Xavier Charter School Policy Manual

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Xavier Charter School

ADMINISTRATION

Policy: 6000 Goals

The administrative staff's primary functions are to manage Xavier 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;
2. Provide effective and responsive communication with staff, students, parents and other citizens; and
3. Foster staff initiative and rapport.

Xavier Charter School administrative organization shall be designed so that all divisions and departments of Xavier Charter School are part of a single system guided by Board policies which are implemented through the Head of Schools and/or designee. Other administrators are expected to administer their facilities in accordance with Board policy and the Head of Schools' rules and procedures.

Legal References	**Description**
IDAPA 08.02.04.300	Public Charter School Responsibilities

Policy History:
Adopted on: July 2012
Revised on: September 20, 2018; September 16, 2021, April 17, 2025
Reviewed on: March 11, 2025, September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6100 Head of Schools

Duties and Authorities

The Head of Schools is Xavier Charter School's executive officer and is responsible for the administration and management of Xavier Charter School, in accordance with Board policies and directives and state and federal law. The Head of Schools is hereby granted authority to act on behalf of the Board of Directors and Xavier Charter School in all administrative matters with the exception of those matters specifically reserved for the Board in law or rule for which there lawfully cannot be any delegation by the Board. The Head of Schools 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 Head of Schools of responsibility for the action which was delegated.

The Head of Schools supervises the operation and management of Xavier Charter School. The Head of Schools is responsible for curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents and teachers. The Head of Schools is responsible for management of his/her 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. The Head of Schools will be evaluated on their instructional leadership ability and their ability to maintain a positive education and learning environment.

The Board hereby delegates authority to the Head of Schools 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 Head of Schools must be of good character and of unquestionable morals and integrity. The Head of Schools shall have the experience and the skills necessary to work effectively with the Board, school employees, students, and the community.

When the office of the Head of Schools 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 will be considered for the vacancy.

Evaluation

The board has two options in place dependent on the endorsement held by the Head of Schools.

[OPTION 1: (This option is for a Head of Schools WITH a valid superintendent endorsement whose main job function is that of a superintendent.)

The Board will conduct a written formal evaluation, at least annually by the end January, of the performance of the Head of Schools, using standards and objectives developed by the Head of Schools and Board, which are consistent with Xavier Charter School's mission and goal statements. 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.

The Board shall include progress towards the targets for student outcomes found in the Continuous Improvement Plan in the evaluation by using relevant data to measure growth.

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

[OPTION 2: (This option is required for a Head of Schools WITHOUT a valid superintendent endorsement.)

The Head of Schools shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. The Head of Schools 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 Head of Schools evaluations will allow opportunities for input from stakeholders, including the Board, teachers, and parents and guardians.

Evaluation Objectives

Xavier Charter School's Head of Schools Evaluation Program is designed to:

1. Maintain or improve each Head of School's job satisfaction and morale by letting him or her know that the Board is interested in his or her job progress and personal development;

2. Serve as a systematic guide for planning the Head of School's further training and professional development;

3. Assure considered opinion of the Head of School'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 Head of School's capabilities;

Provide an opportunity for the Head of Schools to discuss job problems and interests with the Board; and

6. 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 Board shall have the responsibility for administrating and monitoring Xavier Charter School's Head of Schools 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 Head of Schools in the Xavier Charter School's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation forms.

2. Creating a plan for ongoing review of the Xavier Charter School's Head of Schools Evaluation Program that includes stakeholder input from teachers, Board members, parents/guardians, and other interested parties;

3. Creating a procedure for remediation for the Head of Schools that receives an evaluation indicating that remediation would be an appropriate course of action;

4. Creating an individualized evaluation rating system plan for how the Head of School's evaluation will be used to identify proficiency and record growth over time with a minimum of four rankings used to differentiate performance of Head of Schools including:

    A. Unsatisfactory being equal to a rating of 1;
    B. Basic being equal to a rating of 2;
    C. Proficient being equal to a rating of 3; and
    D. Distinguished being equal to a rating of 4.

5. Completing the Head of Schools Evaluation annually, ensuring proper safeguards, and filing completed evaluations.

Written Evaluation

A written evaluation will be completed for the Head of Schools by the Board no later than June 1st for each annual contract year of employment. A copy will be given to the Head of Schools. The original will be retained by the Board. 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 Board and the Head of Schools 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 Head of Schools 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 Head of Schools.

Domain 1: School Climate: The Head of Schools 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 Head of Schools articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture**: The Head of Schools 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 Head of Schools is proactive in communicating the vision and goals of Xavier Charter School, the plans for the future, and the successes and challenges to all stakeholders; and

3. **Advocacy**: The Head of Schools advocates for education, Xavier Charter School and school, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The Head of Schools 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 Head of Schools uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The Head of Schools fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;

2. **Priority Management:** The Head of Schools organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;

3. **Transparency:** The Head of Schools seeks input from stakeholders and takes all perspectives into consideration when making decisions;

4. **Leadership Renewal:** The Head of Schools strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others; and

5. **Accountability:** The Head of Schools establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The Head of Schools 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 Head of Schools provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation**: The Head of Schools seeks and implements innovative and effective solutions that comply with general and special education law;

2. **Instructional Vision:** The Head of Schools ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;

3. **High Expectations:** The Head of Schools sets high expectations for all students academically, behaviorally, and in all aspects of student well-being;

4. **Continuous Improvement of Instruction:** The Head of Schools 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 Head of Schools uses teacher/Head of Schools evaluation and other formative feedback mechanisms to continuously improve teacher/Head of Schools effectiveness; and

6. **Recruitment and Retention:** The Head of Schools recruits and maintains a high-quality staff.

The evaluation may be supported with any of the following:

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

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measureable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or immediate past year's data and may use one or both years of data.

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. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Board and Head of Schools wherein the Board will:

1. Discuss the evaluation with the Head of Schools, emphasizing strong and weak points in job performance. Commend the Head of Schools 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 Head of Schools to reach before the next performance evaluation.

2. Allow the Head of Schools to make any written comments he or she desires. Inform the Head of Schools 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 Head of Schools sign the evaluation indicating that he or she has been given a copy.

Rebuttals/Appeals

Within seven days from the date of the evaluation meeting with the Board the Head of Schools 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 Head of Schools 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 Board within seven days, the Board shall provide the Head of Schools with a written response within 10 working days either amending the evaluation as requested by the Head of Schools or stating the reason(s) why the Board will not be amending the evaluation as requested.

If the Board chooses to amend the evaluation as requested by the Head of Schools, then the amended copy of the evaluation will be provided to, and signed by, the Head of Schools and retained in the Head of Schools' personnel file.

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

Action

Each evaluation will include identification of the actions, if any, available to the district 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 a Head of Schools' contract, the district will comply with the requirements and procedures established by State law.

Records

Permanent records of each Head of Schools evaluation will be maintained in the Head of Schools' 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 district's evaluation plan shall be resubmitted to the State Department of Education for approval. Xavier Charter School shall report the rankings of individual Head of Schools evaluations annually to the State Department of Education.

Compensation and Benefits

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

Cross Reference:	**Description**
1315	Continuous Improvement Planning
1320	Governance Rights
1410	Board/Head of Schools Relationship
5105	Certificated Personnel Employment
5220	Assignments, Reassignments, Transfers

Legal Reference:	**Description**
I.C. § 33-320	Strategic Planning and Training
I.C. § 33-513	Professional personnel
I.C. § 33-1001	Definitions
IDAPA 08.02.02.121	Local District Evaluation Policy – School Principal
	Hancock v. Idaho Falls School District No. 91, Case No. CV-04-537-E- BLW, 2006 U.S. Dist. Ct. LEXIS 52243

Other References:	**Description**
ISBA Policy Services	https://www.idsba.org/member-services/policy/

Policy History:
Adopted on: July 2012
Revised on: July 21, 2014; February 11, 2015; September 9, 2015; February 8, 2017; January 18, 2018; May 21, 2020; December 16, 2021, August 20, 2026
Reviewed on: September 20, 2018, September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6100F Parent or Guardian Input Form—Head of Schools Evaluation

Parent or Guardian Input Form—Head of Schools Evaluation

Head of Schools: _____

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 the Xavier Charter School Office or mailed to:

   Xavier Charter School
   1218 N. College Rd. W.
   Twin Falls, ID 83301

3. Only one form should be completed by each parent for this Head of Schools 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 Head of Schools or Board.

5. Please offer specific comments when possible. Specific comments will be considered in the preparation of the Head of School's evaluation and will aid both Xavier Charter School and the Head of Schools 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:

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

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.	1 2 3 4 5 0 Comment:
8. Encourages parental involvement in the educational process.	1 2 3 4 5 0 Comment:
9. Is a positive advocate for students.	1 2 3 4 5 0 Comment:
10. Is a strong and visible leader of the school.	1 2 3 4 5 0 Comment:
11. Effectively coordinates school programs that promote student involvement, education, safety, growth, and development of responsibility.	1 2 3 4 5 0 Comment:

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 Head of Schools?	YES NO
15. Have you had any reason to visit the Head of School'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.: _____

Policy History:
Adopted on: February 11, 2015
Revised on: September 20, 2018; September 16, 2021
Reviewed on: September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6100P Board / Head of Schools Relations

The Board shall:	**The Head of Schools shall:**
Select the Head of Schools and delegate to him/ her all necessary administrative powers	Serve as chief executive officer of Xavier Charter School.
Adopt policies for the operations of the school system and review administrative procedures.	Recommend policies or policy changes to the Board and develop procedures that implement Board policy.
Formulate a statement of goals reflecting the philosophy of Xavier Charter School.	Provide leadership in the development, operation, supervision and evaluation of the educational program.
Adopt annual objectives for improvement of Xavier Charter School.	Recommend annual objectives for improvement of Xavier Charter School.
Approve courses of study.	Recommend courses of study.
Approve textbooks.	Recommend textbooks.
Approve the annual budget.	Prepare and submit the annual budget.
Employ certificated staff, in its discretion, upon recommendation of the Head of Schools.	Recommend candidates for employment as certificated staff. Hire classified staff with the exception of the Business Manager who will be hired by the Board.
Authorize the allocation of certificated and classified staff.	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves Xavier Charter School, subject to the approval of the Board.
Approve contracts for construction, remodeling, or major maintenance.	Recommend contracts for major construction, remodeling or maintenance.

The Board shall:	**The Head of Schools shall:**
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll.
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities needs.
Approve collective bargaining agreements.	Supervise negotiation of collective bargaining agreements.
Assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of ad hoc citizens' committees.
Conduct regular and special meetings.	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.
Serve as final arbitrator for staff, citizens and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer all criticisms, complaints, and suggestions called to its attention to the Head of Schools.	Respond and take action on all criticism, complaints, and suggestions as appropriate.
Authorize the ongoing professional enrichment of its administrative leader as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
Approve appropriate Xavier Charter School expenditures recommended by the Head of Schools for the purpose of ongoing Xavier Charter School operations.	Diligently investigate and make purchases that benefit the most efficient and functional operation of Xavier Charter School.

Policy History:
Adopted on: September 2012
Revised on: October 22, 2015; September 16, 2021
Reviewed on: September 20, 2018, September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6200 Xavier Charter School Organization

The Head of Schools and/or designee 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 Head of Schools and/or designee, or (in the case of a Head of School's relationship), by the Board, no supervisory status shall exist when the supervisor and subordinate maintain a romantic relationship.

The organization of Xavier 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. Xavier 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:
Adopted on: July 2012
Revised on: August 16, 2018; September 16, 2021
Reviewed on: September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6300 Duties and Qualifications of Administrative Staff Other Than Head of Schools

Duty and Authority

As authorized by the Head of Schools and/or designee, 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 Xavier 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 Xavier 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 Head of Schools and/or designee.

Compensation and Benefits

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

Legal Reference: I.C. § 33-513 Professional personnel

Policy History:
Adopted on: September 2012
Reviewed on: September 20, 2018, September 17, 2026
Revised on: September 16, 2021

Xavier Charter School

ADMINISTRATION

Policy: 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 Head of Schools and/or designee.

The amount of time lost to Xavier Charter School will be, but is not restricted to be: deducted from vacation time; deducted from personal leave; or that time 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.

Policy History:
Adopted on: November 10, 2011
Reviewed on: September 20, 2018, September 17, 2026
Revised on: September 16, 2021

Xavier Charter School

ADMINISTRATION

Policy: 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 their assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For Xavier Charter School administrators such evaluation, except for that of the Head of Schools, may include a section for input received from parents or guardians. The Board shall determine the manner and weight of parental input on the evaluation if it is included.

At least 33% of the evaluation will be based on multiple, objective measures of growth in student achievement as determined by the Board and based upon research.

The Head of Schools and/or designee shall establish procedures for the conduct of these evaluations. These procedures will be at the perusal of the Board. Near the beginning of the school year, the Head of Schools and/or designee shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for Xavier 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 of the conference 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 10 business days following the conference.

Cross Reference:	**Description**
6300	Duties and Qualifications of Administrative Staff Other Than the Head of Schools
I.C. § 33-513	Professional Employees
I.C. § 33-518	Employee Personnel Files

Policy History:
Adopted on: September 2012
Revised on: February 18, 2014; September 9, 2015; September 16, 2021, April 17, 2025
Reviewed on: September 20, 2018, March 11, 2025, September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 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 Xavier Charter School. Each year the Head of Schools and/or designee should develop an administrative in-service program based upon the needs of Xavier 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: September 2012
Revised on: September 9, 2015; September 16, 2021
Reviewed on: September 20, 2018, September 17, 2026

Xavier Charter School

ADMINISTRATION

Policy: 6400 Deans

Deans are the chief administrators of their assigned schools. The primary responsibility of deans is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Head of Schools and/or designee. The majority of the deans' 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. Deans are 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 Deans

Each dean shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. Each dean 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 dean evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

Xavier Charter School's Dean Evaluation Program is designed to:

1. Maintain or improve each dean's job satisfaction and morale by letting him or her know that the Head of Schools and/or designee is interested in his or her job progress and personal development;

2. Serve as a systematic guide for planning each dean's further training and professional development;

3. Assure considered opinion of a dean'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 each dean's

capabilities;

6. Provide an opportunity for each dean to discuss job problems and interests with the Head of Schools and/or designee; 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 Head of Schools and/or designee shall have the responsibility for administrating and monitoring Xavier Charter School's Dean 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 deans in Xavier 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 Xavier Charter School's Dean Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;

3. Creating a procedure for remediation for deans that receive evaluations indicating that remediation would be an appropriate course of action;

4. Creating an individualized evaluation rating system for how dean evaluations will be used to identify proficiency and record growth over time with a minimum of four rankings used to differentiate performance of deans including:

    A. Unsatisfactory being equal to a rating of 1;
    B. Basic being equal to a rating of 2;
    C. Proficient being equal to a rating of 3; and
    D. Distinguished being equal to a rating of 4.

5. Completing Dean Evaluation annually, ensuring proper safeguards, and filing completed evaluations.

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 each dean by the Head of Schools and/or designee no later than June 1st for each annual contract year of employment. A copy will be given to the dean. The original will be retained by the Head of Schools and/or designee. 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 Head of Schools and/or designee and the dean 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: Deans 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 Deans.

Domain 1: School Climate: The dean 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 dean articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The dean 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 dean is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders; and

3. **Advocacy**: The dean advocates for education, the district and school, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The dean 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 dean uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The dean fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;

2. **Priority Management:** The dean organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;

3. **Transparency:** The dean seeks input from stakeholders and takes all perspectives into consideration when making decisions;

4. **Leadership Renewal:** The dean strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and

5. **Accountability:** The dean establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The dean 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 dean provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The dean seeks and implements innovative and effective solutions that comply with general and special education law;

2. **Instructional Vision**: The dean ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;

3. **High Expectations:** The dean sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;

4. **Continuous Improvement of Instruction:** The dean 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 dean uses teacher/dean evaluation and other formative feedback mechanisms to continuously improve teacher/dean effectiveness; and

6. **Recruitment and Retention**: The dean 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.

Xavier Charter School has chosen portfolios 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 district-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 Head of Schools and/or designee and dean wherein the Head of Schools and/or designee will:

1. Discuss the evaluation with the dean, emphasizing strong and weak points in job performance. Commend the dean 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 dean to reach before the next performance evaluation.

2. Allow the dean to make any written comments he or she desires. Inform the dean 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 dean 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 Head of Schools and/or designee, the dean 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 dean 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 Head of Schools and/or designee within seven days, the Head of Schools and/or designee shall provide the dean with a written response within 10 working days either amending the evaluation as requested by the dean or stating the reason(s) why the Head of Schools and/or designee will not be amending the evaluation as requested.

If the Head of Schools and/or designee chooses to amend the evaluation as requested by the dean, then the amended copy of the evaluation will be provided to, and signed by, the dean and retained in the dean's personnel file.

If the Head of Schools and/or designee chooses not to amend the evaluation as requested by the dean, then the evaluation along with the written rebuttal/appeal, and the Head of School's and/or designee's response, if any, will be retained in the dean's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the district 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 a dean's contract, the district will comply with the requirements and procedures established by state law.

Records

Permanent records of each dean evaluation will be maintained in the dean'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 district's evaluation plan shall be resubmitted to the State Department of Education for approval. Xavier Charter School shall report the rankings of individual dean evaluations annually to the State Department of Education.

Legal Reference:	I.C. § 33-513	Professional Personnel
	I.C. § 33-518	Employee Personnel Files
	I.C. § 33-1001	Definitions
	IDAPA 08.02.02.121	Local District Evaluation Policy – School Dean

Policy History:
Adopted on: January 21, 2021
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