



Brabeion Academy Policy 6000s: Administration

BRABEION ACADEMY

6300

Duties and Qualifications of Administrative Staff

As authorized by the Board of Directors, the Chief Academic Officer and administrative staff shall have full responsibility for the day-to-day operations of the school to which they are assigned. Administrative staff are governed by the policies of Brabeion Academy and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator's duties and job description 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 administrator's work year shall be the same as Brabeion Academy's fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, administration shall have paid time off as approved by the Board.

Compensation and Benefits

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

Legal Reference: I.C. 33-31

Policy History

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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 evaluations 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 may be included as an optional measure on the evaluation.

The Board of Directors shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, an identified member of the Board of Directors shall inform the administrators of criteria for evaluation purposes, including the adopted goals for Brabeion Academy. 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 evaluation of staff.

The identified Board Director and the administrators 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 15 days following the conference.

Cross Reference: 6300 Duties and Qualifications of Administrative Staff

Legal Reference: I.C. § 33-513
I.C. § 33-518

Professional Employees
Employee Personnel Files

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Administration Evaluation Framework

Head of School and Sport is the chief administrator of the school. The primary responsibility of the Head of School and Sport is to supervise the operation of management of the school. Head of School and Sport is responsible for management of their staff, maintenance of the facility and equipment, administration of the education program, control of the students attending the school, management of the school's budget, and communication between the school, community and Board of Directors.

The Head of School and Sport shall receive at least one written evaluation to be completed no later than June 1st for each annual contract of employment. The Head of School and Sport evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leadership Licensure Consortium standards and include proof of proficiency in conducting teacher evaluations using Idaho's adopted model, the Charlotte Danielson Framework for Teaching, 2nd Ed.

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

Evaluation Objectives

The Head of School and Sport Evaluation Program is designed to:

1. Maintain or improve the Head of School and Sport'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 systemic guide for planning the Head of School and Sport's further training and professional development;
3. Assure considered option of a Head of School and Sport'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 utilize the Head of School and Sport's capabilities;
6. Provide an opportunity for the Head of School and Sport to discuss job problems and interests with the Board; 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 Board designee, either a Board Director with educational experience or a member of the Brabeion Academy administrative staff, shall have the responsibility for administrating and monitoring Brabeion Academy's Head of School and Sport Evaluation Program and ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development to include evaluation standards, procedures, and processes and a plan for collecting and using data gathered from the evaluation;
2. Creating a plan for ongoing review of the Brabeion Academy Head of School and Sport Evaluation Program that includes stakeholder input from teachers, Board Directors, parents/guardians, and other interested parties;
3. Creating a procedure for remediation of a Head of School and Sport that receives evaluations including that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how Head of School and Sport evaluations will be used to identify proficiency and record growth over time with four rankings used to differentiate performance of Head of School and Sports including:
 - a. Unsatisfactory being equal to a rating of a 1;
 - b. Basic being equal to a 2;
 - c. Proficient being equal to a 3;
 - d. Distinguished being equal to a 4.
5. Completing Head of School and Sport Evaluation annually, ensuring proper safeguards, and filing completed evaluations.

Written Evaluations

A written summative evaluation will be completed for the Head of School and Sport by the Board Designee no later than June 1 for each annual contract year of employment. A copy will be given to the Head of School and Sport and the original retained in the employee personnel file. 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 of Directors and the Head of School and Sport 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: Head of School and Sport must receive an evaluation in which the majority of the summative evaluation results are based on Professional Practice which are based upon the Idaho Standards for Effective Head of School and Sports.

Domain 1: Instructional Leadership: The educational leader promotes learning and academic growth of all students through development, implementation, communication and evaluation of schoolwide instructional programs that strengthen teaching and learning.

1.1 **Alignment:** Ensures that instructional programs are aligned with state requirements and Brabeion Academy/school vision, mission, and instructional improvement efforts.

1.2 **Curriculum:** Ensures that the required curriculum is designed and implemented with a focus on standards-based units of instruction and effective, coherent lessons with measurable learning outcomes.

1.2 A Standards-Based Unit Design

1.2 B Coherent Lesson Development

1.3 **Instructional Practices:** Establishes expectations for implementation of instructional practices that are research-based, reflect high expectations regarding content mastery and quality of student work, focus on student engagement, and accommodate diverse learning needs.

1.3 A Research-based Instructional Practices

1.3 B High Expectations and Quality of Student Work

1.3 C Student Engagement and Meeting Diverse Learning Needs

1.4 **Assessment/Intervention:** Ensures that teachers use diagnostic, formative and summative assessments to measure and monitor student academic progress/achievement intervening to make adjustments in subsequent instruction to increase student learning.

1.4 A Use and Monitoring of Diagnostic, Formative, and Summative Assessments

1.4 B Intervention and Subsequent Instruction

1.5 Evaluation: Manages and articulates supervision and evaluation of staff in alignment with Brabeion Academy and State requirements.

1.5 A Timely Formal and Informal Constructive Feedback

1.5 B Assessment of Teaching Performance

1.5 C Focus of Supervision and Evaluation on Professional Practice

1.5 D Alignment of Teaching Performance with Student Progress/Achievement

1.6 Data-informed Decisions: Uses multiple data sources for current/trend evidence of student progress/achievement to inform decisions regarding effectiveness of instructional programs/practices and determine actions needed to improve educator effectiveness and increase student learning.

Domain 2: Organizational Management and Operations: The educational leader manages and oversees the school's organization; operational procedures; communication procedures; fiscal systems; and legal responsibilities.

2.1 School Environment: Leads and maintains a positive, safe, respectful, and orderly school environment in which stakeholders focus on achievement of rigorous standards in teaching and learning.

2.1 A Inviting School Environment

2.1 B Operational Systems

2.1 C School-wide Discipline

2.1 D Visibility and Accessibility

2.2 Human Resources: Implements and articulates coherent procedures for recruitment, selection, induction, support for career development, evaluation, and retention of quality instructional and support staff.

2.2 A Recruitment and Selection

2.2 B Mentoring and Induction Systems

2.2 C Career Development and Retention of Quality Educators and Support Staff

2.2 D Conflict Resolution Strategies

2.3 Scheduling and Communication: Leads development and implementation of effective and efficient schedules to ensure optimal use of time for teaching, learning and collaboration.

2.3 A Placing of Students

2.3 B Uninterrupted Instructional Time

2.3 C Time for Collaboration and Teamwork

2.3 D Communication

2.4 Fiscal Systems: Manages alignment and allocation of funds with Brabeion Academy vision, mission, and goals as well as school, short-term and long-term goals adhering to budget guidelines, State and Brabeion Academy finance policies and regulations, school accountability expectations and reporting requirements.

2.5 Law, Ethics, and Policies: Demonstrates knowledge of and complies with State and Federal laws/mandates and Academy policies and regulations. Models ethical behavior.

2.5 A Laws, Policies and Regulations

2.5 B Ethical Behavior

Domain 3: Professional Learning Community: The educational leader establishes a collaborative, professional learning community that nurtures and sustains a school culture of high expectations, reflective practice, and continuous learning to build the capacity of teachers and staff.

3.1. Cultural Proficiency: Fosters a culture that acknowledges and appreciates the diverse backgrounds, identities, strengths, and challenges of students and staff.

3.2 High Standards: Cultivates shared commitment to high standards of teaching and learning with high expectations for achievement of all students.

3.3 Reflective Practice: Models reflection on personal practice and leads individual educators and teams to reflect on the effectiveness of lessons, instructional practices, units, and interactions with students to increase effectiveness of instruction and achieve improved results.

3.4 Continuous Learning: Engages staff in ongoing, data-driven professional development differentiated to meet specific teaching and learning needs of students.

Domain 4: Communication and Community Relations: The educational leader establishes effective relations and partnerships with school community stakeholders promoting cohesive commitment to the mission and goals of Brabeion Academy/school.

4.1 Parent Engagement: Encourages and advocates parent collaboration in supporting their child's learning at school and home, participating in school activities, and being a meaningful part of Brabeion Academy/school vision, mission, and goals.

4.2 Communication Channels: Implements multiple, well-timed channels of communication to keep parents and other stakeholders informed of schoolwide instructional programs, school activities, student progress/achievement, and Brabeion Academy/school short and long-term goals.

4.3 Parent Concerns: Responds with care, respect, and in a timely manner to address concerns and works to reach equitable solutions in the best interest of students.

4.4 Community and Business Engagement: Establishes relationships with community organizations, community members, and businesses to increase awareness of school effectiveness and encourage involvement in school improvement initiatives.

Domain 5: Student Progress and Achievement: The educational leader directly influences teaching and learning practices and outcomes through the development, implementation, monitoring, and evaluation of a data-driven school improvement plan aligned with State and Brabeion Academy standards/benchmarks.

5.1 Development of Data-driven School Improvement Plan: Engages school stakeholders in collection and analysis of multiple data sources to develop a results-oriented, school improvement plan with measurable student progress/achievement goals.

5.2 Implementation: Leads implementation of school improvement plan aligning school improvement efforts with Brabeion Academy/school initiatives, identifying interventions to target varied student learning needs, and establishing benchmarks to collect data that measures periodic student progress/achievement aligned with State and Brabeion Academy assessment standards and expectations.

5.3 Monitoring Implementation: Engages stakeholders in monitoring implementation of school improvement plan reviewing benchmark progress data, intervention outcomes, and adjustments made in procedures and practices to increase student progress/achievement.

5.4 Evaluation: Leads evaluation and provides evidence of school improvement plan outcomes and achievement in relation to measurable, school-based achievement goals.

5.4A Evaluation Process

5.4B Evidence of School Improvement Plan Outcomes

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.

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 the Board Designee and the Head of School and Sport wherein the Board Designee will:

1. Discuss the evaluation with the Head of School and Sport, identify strengths and weaknesses in job performance. Set mutual goals for the Head of School and Sport to reach before the next performance evaluation.
2. Allow the Head of School and Sport to make any written comments he/she desires. Inform the Head of School and Sport that he/she may submit a written rebuttal/appeal of any portion of the evaluation within 15 days and outline the process for rebuttal/appeal. The Head of School and Sport will also sign the evaluation indicating receipt.

Rebuttal/Appeal

Within fifteen days from the evaluation meeting, the Head of School and Sport may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation in which the Head of School and Sport disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a rebuttal/ appeal is received within 15 days, the Board Designee shall provide a response within ten working days either amending the evaluation as requested or stating the reasons for denial. If the evaluation is amended, the Board Designee will provide an amended copy of the evaluation to be signed and retained in the Head of School and Sport personnel file. If the Board Designee chooses not to amend the evaluation, the original evaluation, written rebuttal/appeal, and the Board Designee's response will be retained in the Head of School and Sport personnel file.

Action

Each evaluation will include identification for action as a result of the evaluation. Available actions include, but are not limited to, recommendation for renewal of employment, non-renewal of employment, probation, and others as determined. If the action taken as a result of the employee evaluation is to not renew the Head of School and Sport's contract, the Board Designee will comply with all requirements and procedures established by State law.

Records

Permanent records of the Head of School and Sport evaluation will be maintained in the Head of School and Sport's personnel file. All documents will remain confidential within the parameters of State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to Brabeion Academy's Administrative Evaluation shall be submitted to the State Department of Education for approval. Brabeion Academy shall report the rankings of individual Head of School and Sport evaluations annually to the State Department of Education.

Legal Reference: I.C. § 33-513
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