



Book Policy Manual
Section 6000 Administration

Title Administration – Goals
Code 6000
Status Active
Adopted 05/04/2021

White Pine Charter Schools.

ADMINISTRATION 6000

Goals

The administrative staff's primary functions are to manage the Charter School and to facilitate the implementation of a quality educational program. It is the 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



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Title Executive Director
Code 6100
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White Pine Charter Schools.

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. Delegation of power or duty, however, shall not relieve the Executive Director of responsibility for the action which was delegated.

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 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 which shall govern the employment relationship between the Board and the Executive Director.

Cross Reference:

1315 Strategic Planning

Legal Reference:

I.C. § 33-320 Strategic Planning and Training

I.C. § 33-1001 Definitions

IDAPA 08.02.04.300 Charter School Responsibilities



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Title Code	Charter School Organization 6200
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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.



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Title Duties And Qualifications Of Administrative Staff Other Than Executive Director
Code 6300
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White Pine Charter Schools.

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 required valid certificate and appropriate endorsements issued by the State Board of Education, and/or other qualifications as specified in the position's job description.

Administrative Work Year

The administrator's 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 certified administrators shall be placed on a written contract.

Legal Reference: I.C. 3305206(4) Requirements and Prohibitions of a Public Charter School

I.C. 33-5210 Application of School Law Accountability and Exemption from State Laws
I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities



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Employment Restrictions For Administrative Personnel
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White Pine Charter Schools.

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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Title	Professional Growth And Development
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White Pine Charter Schools.

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 or designee should develop an administrative inservice program based upon the needs of the Charter School, as well as the needs of individual administrators.



Book Policy Manual
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Title Evaluation of the Principal
Code 6400
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White Pine Charter Schools.

PRINCIPAL EVALUATIONS 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 Principals' Supervisor. 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 the 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 Principals' Supervisor 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 the 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;



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6. Provide an opportunity for the principal to discuss job problems and interests with the Principals' Supervisor; 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 Principals' Supervisor 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 Principals' Supervisor 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 Principals' Supervisor. 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 Principals' Supervisor 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.



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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;



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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 1. Input received from parents or guardians as its measure(s) 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



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Each evaluation shall include a meeting between the Principals' Supervisor and principal wherein the Principals' Supervisor 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 Principals' Supervisor 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 Principals' Supervisor within seven days, the Principals' Supervisor 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 Principals' Supervisor will not be amending the evaluation as requested.

If the Principals' Supervisor 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 Principals' Supervisor chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Principals' Supervisor'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



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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: IDAPA 08.02.04.300 Public Charter School Responsibilities