

Performance Evaluations

To achieve the results we seek, we believe that our students require extremely dedicated teachers and staff members who plan and deliver rigorous instruction and enforce a standardized set of school wide procedures, expectations and systems while also providing a safe and supportive environment. We believe that our students need a single set of expectations from every adult rather than a different set of expectations from each adult and we believe that every adult in the building needs to be held accountable to the highest of expectations and student achievement metrics. Together, we will achieve our mission for our students and will support each other to do so through a cycle of ongoing feedback and evaluation.

A. Ongoing Evaluation and Feedback

Young Scholars Charter School is a place where feedback occurs regularly so that we are consistent in our application of our school model and evaluation is in place to ensure our students are receiving the quality education they deserve and teachers are rewarded for their hard work and talent.

B. Teacher Formal Evaluations

Teacher Formal Evaluations occur at least two times a school year and will review at least three key categories:

- Quality of Instructional Delivery, as measured by evaluation on the Core Rubric
- Student Achievement (All Instructors)
- Portfolio Proficiency (Reading, Math, Science, Social Studies, Electives)
- Progress Monitoring (Special Education)
- Commitment to Core Values

The evaluation will conclude with a performance review meeting to comprehensively evaluate performance and establish next steps.

If, for any reason and/or at any time, the Co-Principals determines that teacher performance is a concern before or outside of a cycle of evaluation, a Performance Improvement Plan (PIP) can be initiated to address performance concerns. If this occurs, this will be communicated both verbally and in writing by the Co-Principals.

C. Outcomes of Instructor Formal Evaluations

Typically, during the meeting to review the second evaluation debrief conversation, the Co-Principals will communicate whether a recommendation is being made that the Teacher be renewed for the following school year.

If the recommendation being made is renewal, the Teacher will be provided a formal Employment Agreement Letter including compensation and position.

In addition to these more formal performance evaluations, Young Scholars Charter School strongly encourages all employees and managers to discuss your job performance on an ongoing basis.

While it is Young Scholars Charter School's intent to follow all procedures outlined in this Section of this Handbook, it is noted that, as outlined in Employment Agreement Letters, all employment is at will and the Board Policy on Separation from Employment supersedes anything in this Handbook. Please understand that a positive performance evaluation does not guarantee an increase in salary, a promotion, or continued employment. Compensation increases and other terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the sole discretion of Young Scholars Charter School.

D. Non-Instructional Staff Evaluations

Non-instructional staff performance evaluation will be conducted periodically for administrative and other non-instructional employees. The evaluations will be conducted twice a year by the employee's supervisor. The purpose of the non-instructional evaluation is to evaluate level of performance, review progress made since the last evaluation and to set goals for the next year. A copy of the evaluation will be included in the employee's personnel file.

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Performance Improvement Plan (PIP)

Young Scholars Charter School works to provide a supportive environment in assisting employees to improve their performance and address their performance discrepancies identified in the performance management process. The Performance Improvement Plan (PIP) is designed to facilitate constructive discussion between an employee and his/her manager about performance deficiencies and work expectations. Under most circumstances, when a staff member's performance, attendance, or behavior is unsatisfactory, his/her manager will advise the staff member of the issue(s) and give him/her an appropriate opportunity to improve to an acceptable level through the Performance Improvement Process, as explained below, subject to the other provisions of this Handbook.

When a manager determines there is an unacceptable performance, attendance, or behavior issue(s) with the staff member, the supervisor shall document the issue(s) and required change(s)

in a Performance Improvement Plan (PIP) and share the plan with the staff member in a face-to-face meeting. Should the staff member's performance, attendance, or behavior fail to improve as specified by the PIP, the staff member will be subject to further action, up to and including termination. Issuance of a PIP shall not be a pre-condition to termination or other severe discipline.