

Forrest M. Bird Charter Schools Policy Manual Table of Contents

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ADMINISTRATION

6000

Goals

The administrative staff's primary functions are to manage the Forrest M. Bird Charter School and to facilitate the implementation of a quality educational program. It is goal of the Board that the administrative organization:

1. Provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board, the school's approved charter, and approved performance certificate;
2. Provide effective and responsive communication with staff, students, parents, and other citizens; and
3. Foster staff initiative and rapport.

The Charter School's administrative organization shall be designed so that all divisions and departments of the School are part of a single system guided by Board policies which are implemented through the Executive Director. Principals and other administrators are expected to administer their facilities in accordance with Board policy and the Executive Director's rules and procedures.

Legal Reference: I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

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Revised on:

Reviewed on:

ADMINISTRATION

6100

Executive Director

Duties and Authorities

The Executive Director is the Charter School's executive officer and is responsible for the administration and management of the School, in accordance with Board policies and directives and State and federal law. The Executive Director is hereby granted authority to act on behalf of the Board and the School in all administrative matters with the exception of those matters specifically reserved for the Board in Charter, law, or rule for which there lawfully cannot be any delegation by the Board. The Executive Director is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities. When a written procedure is developed, the Executive Director or designee shall submit it to the Board as an information item. Delegation of power or duty, however, shall not relieve the Executive Director of responsibility for the action which was delegated.

The Board hereby delegates authority to the Executive Director to declare positions vacant should an employee willfully refuse to acknowledge receipt of an employment contract or the employment contract is not signed and returned to the Board in the designated period of time.

Qualifications and Appointment

The Executive Director must be of good character and of unquestionable morals and integrity. The Executive Director shall have the experience and the skills necessary to work effectively with the Board, Charter School employees, students, and the community. The Executive Director shall have a valid endorsement so as to allow the Executive Director to manage the Charter School.

When the office of the Executive Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position may be considered for the vacancy.

Evaluation

The Board will conduct a written formal evaluation, at least annually, of the performance of the Executive Director using standards and objectives developed by the Executive Director and the Board which are consistent with the Charter School's mission and goal statements. The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, Idaho Code.

Compensation and Benefits

The Board and the Executive Director shall enter into a contract approved by the State Executive Director of Public Instruction. This contract shall govern the employment relationship between the Board and the Executive Director.

Cross Reference: 1315 Continuous Improvement Plan

Legal References: I.C. § 33-320 Continuous Improvement Planning and Training
I.C. § 33-1001 Foundation Program — State Aid —
Apportionment – Definitions
I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

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ADMINISTRATION

6100P

Board/Executive Director Relations

The Board shall:

Select the Executive Director and delegate to him or her all necessary administrative powers

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the Charter School.

Adopt annual objectives for improvement of the Charter School.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Executive Director.

Authorize the allocation of certificated and classified staff.

Approve contracts for construction, remodeling, or major maintenance.

The Executive Director shall:

Serve as chief executive officer of the Charter School.

Recommend policies or policy changes to the Board and develop procedures that implement Board policy.

Provide leadership in the development, operation, supervision, and evaluation of the educational program.

Recommend annual objectives for improvement of the Charter School.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment; direct and assign teachers and other employees of the schools under his or her supervision; organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the Charter School, subject to the approval of the Board.

Recommend contracts for major construction, remodeling, or maintenance.

The Board shall:

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

Assure that appropriate criteria and processes for evaluating staff are in place.

Appoint citizens and staff to serve on special Board committees, if necessary.

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens, and students.

Promptly refer all criticisms, complaints, and suggestions called to its attention to the Executive Director.

Authorize the ongoing professional enrichment of its administrative leader as feasible.

Approve appropriate Charter School expenditures recommended by the Executive Director for the purpose of ongoing School operations.

Approve the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Executive Director shall:

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.

Inform the Board of appeals and implement any such forthcoming Board decisions.

Respond and take action on all criticism, complaints, and suggestions as appropriate.

Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

Diligently investigate and make purchases that benefit the most efficient and functional operation of the Charter School.

Routinely review and operate the Charter School in compliance with the Board Approved Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Board shall:

Consider, discuss, and approve any amendments to the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Executive Director shall:

Make recommendations to the Board regarding potential modifications to the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

*** A copy of the Executive Director's evaluation may be included.**

Procedure History:

Promulgated on: July 28, 2020

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Reviewed on:

ADMINISTRATION

6200

Charter School Organization

The Executive Director shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances. Unless otherwise approved by the Executive Director, or (in the case of an Executive Director's relationship), by the Board, no supervisory status shall exist when the supervisor and subordinate maintain a romantic relationship.

The organization of Charter School positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a "line and staff" basis. Charter School personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of line and staff organization.

Policy History:

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Reviewed on:

ADMINISTRATION

6300

Duties and Qualifications of Administrative Staff Other Than Executive Director

Duty and Authority

As authorized by the Executive Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff are governed by the policies of the Charter School and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator's duties and responsibilities shall be listed in the job description for that position.

Qualifications

All administrative personnel shall have a valid certificate and appropriate endorsements issued by the State Board of Education, and other qualifications as specified in the position's job description.

Administrative Work Year

The administrators' work year shall be the same as the Charter School's fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods as approved by the Executive Director.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction.

Legal References:	I.C. § 33-5206(4)	Requirements and Prohibitions of a Public Charter School - Employment Contracts
	I.C. § 33-5210	Application of School Law – Accountability
		Exemption from State Rules
	I.D.A.P.A. 08.02.04.300	Public Charter School Responsibilities

Policy History:

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ADMINISTRATION

6310

Employment Restrictions for Administrative Personnel

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Executive Director.

The amount of time lost to the Charter School will be, but is not restricted to be:

1. Deducted from vacation time;
2. Granted as additional personal leave as specified by Board policy; or
3. Prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.

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ADMINISTRATION

6320

Evaluation of Administrative Staff

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his or her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. Measures of growth in student achievement as determined by the Board and may be included as an optional measure on the evaluation.

The Executive Director shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Executive Director shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the Charter School. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within ten days following the conference.

Cross Reference: 6300 Duties and Qualifications of Administrative Staff Other Than Executive Director

Policy History:

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Revised on:

Reviewed on:

ADMINISTRATION

6330

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the Charter School. Each year, the Executive Director should develop an administrative inservice program based upon the needs of the Charter School, as well as the needs of individual administrators.

Administrative staff are encouraged to be members of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Policy History:

Adopted on: July 28, 2020

Revised on:

Reviewed on:

ADMINISTRATION

6400

The Principal

The principal provides the school with leadership in academic and student issues. He or she shall be under the direct supervision of the Executive Director. The majority of the principal's time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. The principal is responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

Evaluation of the Principal

The principal shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. The principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

The Charter School's Principal Evaluation Program is designed to:

1. Maintain or improve the principal's job satisfaction and morale by letting him or her know that the Executive Director is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning the principal's further training and professional development;
3. Assure considered opinion of the principal's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;

5. Assist in planning personnel moves and placements that will best utilize the principal's capabilities;
6. Provide an opportunity for the principal to discuss job problems and interests with the Executive Director; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Executive Director shall have the responsibility for administering and monitoring the Charter School's Principal Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for the principal in the Charter School's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation;
2. Creating a plan for ongoing review of the Charter School's Principal Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for the principal if he or she receives an evaluation indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of the principal including:
 - A. Unsatisfactory being equal to a rating of 1;
 - B. Basic being equal to a rating of 2; and
 - C. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three minimum rankings at the discretion of the Board; and

5. Completing Principal Evaluation annually, ensuring proper safeguards, and filing the completed evaluation.

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for the principal by the Executive Director no later than June 1st for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Executive Director. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Executive Director and the principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

Professional Practice: The principal must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned, at a minimum, to the following Domains and Components based upon the Idaho Standards for Effective Principals.

Domain 1: School Climate: The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The principal is proactive in communicating the vision and goals of the Charter School, the plans for the future, and the successes and challenges to all stakeholders; and
3. **Advocacy:** The principal advocates for education, the Charter School, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;
2. **Priority Management:** The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
5. **Accountability:** The principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The principal seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The principal recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The Charter School has chosen input received from parents or guardians, input received from teachers and portfolios as its measure to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and Charter School-based administrators, as determined by the Board.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Executive Director and principal wherein the Executive Director will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.
2. Allow the principal to make any written comments he or she desires. Inform the principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the principal sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within seven days from the date of the evaluation meeting with the Executive Director the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Executive Director within seven days, the Executive Director shall provide the principal with a written response within ten working days either

amending the evaluation as requested by the principal or stating the reason(s) why the Executive Director will not be amending the evaluation as requested.

If the Executive Director chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

If the Executive Director chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Executive Director's response, if any, will be retained in the principal's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew the principal's contract the Charter School will comply with the requirements and procedures established by State law.

Records

Permanent records of each principal evaluation will be maintained in the principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the Charter School's evaluation plan shall be resubmitted to the State Department of Education for approval. The Charter School shall report the rankings of individual principal evaluations annually to the State Department of Education.

Legal Reference: I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

Adopted on: July 28, 2020

Revised on:

Reviewed on:

Forrest M. Bird Charter School No. 487

PERSONNEL

6400F

Parent or Guardian Input Form—Principal Evaluation

Principal: _____

School Year: _____

Instructions:

1. Please complete the evaluation by circling the most appropriate number.
2. This form should be placed into the box located at _____ or mailed to:

[POSITION]
Forrest M. Bird Charter Schools
614 S Madison Ave
Sandpoint, ID 83864
3. Only one form should be completed by each parent for this principal for each school year.
4. If a parent has a concern or wishes to more directly address a specific issue, please understand that this form alone will not directly address the parental concern. The parent should raise the concern with the principal or Executive Director.
5. Please offer specific comments when possible. Specific comments will be considered in the preparation of the principal's evaluation and will aid both the Charter School and the principal in addressing performance.

Area of Evaluation	Agree Disagree Don't know
1. Works with parents, staff, and students in development and promotion of the School's vision.	1 2 3 4 5 0 Comment:

<p>2. Promotes and maintains high standards of academic excellence for the performance of students and staff.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>3. Manages all aspects of the School to ensure a positive educational experience for all students.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>4. Listens to community members, parents, and students and timely responds to their concerns.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>5. Treats students and adults with respect.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>6. Communicates with community members accurately.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>

<p>7. Shows awareness/understanding of developmental characteristics of different age groups. Acts with an understanding of social, racial, cultural, political, and economic forces that influence a positive School environment.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>8. Encourages parental involvement in the educational process.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>9. Is a positive advocate for students.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>10. Is a strong and visible leader of the School.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>11. Effectively coordinates School programs that promote student involvement, education, safety, growth, and development of responsibility.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>

12. Administers student discipline fairly and consistently.	1 2 3 4 5 0 Comment:
13. Maintains a School climate that welcomes parents, families, and community members and invites their participation. Encourages teachers to provide opportunities to engage families to assist in student learning.	1 2 3 4 5 0 Comment:
14. Have you personally met with the principal?	YES NO
15. Have you had any reason to visit the principal's office?	YES NO
16. Were you satisfied that your concerns were addressed?	YES NO

Any additional comments you wish to share not covered by the above questions **(please feel free to attach a separate page)**:

Please complete and sign the form, and place it in a sealed envelope.

Name: _____

Signature: _____

Date: _____

Telephone No.: _____

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