

**Brighten Academy Policy Drafts  
Item for Information on Sept. 12, 2011  
Vote on Sept. 26, 2011**

**FACILITIES CONSTRUCTION OR EXPANSION  
E5**

The Brighten Academy Board (school) adopts the following policy, effective on the date of adoption by the Board.

The school is committed to providing safe and appropriate learning environments for all students that are constructed following state and local standards for building code safety and accounting processes.

The Brighten Academy Board will follow state mandated processes related to risk hazard assessment, site selection, and submission of documentation for review of planning, bidding, and construction of public school facilities.

The Brighten Academy Board will follow all regulations pertaining to bid processes, but at a minimum, unless otherwise contrary to state requirements, will provide public notice related to bids for construction projects of \$25,000 or more. Bid selection will be based on factors including price, references, experience, and other pertinent information required to ensure the vendor selected best meets the needs of the school.

The school will use only qualified and Georgia licensed architects and engineers who provide proof of insurance, licensure, and references.

The school will encourage a fair share of construction vendors with a majority ownership of minorities and women.

The Brighten Academy Board is committed to providing a site location that is reasonably accessible to all students within the school's attendance zone.

Adopted: 9-26-11

## **PERSONNEL EVALUATIONS F40**

The Brighten Academy Board (school) adopts the following policy, effective on the date of adoption by the Board.

### **General Statement Regarding the Purpose of Personnel Evaluations**

The school is committed to supporting a learning community whereby all members, both certified and classified continually improve. The purpose of personnel evaluations is to assure formal commendations and recommendations for job performance.

### **Personnel Evaluations**

Personnel evaluation is an on-going process and shall include both formative and summative evidence of performance. The Director or other designated evaluator should utilize both informal information such as observations, as well as formal data including, but not limited to, work products, survey results, and achievement results to determine the overall performance of any employee.

Formal, documented evaluations shall be conducted at least once annually and include both formative and summative evidence to substantiate the evaluation rating.

Personnel evaluations will be used to determine position placement, renewal of contracts, continuation of employment, and professional development needs.

When an employee's performance has been less than satisfactory, the Brighten Academy Board expects the school Director or other designated evaluator to take corrective action, including implementation of a specific, measureable, and time-bound professional development plan (exhibit E-F40), for the employee as appropriate or, if necessary and appropriate, demotion, dismissal, or non-renewal of the employee's contract.

Performance evaluations should be maintained in an employee's file following the state's records retention schedule.

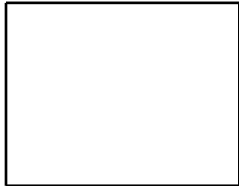
Disputes regarding an employee's evaluation should be provided for in writing by the employee. The school Director or other designated evaluator should document a written response related to the dispute, and both documents should be filed with the evaluation in the employee file. The employee reserves the right to refuse signature on an evaluation. Further dispute over personnel evaluations should be handled following the school's adopted grievance policy.

The school Director shall ensure that annual teacher evaluations are in accordance with state law and shall at a minimum take into consideration the following:

- · For certificated personnel, meeting the school's charter student achievement goals, including the academic gains of students assigned to the teacher;
- 
- · Communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel;
- 
- · Fulfillment of assigned responsibilities;
- 
- · Work habits, timelines and attendance for assigned responsibilities;
- 
- · Adherence to the school's policies and procedures;
- 
- · Contributions to the whole school program.

Adopted: 9-26-11

**PROFESSIONAL DEVELOPMENT PLAN  
E-F40**



# Professional Development Plan

## Goal Planning Template

<b>Employee Information</b>					
Employee Name:					
Job Title:			Grade:		
Administrator:					
Date:		Re vie w Per iod :		<b>to</b>	
<b>Instructions</b>					
<p>Goals should always be: <b>S</b> – Specific <b>M</b> – Measurable <b>A</b> – Achievable <b>R</b> – Realistic <b>I</b> – Time Bound</p> <p>1. <b>Goal/Objective.</b> Briefly describe each goal/objective and when the goal/objective should be met or accomplished.</p>					

<p>2. <b>Measurement.</b> How will the goal/objective be evaluated? (Use quantitative measures such as % or dollar increase in revenue or market share and/or use qualitative measures which are descriptive of criteria.)</p> <p>3. <b>Importance.</b> Rank the goal as Essential, Important, or Desirable as follows: <i>Essential</i> – required for job performance <i>Important</i> – helpful for job performance <i>Desirable</i> – asset for job performance</p>					
<b>1st Goal/Objective</b>					
<b>Description:</b>					
<p><b>Measurement:</b></p> <p><b>Importance:</b> Essential Important Desirable</p>					

*Other goals may be added based on the needs of each employee*

Employee Signature

Date

Administrator Signature

Date