the governor and the board a report, with statistical and other data, of his work.

12. Perform such other duties as are prescribed by law.

(Added to NRS by 1959, 798; A 1969, 597; 1973, 1565; 1977, 120, 288)
APPENDIX C

The following are statements that appeared in the publication *Job Descriptions for Principals and Assistant Principals, the Current Trends* - N.A.S.S.P. 1976, 1-75. The statements have been categorized on the basis of Campbell's task areas of administration.
### Task Area #1

**SCHOOL/COMMUNITY RELATIONS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Responsibilities</th>
<th>Location</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Anaheim, California | 1. Liaison between school and community  
2. Liaison for the United Fund  
3. Liaison for churches and other areas  
4. Acts as chairman of local narcotic cases | Pocatello, Idaho | 1. Public relations which implements two-way communication between parents and school  
2. Evaluate schools communications and public relations program  
3. Maintain or improve efficient pupil progress report to parents  
4. Initiate and coordinate plans for mobilizing instructional program  
5. Provide a channel of communication between the school and the patrons  
6. Bring about better understanding of the program of the school |
| Iowa City, Iowa | 1. To supervise the development of school bulletins and handbooks  
2. To participate in parent conferences as needed  
3. To participate actively in the local parent/teacher/student organization  
4. To participate actively in local service clubs  
5. To participate actively in lay advisory and citizen groups  
6. To encourage publicity of school activity according to district policy  
7. To assist in district efforts to explain the strengths and needs of the schools  
8. To facilitate community use of the school as established by district policy  
9. To maintain liaison with community law and other enforcement agencies  
10. To maintain liaison with community welfare agencies | Wichita, Kansas | 1. Development of an effective public relations program in the school community |
| New Orleans, Louisiana | 1. To coordinate school public relations activities |
Montgomery County, Maryland
1. The principal is engaged for at least 35% of his time in public relations
2. Conferences with community leaders and Parent, Teacher, Student Association
3. Parent complaints
4. Developing of bulletins

Duluth, Minnesota
1. Receives community feedback
2. Communicate with parents and the community
3. Makes himself available to the community
4. Is aware of population changes in the community
5. Meets with representatives from business and industry to determine future needs of students who enter these areas
6. Seeks and implements community support for total school program

Clark County, Nevada
1. Establishes communication with members of the immediate school community

Nashua, New Hampshire
1. Maintains effective relations with parents and parent groups
2. Interprets the goals, objectives and programs of the school to parents and the community

Metuchen, New Jersey
1. To receive parents and visitors
2. To establish and maintain effective communications with the community
3. To involve the public in those aspects of the school that will enhance its effectiveness
4. To interpret board of education and administrative policy to the school community
5. To maintain productive relationship with the PTA or other groups
6. To report pupils' progress to the parents
7. To cooperate with community groups and governmental agencies

Albuquerque, New Mexico
1. Create and maintain an open liaison between school and community
2. Make possible the continual reexamination of acceptable plans and policies for community involvement
3. Hold conferences with parents and other lay citizens
4. Be responsible for all official school correspondence and news releases
5. Coordinate the local public relations program, i.e., newsletters
6. Prepare information to be disseminated by the Public Information Office
7. Coordinate a school community organization
8. Encourage the involvement of the community in appropriate school activities
9. Maintain a positive relationship with parents
10. Assess the needs of the students and the community

Grand Forks, North Dakota
1. Attendance at regular community group meeting
2. Attendance at board meeting
3. Working with special committees (safety, library, etc.)
4. Conferences with officers of groups with special community projects
5. Working with community groups on planning and developing research projects
6. Promoting conferences with youth groups
7. Coordinating special activities programs so that other schools may use available facilities
8. Principal must be involved in unlimited public relations
9. Meeting with local and civic groups
10. Conducting meetings and tours for visiting groups
11. Acceptance of leadership responsibilities at local level
12. Working with youth organizations (Boy Scouts, Cub Scouts, Girl Scouts, etc.)

Parma, Ohio

1. Ability to work effectively with community groups

Allentown, Pennsylvania

1. Develops a program of public relations to further the community's understanding and support of the educational program
2. Studies the educational needs of the neighborhood
3. Exerts leadership in the adaptation of the general program of education approved for the schools to meet the needs of the community served
4. Utilizes all resources of the community in developing the most effective educational program
Wichita Falls, Texas
1. Stimulate wholesome personal relations among parents
2. Cooperate with community groups
3. Encourage participation in educational programs
4. Encourage participation in PTA and youth groups

Fairfax, Virginia
1. Supervises the planning of student and community relations
2. Supervises the management of a variety of student community activities
3. Maintains continuing communications and liaison with parents
4. Maintains liaison with civic and community sources to achieve understanding and support for school program and goals
5. Studies the educational needs of the community served by the school
6. Adapts educational programs approved for the county to the particular needs of the community served
7. Interprets school board policy to the community

Lynnwood, Washington
1. Prepare and distribute to parents regular school newsletters and bulletins
2. Meet regularly with the officers and leaders of the school's support organization
3. Invite parents and community leaders to visit the school and to observe school programs
4. Maintain an "open door" policy with respect to principal's office
5. Meet regularly with parent and/or citizen groups to inform them about school and district programs
6. Schedule and cause to be conducted parent/teacher meeting
7. Schedule and cause to be conducted parent/teacher meeting during which parents are informed of and ask questions about child's progress
8. Monitor student publications as appropriate
9. Establish procedures for insuring the accuracy of information disseminated to school patrons
10. See that perceived strengths and weaknesses of the school program and methods of improving the school are reviewed mutually by parents, students and staff
11. Liaison with community law and enforcement agencies
Green Bay, Wisconsin

1. Directs an effective public relations program
2. Maintains effective communication with parents
CURRICULUM AND INSTRUCTION

Anaheim, California
1. Directs the planning for operation of instruction in all aspects
2. Coordinates planning and programs which rely on district support services
3. Provides for leadership in the area of curriculum development
4. Selects and trains department chairmen

Pocatello, Idaho
1. Responsible for organizing, directing and evaluating all instruction
2. Promote and carry out in-service training activities, needs of personnel
3. Support district in-service programs related to education
4. Serve as a resource person when called upon by the Director of Education
5. Promote research for the implementation of desirable educational innovations
6. Provide leadership to the staff in identifying school needs and objectives
7. Assist staff with implementing of prescribed instructional program

Iowa City, Iowa
1. Supervise the procurement and distribution of instructional equipment and supplies
2. Participate in establishing an instructional equipment and supply budget for building
3. Supervise the guidance and counseling services and the school testing program
4. Coordinate and supervise student assemblies
5. Administer the extra-class activity program
6. Articulate the educational program and work with other administrators
7. Hold individual and group conferences with teachers
8. Conduct classroom visitations with teachers for the improvement of instruction
9. Serve on district curriculum committees
10. Prepare annual evaluation report for each employee who is supervised
11. Help plan and direct pre-school and other workshops
12. Evaluate athletic program
13. Make recommendations concerning Athletic Department to Director

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1. Encouragement of professional growth of teachers by in-service
2. Development of a program for the improvement of instruction

New Orleans, Louisiana
1. Supervises the school's instructional programs and all school activities
2. Works toward improvement of the instructional program with faculty

Montgomery County, Maryland
1. Conferences with faculty concerning instructional techniques
2. Evaluate personnel and improve scope and quality of instruction

Duluth, Minnesota
1. Designs a comprehensive curriculum to meet the present and future needs, interests and ability of students and adjusts curriculum

Clark County, Nevada
1. Plans, organizes and utilizes resources for development and implementation of school curriculum within district guidelines
2. Identifies criteria pertinent to the evaluation of district programs
3. Provides leadership and supervision necessary for the continuing operation and improvement of the instructional program and other school programs

Nashua, New Hampshire
1. Assumes responsibility for the supervision of programs and improvement of instruction
2. Promotes curriculum improvement and implements course study

Metuchen, New Jersey
1. Be responsible for the implementation of learning programs
2. Demonstrate instructional leadership
3. Provide for development and continued implementation of school program
4. Administer summer program
5. Provide testing and evaluation program
6. Provide humane, responsive atmosphere
7. Maintain supervision of comprehensive interscholastic athletic program
8. Supervise pupil counseling and guidance activities
9. Organize co-curricular and class activities
10. Facilitate professional growth through creative leadership
11. Implement staff development programs
<table>
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<tr>
<th>Location</th>
<th>Main Tasks</th>
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<tbody>
<tr>
<td>Albuquerque,</td>
<td>1. Aid in the formation of curriculum objectives</td>
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<tr>
<td>New Mexico</td>
<td>2. Provide leadership and incentive, striving to improve quality of instruction</td>
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<td>3. Encourage use of teaching aids by observing class situations and teachers</td>
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<td>4. Coordinate programs with curriculum specialists</td>
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<td>5. Provide for the evaluation of the instructional program</td>
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<td>6. Provide for the use of community resources in the instructional program</td>
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<td>7. Supervise all activities and programs that are outgrowths of school curricula</td>
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<td>8. Review and authorize the requisition of text, library and reference books</td>
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<td>9. Authorize and control assorted faculty-instruction meetings</td>
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<td>10. Participate in state-wide meetings and seminars</td>
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<td>11. Serve on allied advisory and study committees, as necessary</td>
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<td>Grand Forks,</td>
<td>1. Planning for building meeting</td>
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<tr>
<td>North Dakota</td>
<td>2. Working with building in-service council</td>
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<td>3. Coordination of building total in-service program</td>
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<td>4. Hold building meeting of general nature</td>
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<td>5. Classroom visitations and follow-ups</td>
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<td>6. Conference with individual teachers for improvement of teaching</td>
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<td>7. Group conferences for teacher improvement</td>
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<td>8. Directing sharing of textbooks</td>
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<td>9. Requisitioning textbooks</td>
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<td>10. Distributing textbooks</td>
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<td>11. Inventory and recordkeeping</td>
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<td>12. Supplies for instructional use</td>
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<td>13. Ordering library materials</td>
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<td>14. Responsible for professional growth of teachers</td>
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<td>15. Meet with superintendent to discuss educational program</td>
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<td>Parma, Ohio</td>
<td>1. Serve as educational leader for his building</td>
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<td>2. Participate in the development of the high school curriculum</td>
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<td>3. Establish procedures to assure implementation of the curriculum</td>
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<td>4. Direct the activities of all professional and non-teaching personnel</td>
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</tbody>
</table>
Allentown, Pennsylvania
1. Conducts staff meeting, keeping staff informed of new programs
2. Supervises the school's teaching process
3. Consults with resource personnel so that all classroom teachers receive effective assistance
4. Reports to central office regarding curriculum needs

Wichita Falls, Texas
1. Assume administrative responsibility and instructional leadership
2. Evaluation of the educational program
3. Develop organizational pattern which adapts curriculum to needs of children
4. Promote the professional growth of the faculty

Fairfax, Virginia
1. Studies the educational needs of the community served by the school
2. Adapts educational programs approved to the needs of the community
3. Prepares schedule for implementation of educational program
4. Supervises the planning, developing, implementation, evaluation of materials
5. Develops and carries out in-service training and evaluation of staff

Lynnwood, Washington
1. Supervise curriculum and extra-curricular programs
2. Manage continuing review, evaluation and improvement of educational program
3. See that instructional goals and objectives are available
4. Work with teacher teams to establish assessment procedures
5. Provide leadership to staff teams in annually identifying program strengths and weaknesses
6. Develop written goals for program improvement
7. See that strategies for program achievement are developed in writing
8. Determine resources needed to manage curricular programs
9. Assist teachers in assessing their individual programs
10. Involve students and parents in curricular development and evaluation
11. Submit annual report to superintendent
12. Identify problems to be worked on in curriculum
Green Bay, Wisconsin

1. Provides instructional leadership within the school
2. Visits classes to observe and assist teachers
3. Evaluates program and makes recommendations
4. Recommends instructional materials to the director
5. Designs master scheduling of classes
6. Schedules and conducts meetings with faculty
7. Prepares calendar of school-sponsored events
8. Recommends the assignment of co-curricular advisors
Task Area #3

STAFF PERSONNEL

Anaheim, California

1. Selects, places and evaluates certificated personnel
2. Selects, places and evaluates classified personnel
3. Assumes responsibility of daily bulletin and communications with faculty
4. Develops and maintains esprit de corps

Pocatello, Idaho

1. Responsible for the coordination of the selection, assignment, supervision, evaluation, transfer and discharge of all certificated personnel in the school
2. Keep periodic written records on the performance of all personnel; interview and recommend the selection, promotion and retention, or dismissal, of all personnel
3. Be responsible for the supervision and evaluation of all non-certificated personnel assigned to the building and confer with the appropriate director concerning personnel problems where appropriate
4. Actively work with staff personnel in a resource-support role in an effort to facilitate improved professional competence
5. Provide teachers an opportunity to participate in school planning and district policy development

Iowa City, Iowa

1. Advise the office of personnel of staff needs
2. Participate in the recruitment, employment, assignment, promotion and dismissal of teachers
3. Participate in the recruitment, employment, assignment, promotion and dismissal of co-curricular faculty
4. Orient new teachers
5. Schedule and conduct staff meetings
6. Recommend the appointment of building department chairpersons and help define such positions
7. Recommend the appointment of assistant principal(s) and define their responsibilities
8. Maintain morale of the staff within the limits of authority
9. Arbitrate disputes between staff members
10. Acquaint the staff with their duties and responsibilities
Wichita, Kansas
1. Selection and assignment of certificated and classified personnel
2. Development of an emotional tone in the school that is conducive to an optimal educational experience
3. Administration of the employment agreements for staff assigned to the building

New Orleans, Louisiana
1. Determines the work assignment of all professionals assigned to the school
2. Observes and reviews the performance of all personnel to provide a basis for effective counseling and for encouraging optimum performance
3. Assists in the selection of teaching personnel and recommends to the assistant superintendent personnel candidates for positions

Montgomery County, Maryland
1. Conferences with faculty, hiring and evaluating personnel
2. Legal matters involving teacher problems

Duluth, Minnesota
1. Makes recommendations for staff appointments and improved staff performance
2. Communicates with faculty; seeks feedback
3. Observes teacher progress
4. Influences behavior by praising, disciplining and inspiring those he supervises

Clark County, Nevada
1. Selects, assigns, supervises and evaluates assigned staff in accordance with district procedures

Nashua, New Hampshire
1. Evaluates performance of staff and makes recommendations relative to continuation and/or non-retention of staff
2. Participates in the selection of staff for the school
3. Assumes overall responsibility for student and staff assignments

Metuchen, New Jersey
1. Recommend to the superintendent quality candidates for appointment to the professional and non-professional staff
2. Supervise and evaluate all members of the professional and non-professional staff
3. Recommend to superintendent the status of all staff members with regard to re-employment and award of service increment
4. Assign members of professional staff
5. Supervise all substitute teachers
6. Facilitate professional growth through creative leadership
<table>
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<tr>
<th>City</th>
<th>1. Description</th>
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| Albuquerque,          | 1. Participate in the selection of school personnel. Supervise them in induction, assignment, in-service training, and job performance. Evaluate the performance of all assigned personnel.  
2. Motivate faculty personnel. Encourage professional development. Recognize the efficiency and accomplishment of all personnel.  
3. Provide opportunities for professional growth of staff personnel.  
4. Direct and coordinate in-service training programs.  
5. Keep staff informed of policy changes.  
| New Mexico           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Grand Forks,         | 1. Assist in the selection of competent staff members and assign them to teaching positions for which they are best qualified.  
2. Supervise the staff; make recommendations and suggestions for improvement.  
3. Furnish educational leadership.  
4. Evaluate each teacher and recommend for assignment.                                                                                                                                                                                                                                                                                                            |
| North Dakota         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Parma,               | 1. Assume responsibility for assigning teachers to classes.  
2. Direct the activities of all professional and non-teaching personnel assigned to his building.  
3. Recommend to the assistant superintendent of personnel the dismissal, re-employment or re-assignment of teachers and the granting of professional certificate and/or tenure to qualified teachers.  
4. Recommend re-employment or dismissal of non-teaching building staff.                                                                                                                                                                                                                                                                                  |
| Ohio                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Allentown,           | 1. Directs the activities of school professional and non-professional staff members in the performance of their duties.  
2. Reports to appropriate central office administrative officers regarding the needs of the school with respect to personnel.  
3. Consults regularly with and coordinates the services of the resource personnel so that all classroom teachers may receive effective assistance.  
4. Supervises the school's teaching process.                                                                                                                                                                                                                                                                                                                  |
| Pennsylvania         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
Wichita Falls, Texas

1. Assume administrative responsibility, utilizing to the best possible advantage employees qualified to perform effectively in the position to which they may be assigned.

2. Promote professional growth of the faculty.

3. Submit recommendations to the superintendent concerning assignment, evaluation, promotion, and dismissal of all personnel assigned to the school unit.

4. Stimulate wholesome personal relations among teachers.

Fairfax, Virginia

1. Interviews prospective employees and makes recommendations regarding their employment; recommends dismissal of unsatisfactory employees; handles grievances and staff relations problems.

2. Consults with and coordinates the services of resource personnel to supervise the providing of effective assistance to classroom teachers.

3. Makes routine personnel assignments, including the selection and placement of substitute teachers.

Lynnwood, Washington

1. Assist teachers in assessing their individual programs in relation to program objectives.

2. Maintain a relationship with teachers that is characterized by a high degree of mutual support, open communication and trust.

3. Recognize and reinforce exceptional effort and performance.

4. Assist in recruitment, selection, placement and evaluation of staff assigned to the school.

5. Define staffing needs and recommend candidates for selection to positions.

6. Conduct personnel evaluation for all staff in accordance with established procedures.

7. Encourage and assist each staff member to develop skills in self-evaluation and self-management by objectives.

Green Bay, Wisconsin

1. Visits classes to observe, assist and document the work of teachers and follows all visitations with written reports to be given to the teachers.

2. Evaluates and makes recommendations on the performances of teachers and classified personnel.
3. Recommends the assignment or transfer of teachers to the Director of Secondary Education

4. Interviews and makes final selection of prospective members of certified and classified staff, whenever possible
Task Area #4

PUPIL PERSONNEL

Anaheim, California
1. Liaison between staff and students (bulletins)
2. Supervises and directs the disciplinary and control aspects of the school
3. Establishes adequate guidance services for all students
4. Provides adequate recordkeeping practices of students; educational progress to assure all legal requirements are met

Pocatello, Idaho
1. Provide a system of pupil placement, attendance, accounting, recordkeeping, evaluation and follow-up of pupil activities and their performance
2. Coordinate pupil personnel activities with the educational program
3. Refer to director of Secondary Education pupil personnel problems which cannot be solved
4. Develop procedures for implementing school district policy relating to the health, safety, discipline and conduct of students assigned to the attendance unit
5. Provide a system of communication between students, staff and parents to satisfy the concerns of the school community

Iowa City, Iowa
1. Organize and supervise registration, scheduling, programming, attendance, grade reports, guidance reports and district and national reports
2. To provide for the health, safety and welfare of the students at all times
3. To maintain student discipline in the building and on the school ground at all times
4. Supervise and direct a student orientation and registration program for new students
5. Supervise student health program

Wichita, Kansas
1. Development and implementation of operational guidelines in maintenance of discipline and pupil control in the school
2. Maintenance of records, attendance, testing, guidance and counseling, grading and reporting
New Orleans, Louisiana
1. Provides for health, safety and welfare of students and staff within the school
2. Maintains standards of student discipline designed to command the respect of students and parents and to minimize school and classroom interruptions
3. Supervises the preparation of all school reports, student records and the school's internal accounts, and maintains a record-keeping system

Montgomery County, Maryland
1. Responsibilities include discipline hearings and pupil schedule changes
2. Legal matters involving pupils
3. Reports as required

Duluth, Minnesota
1. Monitors student progress
2. Influences behavior by praising, disciplining and inspiring those he supervises
3. Assumes pupil accounting procedures
4. Deals with disruptive students

Clark County, Nevada
1. Establishes procedures for accurate student records and attendance accounting
2. Directs activities necessary to support the educational program of the school

Nashua, New Hampshire
1. Promotes effective discipline and a positive teaching-learning environment within the school; takes appropriate follow-up action as needed
2. Supervises preparation on system-wide committees as assigned by the central administration
3. Submits required reports

Metuchen, New Jersey
1. Provide young people with appropriate examples and guidelines whereby they may develop a sense of independence, responsibility, social consciousness and intellectual sufficiency
2. Provide for pupils with special needs
3. Certify all candidates eligible for graduation
4. Execute master schedule
5. Establish an appropriate system of permanent records of all pupils who have attended the school
6. Assist guidance and special services
Albuquerque, New Mexico
1. Maintain positive relationship with students and parents
2. Personally control activities dealing with registration, orientations, credits and transfers, suspensions, expulsions, student progress and adjustment, placement or students and guidance and counseling matters
3. Maintain high standards of student conduct; enforce discipline as necessary, according to student due process
4. Provide a vehicle for student input to the principal
5. Provide for general welfare and health of students on the school campus

Grand Forks, North Dakota
1. Testing and placement of new students
2. Making daily absentee check and contacting parents of absentees
3. Working with discipline cases
4. Working with special problems
5. Dealing with illness and accidents
6. Group testing - I.Q. and achievement

Parma, Ohio
1. Assume responsibility for the maintenance of student records for his building
2. Assume responsibility for the development of a master schedule for his building and for the registration and scheduling of students
3. Assume responsibility for the development and implementation of programs relating to student discipline and for making referrals to the office of the director of pupil personnel services, when necessary

Allentown, Pennsylvania
1. Establishes guides for proper student conduct and maintaining student discipline consonant with school district policies
2. Implements board policies and administrative rules and regulations relating to the school

Wichita Falls, Texas
1. Provide an adequate testing, evaluation and guidance program that will meet accreditation
2. Prepare all reports required by the Texas Education Agency, the Southern Association of Secondary Schools and the Superintendent of Schools and his staff
3. Keep a permanent record of all pupils who have attended his school and make their records available to authorized agencies
4. Supervise student registration, maintaining accurate pupil accounting records, including attendance, suspension and expulsion
Fairfax, Virginia
1. Oversees the maintenance of standards concerning student discipline, health, safety and general welfare
2. Supervises and actively participates in student counseling, recordkeeping, schedules and schedule changes

Lynnwood, Washington
1. Establish school rules and regulations
2. Prepare and distribute a handbook of school rules and regulations
3. Inform students of their rights and responsibilities
4. Supervise student conduct
5. Report students' progress

Green Bay, Wisconsin
1. Directs pupil accounting procedures
2. Builds master schedule
3. Maintains discipline in the school and at all school functions
4. Makes annual report to the Director of Secondary Education
## Task Area #5

**PHYSICAL FACILITIES**

<table>
<thead>
<tr>
<th>Location</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaheim, California</td>
<td>1. Supervises the overall maintenance of building and equipment</td>
</tr>
<tr>
<td></td>
<td>2. Provides opportunities for campus beautification through landscaping, cleanliness and maintenance</td>
</tr>
<tr>
<td>Pocatello, Idaho</td>
<td>1. Assist staff and central office personnel in planning school facilities and renovations or remodeling of such buildings</td>
</tr>
<tr>
<td></td>
<td>2. Cooperate with the business office staff in establishing priorities for the proper maintenance and operation of the school plant</td>
</tr>
<tr>
<td></td>
<td>3. Plan and maintain proper utilization and inventory of school building equipment, materials, and property</td>
</tr>
<tr>
<td></td>
<td>4. Assume responsibility for the general custody of the equipment and facilities</td>
</tr>
<tr>
<td></td>
<td>5. Provide and plan for community use of the school building</td>
</tr>
<tr>
<td>Iowa City, Iowa</td>
<td>1. Inspect the building regularly and report need for care, maintenance, safety and security</td>
</tr>
<tr>
<td></td>
<td>2. Cooperate in carrying out building use permits</td>
</tr>
<tr>
<td></td>
<td>3. Prepare reports as requested by those to whom accountable</td>
</tr>
<tr>
<td></td>
<td>4. Maintain inventory of instructional equipment as established by district policy</td>
</tr>
<tr>
<td></td>
<td>5. Assign supervisors as required for functioning of the educational program</td>
</tr>
<tr>
<td>Wichita, Kansas</td>
<td>1. Maintenance of records and the operation of the school plant</td>
</tr>
<tr>
<td>New Orleans, Louisiana</td>
<td>1. Coordinates the use of student transportation services provided for the school</td>
</tr>
<tr>
<td></td>
<td>2. Makes regular inspections of the school plant</td>
</tr>
<tr>
<td>Montgomery County, Maryland</td>
<td>1. The principal may spend up to half of his time carrying out his leadership role. This is accomplished by . . . increasing use of facilities</td>
</tr>
</tbody>
</table>
1. Studies changes in the design and operation of the physical plant
2. Schedules use of the physical plant
3. Reviews the use and maintenance of the physical plant

1. Coordinate, utilize and evaluate all district services and programs as they affect the operation of the school

1. Works with building custodial/janitorial staff to promote a clean and well-maintained building and to implement energy conservation measures

1. Make recommendations providing short-term and long-term programs for plant care, maintenance, repair and alteration
2. Administer the assignment and leasing of school facilities and equipment to community and other groups, in accordance with district policy
3. Oversee day-to-day plant operation
4. Recommend needs for future facilities

1. Cooperate with the supervisory personnel of those activities that provide services at the local level, such as maintenance, safety, food services, transportation, etc.
2. Report to appropriate administrative offices regarding the present and future of the school with respect to equipment and supplies
3. Be responsible for use of the school facilities for both academic and non-academic purposes
4. Provide for inventories of property and for their security

1. Working with head custodian in planning working schedules and priorities
2. Regular inspection of the building, with and without head custodian
3. Requisitioning supplies and equipment
4. Repair of equipment (by custodian or others)
5. Scheduling activities during and after school in multi-purpose room, library, etc.

1. In cooperation with the Assistant Superintendent develop appropriate rationale for alteration or expansion of physical facilities
2. Assume responsibility for implementation of established procedures to assure proper control and protection of the school plant and equipment
<table>
<thead>
<tr>
<th>City</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Allentown, Pennsylvania | 1. Reports to appropriate central office administrative officers regarding the needs of the school with respect to equipment  
                           2. Works with various members of the central administration on school problems of more than in-school import, such as transportation |
| Wichita Falls, Texas   | 1. Inspect school plant facilities periodically, submitting requisitions for supply maintenance and/or improvement, as required |
| Fairfax, Virginia      | 1. Carries out a variety of administrative responsibilities, including general supervision of student transportation and protection, utilization and maintenance of buildings and facilities and cafeteria operations  
                           2. Supervises and participates in the preparation of a variety of reports, forms and surveys and in the maintenance of inventory and other records |
| Lynnwood, Washington   | 1. Manage the maintenance and use of the physical plant to facilitate all activities and functions of the educational program  
                           2. Work cooperatively with the maintenance department in establishing standards for building maintenance and custodial services  
                           3. Work with staff to determine and prioritize building maintenance needs  
                           4. Assist with the evaluation of maintenance and custodial services  
                           5. Work cooperatively with the district staff to identify, report and correct safety hazards  
                           6. Coordinate the use of building facilities by community groups  
                           7. Make room assignments to staff which best serve the educational program  
                           8. Involve students in the care of the physical plant |
| Green Bay, Wisconsin    | None                                                                             |
Task Area # 6

FINANCE AND BUSINESS MANAGEMENT

Anaheim, California
1. Directs the development and administration of the operating budget of the school

Pocatello, Idaho
1. With the assistance of his staff, develop a budget recommendation for the director of secondary education that will meet the needs of the instructional program
2. Coordinate the building budget in cooperation with central office personnel
3. Maintain a system of general budget control for all expenditures and purchases within his building
4. In cooperation with designated staff members and student representatives, plan and develop a budget to meet the needs of the student activity program

Iowa City, Iowa
1. Supervise the collection, handling and reporting of school money
2. Operate within budget limits

Wichita, Kansas
1. Administration of budgetary procedures
2. Supervision of activity funds and records

New Orleans, Louisiana
1. Supervises the preparation of all school reports, the school's internal accounts, and maintains a recordkeeping system
2. Approves or initiates requisitions for supplies

Montgomery County, Maryland
1. The internal affairs of the school will involve the principal for approximately 15% of his time; this would include business affairs, such as internal finances, budget requests, payroll and leave forms and a large number of reports
194

Duluth, Minnesota
1. Develops and implements budgets
2. Processes requisitions
3. Generates financial support for extracurricular programs

Clark County, Nevada
1. Identifies and describes budget needs and established fiscal procedures
1. Assumes responsibility for initiating budget requests for the school and for the receipt, care and inventory of equipment

2. Responsible for the administration of all internal funds maintained in the name of the school

2. Submit an annual budget to the superintendent

1. Cooperate with the supervisory personnel of those activities that provide services at the local level, such as financial and accounting functions

2. Prepare and administer the school's budgetary allocations and monitor the expenditures of all funds

3. Maintain, budget and control the various local funds generated by student activities

1. Requisitioning textbooks

1. Assume responsibility for implementation of established procedures for the business operation of his school, including requisitioning, accounting for funds, inventorying, etc.

1. Administers the school's budgeted allocations

2. Maintains and controls the various local funds generated by student activities

1. Assume responsibility for all monies collected, supervising the maintenance of all internal financial records and submitting a monthly statement of school fund accounts to the Assistant Superintendent of Business

1. Prepares the school budget requests and administers the budget, once approved including control of disbursements of all appropriated funds

1. Manage the funds allocated to the school in accordance with district guidelines and school objectives

2. Supervise the monitoring, accounting and auditing of local school accounts, including student body funds

3. Provide for the efficient requisitioning, storing, issuing and inventorying of supplies and equipment
4. See that budget allocations for program improvement are tied to instructional objectives and are consistent with established building priorities
5. Establish cooperatively with staff priorities for budget allocations
6. Supervise fund-raising activities as needed for the student activity program

Green Bay, Wisconsin

1. Prepares the school budget request for submission to the Director of Secondary Education
2. Directs all school business affairs
3. Approves all purchase orders and countersigns all pay orders from school activity fund accounts
4. Directs pupil accounting procedures
APPENDIX D

The Complete Text of Author's Letter to
Ivan Gluckman and His Subsequent Response
March 6, 1979

Ivan B. Gluckman  
Legal and Legislative Counsel  
National Association of Secondary  
School Principals  
1904 Association Drive  
Reston, Virginia 22091  

Dear Ivan,  

My research problem is as follows:  

to what extent do state statutes pertaining to education  
in all fifty states provide for a legal description and/or  
definition of the duties and responsibilities of a con­  
temporary school principal.  

I have spent the summer reviewing all fifty state statutes and have  
accumulated a voluminous amount of materials. What I would like now is  
case law for chapter one which would illustrate the principal's vulnerability  
to suit. If you could provide me with cases in which the principal was held  
liable for damages for exceeding his statutory duties and responsibilities,  
I would be most appreciative.  

However, case law which indicated incidence of suit would be almost as  
valuable.  

My dilemma is the fact that some states clearly provide statutory  
language which describe a series of job descriptions and duties and responsi­  
bilities, while other states rarely mention the job of principal. It  
would seem likely that a principal who is working in a state which provides  
clear statutory language would be better protected than one who was not. Is  
this true?  

Thank you very much for all of your help during the recent inservice  
in Utah.  

Sincerely,  

Steve Wagner
March 14, 1979

Mr. Steve Weiner
Dean of Students
Rancho High School
1900 East Owens
N. Las Vegas, Nevada 89030

Dear Steve:

Many principals are sued. Far fewer are found to be legally responsible, and fewer still wind up being financially liable, for a great variety of reasons. One is that actual damages may be difficult to prove, and punitive damages are very rare. When liability is found, it may also not be for exceeding duties or responsibilities. More often, it would be for failing to carry out those responsibilities. Finally, as you know from your studies, principals may be indemnified against financial loss to one degree or another under the provisions of the so-called "save harmless" statutes.

In the hope that it may be of some value to you, I have enclosed a statistical report which we prepared last year indicating the number of suits brought against our members of which we have been notified as claims under our professional liability policy.

As to specific cases in which principals have been held liable for damages, specifically for exceeding their authority, these are difficult to find, because indices are usually arranged by subject and not by the nature of the party involved. (I have tried several sources here in my office.) Another problem in finding such cases relates to the nature of the legal reporter system. As you probably know, most reported cases are at the appellate level. At that level damages are rarely discussed or awarded. Instead, after a finding of whether liability could legally be found, the case is remanded to the trial court for the actual determination of whether liability exists, and if so, the amount of damages. These lower court decisions never appear in the printed reports.

Let me give you one example which you might want to look up. A recent decision of the Texas Court of Civil Appeals involved a suit by a high school student against the school district, and
several school officials as a result of injuries he sustained when a calf he was weighing struck a support pole in a school agricultural building causing the roof to collapse upon him. The appellate court ruled that the district was immune against suits for negligence (even though the district had liability insurance) but that employees could be held liable. There was a material question of fact as to whether the superintendent, principal, and agriculture teacher were negligent for failing to properly inspect, maintain, and supervise the premises, and for allowing them to be used when in a condition of disrepair. The court, therefore, remanded the case to the trial court for additional proceedings regarding the negligence of the school employees. Berhard v. Kerrville Independent School District, 547 S.W. 2d 685 (1977). What happened next? It is not reported, and one would have to contact the trial court to find out.

As to your conclusion that principals are better protected in states where statutes clearly spell out duties and responsibilities, I would certainly agree, but I don't know of any specific cases that could be cited to prove it. I would add that such statutes are also useful in protecting the position and status of the principals in many cases as well, which is another reason that we recommend that principals seek such legislation.

I don't know if any of this is of much help, but I hope that it may be, and if I can be of further assistance in some way, let me know.

Sincerely yours,

Ivan B. Gluckman
Association Counsel

IBG:ag
Enclosure
HORACE MANN PROFESSIONAL LIABILITY INSURANCE REPORT covering 9/74-8/75
As of August 4, 1975

<table>
<thead>
<tr>
<th>Category</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher dismissal, transfer, etc.</td>
<td>9</td>
</tr>
<tr>
<td>Principal dismissal or non-renewal</td>
<td>25</td>
</tr>
<tr>
<td>Principal demotion</td>
<td>3</td>
</tr>
<tr>
<td>Other dismissals</td>
<td>24</td>
</tr>
<tr>
<td>Student injury</td>
<td>1</td>
</tr>
<tr>
<td>Accidental death of student</td>
<td>5</td>
</tr>
<tr>
<td>Discrimination</td>
<td>8</td>
</tr>
<tr>
<td>Civil Rights</td>
<td>4</td>
</tr>
<tr>
<td>Slander and Defamation</td>
<td>5</td>
</tr>
<tr>
<td>Assault</td>
<td>10</td>
</tr>
<tr>
<td>Grading</td>
<td>1</td>
</tr>
<tr>
<td>Employee injury</td>
<td>1</td>
</tr>
<tr>
<td>Suspension &amp; Expulsion</td>
<td>5</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>4</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
</tr>
<tr>
<td>Records</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

118 Cases submitted to Horace Mann

**Reported outcome**

- **Discrimination**
  - $650.00 attorney fees (case dismissed
  - 550.00
- **Assault**
  - Payment refused (The West Va. case)
- **Corporal punishment**
  - 85.00 attorney fees
  - case dismissed
- **Student injury**
  - 554.61 attorney fees
  - 5,000.00 damages
  - Not covered
- **Teacher dismissal**
  - 254.88
- **Teacher dismissal**
  - Verdict for defendant
- **Civil rights**
  - 2,191.30
- **Principal dismissal**
  - 445.99 Attorney fees
- **Principal transfer**
  - Case dropped
- **Suspension**
  - Case dropped
- **Other**
  - Case dropped

9,731.78 TOTAL PAID BY HORACE MANN

AG
August 4, 1975
ABSTRACT

Legal Responsibilities vs. Legal Authority of School Principals

WEINER, STEVEN IRWIN, Ed.D.

University of Nevada, Las Vegas

Chairman: Professor Dettre

Purpose

The purpose of this study was to develop a composite job description of the duties and responsibilities of the principalship. The study provided current documentation of the legal status of principals as provided for in the state statutes of all fifty states. Further, this study established the extent to which the principal's job functions (duties and responsibilities) are defined legally in relation to the individual performing in the position. Finally, the study advanced suggestions, additions, alterations or deletions in the Nevada Revised Statutes (NRS) for the purpose of improving the legal status of the principalship in the State of Nevada.

Methods of the Study

In order to achieve the purposes of this study, the following procedures were utilized:
1. The job description of the principal provided by the Clark County School District defining the duties and responsibilities of the job was analyzed.

2. Based upon this analysis, the NRS were analyzed to determine the extent to which the NRS provides job descriptions of performance expectations of the principal.

3. From this foundation, the search was expanded to a representative sample of job descriptions from selected school districts in order to develop a more complete list of possible duties and responsibilities. These job descriptions were correlated with six main task areas of administration.

4. State statutes pertaining to education for all fifty states were examined for the purpose of determining the extent to which the duties and responsibilities of the principal were addressed.

5. Based upon the established list of duties and responsibilities from the sample school districts and the search of the state statutes for all fifty states, a list of available legal definitions related to identified duties and responsibilities of principals was developed.

6. Using available legal definitions and descriptions, this author suggested a prototype bill for inclusion in the NRS.
Findings

There exists little uniformity in the state statutes of all fifty states in protecting the principal's legal status. Sixteen states have statutes clearly identifying the principal's duties and responsibilities. Nevada Revised Statutes address only three of the twenty tasks identified as representative of the principal's duties and responsibilities.

Conclusions

The following conclusions were made from this study:

1. The NRS do not adequately describe the duties and responsibilities of the principal. Although charged with the total operation of the school, the principal's duties and responsibilities are addressed in only NRS 390.230, 391.060, 392.120, 391.210, 391.220, 391.311, 391.340, 392.130, 392.160, 392.450, 392.460 and 392.465. There is no statute entitled, "Principal - Duties and Responsibilities." The job description for principal provided by the Clark County School District was adequate, providing for eleven of the twenty component task areas, while including a statement in each of the six task areas.

2. The state statutes in all fifty states varied greatly. Some school codes provided for the legal identity of the principal. Sixteen states provided separate statutes defining legal identity and addressed many of the task component areas of duties and responsibilities. Some states
mentioned the principal often, but did not clearly define his duties and responsibilities. Other states, while including the principal, did not differentiate his status or duties and responsibilities from those of a teacher. There appears to be no consistent pattern of legislation throughout the country.

Recommendations

The following recommendations for further study were made:

1. An analysis of the lawmakers' relationship to educational legislation and their subsequent leadership needs to be made. Included in this analysis would be the development of the interrelationships between pressure groups and legislation.

2. A complete examination of the geographic implications of statutes in all fifty statutes affecting education should be undertaken. This proposal would concern itself with the principalship and would further discern any national trends.

3. A study limiting itself to the liability of the school officials would be considered useful and pertinent to the results of this dissertation. The liability of the principal was only briefly examined in this dissertation.

4. The control of pupil behavior was shown to be mentioned most frequently in the state statutes of all fifty states. Considering this fact, a study examining the legal status of school officials charged with the responsibility of discipline is recommended. Specifically in Clark County, the roles of
the assistant principal and dean should be scrutinized for their legal identities and duties and responsibilities.

5. A study examining the effect of statutory protection and the change in predicted role behavior is recommended.

6. A study which examines the relationship of statutory protection and incidence of suit is recommended.

7. A study intended to trace the relationships between specific tasks and the full range of statutes affecting this task, irrespective of the discipline involved, is recommended.