



# Salt River Schools Staff Handbook

ECEC | SRES | SRHS | ALT SITES

2017-2018



[www.saltriverschools.org](http://www.saltriverschools.org)

Table of Contents

Table of Contents ..... 2
Letter from the Superintendent ..... 5
Mission & Vision ..... 6
Our Schools..... 6
School Compact..... 7
Education Board Goals (SY 2014-2019) ..... 8
About this Handbook..... 9
Division Policies..... 9
Personnel Policies..... 9
Calendars..... 9
Job Duties ..... 9
Evaluations ..... 9
Definitions ..... 10
Evaluations of Certified Staff ..... 10
Qualified Evaluators..... 10
Classroom Visitations by Evaluator..... 10
Evaluation Program..... 11
Inadequate Classroom Performance ..... 11
Frequency of written evaluations..... 11
Evaluations of Non-Certified Staff..... 11
Frequency of written evaluations..... 11
School Hours and Staff Expectations ..... 12
Work Schedule ..... 12
Staff Absences, Leave Requests and Classroom Documentation..... 13
Certified Staff..... 13
Policy Attendance ..... 13
Attendance Procedure Notification, Reporting and Documentation..... 13
Professional Development..... 14
Attendance for Professional Development & Assessments ..... 15
Planning and Preparation..... 15
Grading Guidelines ..... 15

Credit Recovery Course Grading Guidelines ..... 15

Grading System ..... 15

Curriculum Map ..... 16

Lesson Plans ..... 16

Substitute Preparation ..... 17

Assignments for Students..... 18

Report Cards and Progress Reports ..... 18

Professional Conduct ..... 19

    Staff Relationships ..... 19

    Staff & Parent Relationships ..... 19

    Staff as Parents/Relative & Staff Relationships ..... 20

    Student & Staff Relationships ..... 20

    Staff Misconduct..... 21

Personal Social Media & Electronic Communication ..... 21

    Guidelines ..... 21

    Social Media at Work ..... 22

    Retaliation is Prohibited..... 22

    Media Contact & Further Guidance ..... 22

Harassment..... 22

    Examples of Prohibited Conduct..... 23

Conflict Resolution Protocol and C.L.E.A.R (Communication Linking Employees and Resolutions) ..... 23

    C.L.E.A.R. .... 23

Health & Safety ..... 24

    Health & Wellness ..... 24

    Health Services ..... 25

        Medical Assistance and Nurse Information ..... 25

    Illness ..... 25

Classroom Management ..... 25

Student Discipline ..... 25

    Incident Reports..... 26

Child Protective Services (CPS) and Guidelines for Reporting..... 26

Confidentiality – Student Records..... 27

Emergency Procedures ..... 28

Security & Safety..... 28

Parents, Volunteers & Visitors ..... 29

Staff Dress Code ..... 29

    Dress Code Rubric..... 29

    Dress Down or Casual Days ..... 31

    Summer Dress Code..... 31

Practical Matters..... 31

    Brand Standards ..... 31

    Email Signature ..... 32

    School Events..... 32

    Employment Contract..... 32

    Graduation/ Promotion..... 33

    Extra Duty Assignments ..... 33

    Use of Vehicles..... 34

    Reimbursement..... 34

    Work Shifts & Break Procedure..... 35

    Large Purchases ..... 35

    Student Fees ..... 35

Culture Commitment Acknowledgement ..... 37

Staff Release / Opt-Out Form for Social Media ..... 37

Staff Handbook Acknowledgement Form..... 38

## Letter from the Superintendent

Dear Colleagues,

Welcome back to another great year of excellence!

In this staff handbook, you will note a few changes. These changes express our commitment to ensuring we are a unified Division, which is why we now share the same handbook *and* expectations.

Highlights include:

- staff attendance expectations;
- professional dress code;
- professional development (in-service) expectations;
- staff expectations during high stakes and benchmark assessment testing windows;
- support for all Graduations and/or Promotion events; and
- Division-wide efforts to incorporate and utilize the expertise and curriculum of our Native Culture and Language Department in every classroom and event.

Your adherence to and practice of these expectations are greatly appreciated. As staff, we are a reflection of our Division and services. May our decisions and actions always be in the best interest of our students, their families and the Community.

I value you, your hard work and your continued efforts toward excellence.  
Mava sape (thank you)!

Sincerely,

Dr. Louis Laffitte, Jr.  
Superintendent

## Mission & Vision

### Our Mission

To create a balance of exemplary education and the O’Odham and Piipaash cultures to ensure a positive future for our children and our Community.

### Our Vision

#### Governance

We set the standards for effective management of services and resources by creating policies and procedures that guide our decisions. We are accountable and responsible for managing our resources that meets or exceeds the educational needs of all students.

#### Personnel

We employ committed, highly qualified and effective teachers and staff who are skilled in educating and serving our diverse student population. We mentor, encourage and provide opportunities to Community members to teach and serve our students.

#### Student Performance, Support, and Curriculum

Our curriculum is designed to honor the O’Odham and Piipaash cultures and the uniqueness and importance of Tribal sovereignty. We support all parents/guardians in being a part of the education of our children. We recognize the importance of education and encourage our students of all ages to continue to excel in their educational endeavors.

#### Facilities

We continuously expand and enhance our campus to accommodate the growing population and educational needs of our Community.

## Our Schools

#### Early Childhood Education Center (ECEC)

ECEC provides early childhood education for students from the ages of six (6) weeks up to five (5) years old. ECEC provides transitional services to Salt River Elementary School. The ECEC recognizes the importance of high-quality early childhood education in preparing children for success, not only in Kindergarten but throughout their lives. ECEC’s long-term goals are to prepare enrolled children for success as lifelong learners and strengthen families of enrolled children.

4815 N. Center St., Scottsdale, AZ 85256  
Office: (480) 362-2200

#### Salt River Elementary School (SRES)

SRES provides education for students in the grades, K-6. The vision of SRES is to create a community of learners who work together to meet the challenges and take advantage of the opportunities that exist within both the Native Community and in our ever-changing global society. In partnership with family and the O’Odham and Piipaash Community, SRES will provide our students with an innovative learning environment to master academic standards, to reach their full potential and become productive life-long learners.

11526 E. Highland Ave., Scottsdale, AZ 85256  
Office (480) 362-2400

**Salt River High School (SRHS)**

SRHS provides education for students in grades, 7-12. SRHS strives to provide a culturally rich and challenging educational environment that empowers students with the skills for successful journey of life-long learning. We are committed to enhancing spiritual, mental, emotional and physical well-being while actively involving family and Community members. SRHS fosters an atmosphere of respect, self-determination and tribal sovereignty, to ensure students' roles as responsible citizens.

4827 N. Country Club Dr., Scottsdale, AZ 85256  
Office: (480) 362-2000

**Accelerated Learning Academy & GED (ALA)**

ALA provides education for students from the ages of sixteen (16) years and up. The onsite and online environment, allows students the opportunity to earn a high school diploma or a GED. Our environment allows students to complete requirements at an accelerated pace for credit recovery.

1759 N. Longmore Road, Scottsdale, AZ 85256  
Office: (480) 362-2130

## School Compact

Salt River Schools values the importance of working with the parents and community to help students achieve high academic and social standards. This compact is a voluntary agreement that supports the partnership in educating our students.

**Student Agreement - I will do my personal best to:**

- Attend school each day and on time.
- Complete and return assignments every day.
- Set aside time to study.
- Respect others, my environment, and myself.
- Learn and apply classroom and native lessons to daily life.
- Adhere to the dress code.
- Be safe, Be respectful, Be responsible

**Parent/Guardian Agreement - I will do my personal best to...**

- Support the guidelines of the Student/Parent Handbook.
- See that my child attends school daily and on time.
- Establish a time for assignments and review it.
- Encourage my child's efforts to the best they can be.
- Stay aware of what my child is learning.
- Read with my child on a regular basis.
- Request assignments for any absences.
- Support the education provided by Salt River Schools.

**Teacher Agreement: I will do my personal best to...**

- Provide appropriate assignments for students.
- Provide necessary assistance to parents/guardians so that they can help with assignments.
- Encourage students and parents by providing on-going information about student progress.
- Encourage students to do their best every day.
- Nurture the students emotionally, socially and academically.
- Prepare, deliver and differentiate academic lessons for students using the Arizona College and Career Readiness Standards.
- Support the SRPMIC native languages and cultural heritage in and outside of the classroom.

**Principal Agreement - I will do my best to:**

- Provide instructional leadership.
- Support the teaching of the Arizona College and Career Readiness Standards with effective delivery.
- Support the SRPMIC native languages and cultural heritage.
- Nurture the students emotionally, socially, and academically.
- Provide an environment that allows for positive communication between the teachers, parent and student.
- Ensure teachers provide assignments that will reinforce classroom instruction.
- Ensure teachers and staff communicate effectively and timely with students and parents/guardians. This includes phone calls, emails and other forms of communication which meets our families where they are.
- Support Salt River Schools Staff emotionally, socially, and academically.
- Support parents/guardians by providing opportunities for active participation in promoting student achievement.

**Education Board Agreement - I will do my best to:**

- Appreciate and respect the students, parents, teachers, and administration of Salt River Schools
- Encourage and integrate parent/guardian, community and staff interests to continually improve Salt River Schools both academically and culturally.
- Encourage and integrate the Salt River Schools staff interests to improve Salt River Schools.
- Support students and staff by actively participating in a school at least once a month.

## **Education Board Goals (SY 2014-2019)**

**Focus Area 1: Student Performance, Support and Curriculum**

- Goal 1: Inspire all students to strive for academic excellence and personal success.
- Goal 2: Support the individual needs of each student.
- Goal 3: Provide resources and knowledge within our schools for the O’odham and Piipaash cultures.

**Focus Area 2: Communication**

- Goal 1: Openly and effectively communicate across all levels.
- Goal 2: Provide professional and courteous customer service to all.

**Focus Area 3: Personnel**

- Goal 1: Recruit, hire and retain highly qualified and effective personnel with emphasis on Community members.

**Focus Area 4: Resources**

Goal 1: Create and maintain a safe and nurturing environment for staff and students.

Goal 2: Assure adequate operating resources and ensure fiscal responsibility and stewardship of all school and Community assets.

**About this Handbook**

Site Leader - refers to the ECE Leader, principals and site administrators.

Parent – refers to parents, guardians, and families of students

**Division Policies****Personnel Policies**

Personnel Policies are posted on the SharePoint: [SR Educational Division Administration Policies](#). All staff members are expected to become familiar with the policies and regulations contained therein.

**Calendars**

Please view the current academic year calendar online at [www.saltriversschools.org](http://www.saltriversschools.org)

**Job Duties**

1. For information on job descriptions, see the job descriptions posted on the Intranet. [SR Job Descriptions](#)
  - a. If you do not have access to the Intranet, please contact Human resources at 480-362-2500 for any job description information.
2. Per policy, all staff are expected to follow the chain of command.
3. All staff are responsible for complying with Education Division Code of Conduct, Ethics, Confidentiality Agreement, FERPA legislation, Driving Eligibility Compliance, and all other Education Division Policies as adopted by the Education Board and procedures as provided by the Superintendent or site leader. If staff has any questions regarding policies and procedures they should be addressed to the site leader.

**Evaluations**

A formal process of evaluating all personnel will be implemented, including certificated personnel. The purpose of evaluation shall be to improve the quality of instruction and workplace performance. Such a process, to achieve the greater measure of success, shall be predicated on the assumption that the evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria, process, and results.

The following statements give specific purposes for evaluation:

- Determine how well the objectives held by the school and/or department are being carried out. The success of the educational program is dependent upon the quality of classroom instruction or workplace performance, supervision, and administration.
- Provide the basis for motivation and self-improvement, permitting personnel to be aware of their strengths and weaknesses in order to improve.
- Provide a basis for planning professional development training and supervisory activities. Such activities can be most effective when they are based upon clear evidence of need as shown by evaluation studies.

- Provide the basis for administrative decisions. Decisions may include the employment of personnel, their assignment, the granting of continuing status, promotion, demotion or termination.
- Aid in determining the adequacy or inadequacy of classroom performance.
- Provide information about where additional resources or adjustment to facility use may be needed, such as textbooks, electronics, programmatic supports, etc.

## Definitions

When used in this regulation:

- Instructional day will mean a day in which students are scheduled to attend school for instructional time.

## Evaluations of Certified Staff

Teacher evaluation shall include all classroom teachers and other certificated non-administrative staff members.

### Qualified Evaluators

Qualified evaluators of the certified staff shall be designated annually by the Education Board. The evaluator shall be responsible for the final written and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation. The administration is responsible for a professional development training program for evaluators. This program shall incorporate a philosophy, procedure and techniques that ensure effective implementation of the evaluation plan.

### Classroom Visitations by Evaluator

Formal observations shall be spaced and of sufficient duration. Formal observations may sometimes be prearranged through initiation by either the observer or the certified staff. Formal observations shall be defined as those that are written and provide an opportunity for a follow-up conference.

Informal observations may be performed at the discretion of the administrator.

Procedural steps in the process of evaluation:

- At the beginning of the school year, the Site Leader shall meet with the school's staff for the purpose of orienting the certified staff to the total evaluation plan. This shall include whether the evaluation is used as a criterion for establishing a teacher's compensation.
- Certified staff are encouraged to conduct a self-evaluation, but not required.
- Observation(s) in the classroom shall be completed.
- An opportunity for a conference shall follow each formal observation/visitation.
- A written record shall be made of each observation, with a copy to the observed certified staff member.
- The official evaluation shall be provided in written form and signed by both the certified staff member and the evaluator. The certified staff member's signature shall not mean concurrence. The certified staff member shall be allowed five (5) days to write and submit any comments, which shall be attached to the evaluation.
- A copy of the written evaluation shall be transmitted to the teacher within five (5) days after completion of the evaluation and a copy shall be retained for the Site Leader's file. A third copy of the final evaluation shall be placed on file with Education Human Resources department.
- Staff, including Certified staff, evaluations are confidential and do not constitute a public record.

## Evaluation Program

The specific format for the teacher (certified staff) evaluation system will be developed in compliance with applicable policy and procedures under the leadership of the Superintendent.

## Inadequate Classroom Performance

All certified staff whose classroom performance is inadequate will be given proper notice by their administrator.

## Frequency of written evaluations

Evaluations shall be made at least once per year for all certified staff.

## Evaluations of Non-Certified Staff

A formal process of evaluating all personnel will be implemented, including certificated personnel. Non-certified staff include classified, 12-month and other non-certified staff. The purpose of evaluation shall be the improvement of the quality of instruction and workplace performance. Such a process, to achieve the greater measure of success, shall be predicated on the assumption that the evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria, process, and results.

Depending on the site/department and/or staff member's needs, formal observations may sometimes be prearranged through initiation by either the observer or the staff. Formal observations shall be defined as those that are written and provide an opportunity for a follow-up conference. Informal observations may be made at the discretion of the administrator or direct supervisor.

## Frequency of written evaluations

Evaluations shall be made at least once per year for all staff.

## School Hours and Staff Expectations

<p><b>Early Childhood Education Center</b></p> <p>4815 N. Center St. Scottsdale, AZ 85256 Office: (480) 362-2200 <b>Attendance: (480) 362-2239</b></p> <p><b>Instructional Day Hours</b> 8:30 a.m. – 1:30 p.m.</p> <p><b>Extended Hours</b> 7:00 a.m. – 8:30 a.m. 1:30 p.m. – 6:00 p.m.</p> <p><b>Early Dismissal Instructional Hours</b> HS 8:30 a.m. - 12:30 p.m. EHS 8:30 a.m. – 1:00 p.m.</p> <p><b>Early Dismissal Extended Hours</b> 7:00 a.m. – 8:30 a.m. 12:30 p.m. - 6:00 p.m.</p> <p><b>Office Hours</b> 7:00 a.m. – 6:00 p.m.</p>	<p><b>Salt River Elementary School</b></p> <p>11526 E. Highland Ave. Scottsdale, AZ 85256 Office (480) 362-2400 <b>Attendance (480) 362-2467</b></p> <p><b>Instructional Day Hours</b> 7:45 a.m. - 2:45 p.m.</p> <p><b>Early Dismissal Hours</b> 7:45 a.m. – 12:00 p.m.</p> <p><b>Office Hours</b> 7:15 a.m. – 3:45 p.m.</p>	<p><b>Salt River High School</b></p> <p>4827 N. Country Club Dr. Scottsdale, AZ 85256 Office: (480) 362-2000 <b>Attendance: (480) 362-2052</b></p> <p><b>Instructional Day Hours</b> 9:00 a.m. – 3:45 p.m.</p> <p><b>Early Dismissal Hours</b> 9:00 a.m. – 1:00 p.m.</p> <p><b>Office Hours</b> 8:00 a.m. – 4:15 p.m.</p>	<p><b>Accelerated Learning Academy &amp; GED</b></p> <p>1759 N. Longmore Rd. Scottsdale, AZ 85256 Office: (480) 362-2130 <b>Attendance (480) 241-1997</b></p> <p><b>Instructional Morning Session</b> 9:00 a.m. – 1:30 p.m.</p> <p><b>Instructional Afternoon Session</b> 2:00 p.m. - 6:30 p.m.</p> <p><b>Campus Hours</b> 7:30 a.m. – 7:30 p.m.</p> <p><b>Early Dismissal Hours</b> All Students Attend 9:00 a.m. – 1:30 p.m. (no afternoon session)</p> <p><b>Office Hours</b> 8:30 a.m. – 5:30 p.m.</p>
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## Work Schedule

The Superintendent, with input from the staff, will develop and submit to the Education Board for approval the academic/ instructional calendar. All staff members shall report to their duty stations on time each workday and shall, as scheduled, be available until the designated time(s) they are scheduled to leave. Certified staff are expected to work thirty minutes before and thirty minutes after the instructional day.

The Superintendent or designee may alter or extend the school day for meetings, special events, and activities. Professional staff members are expected to be in their respective rooms or areas as the schedule prescribes so that they may see students, parents, and/or attend to other duties as assigned. Family members are not allowed in teacher work areas during scheduled duty hours. In order to ensure the safety of students and the security of school campuses, teachers may be assigned supervisory duty during the teaching day. These duty assignments shall be considered a regular part of a teacher's duties and shall be fulfilled accordingly. Certified staff may perform duties other than classroom teaching.

## Staff Absences, Leave Requests and Classroom Documentation

Staff attendance has an impact on student attendance. The standard of employee attendance acceptability is a rate of 95% for all staff, which takes into account unscheduled leave only. This applies to non-certified staff only. All attendance acceptability rates are based upon the contract year.

### Certified Staff

There is an additional standard for certified staff to qualify for 301/Equivalent monies, which is to meet the attendance requirements for proposition 301 distribution. In order to meet the requirements, certified staff must meet the attendance acceptability rate of 95%, which includes unscheduled leave. Certified staff are required to work contractually agreed upon hours. All attendance acceptability rates are based upon the contract year.

### Policy Attendance

**Scheduled Absence (defined per policy):** A scheduled absence is an absence that is submitted at least one (1) business day in advance of the requested leave by an employee and approved by the immediate supervisor regardless of the type of leave.

**Unscheduled Absence (defined per policy):** An unscheduled absence is an absence that has not been requested by the employee and approved by immediate supervisor more than one (1) business day prior to absence.

Unscheduled absences of more than (6) occurrences within a (12) month period shall be considered excessive and may result in disciplinary action.

An unscheduled absence from a scheduled work shift is counted as one (1) occurrence. If an employee is away from work for more than one (1) consecutive day for the same reason, the multiple day absence will only count as one (1) occurrence.

If you have any further questions, please contact Education Human Resources.

Advanced planning for leave requests and professional development requests are required.

### Attendance Procedure Notification, Reporting and Documentation

1. Unscheduled Leave/Tardy
  - a. If an employee must be absent and has not given prior notice, the supervisor, or designee, must be notified before 6:30 a.m. of the morning of the absence.
  - b. For unscheduled absences, submit the leave request via on-line "Leave Request" on the day you return to work. Unscheduled absences are usually due to illness or family crisis.
    - i. Exception: Unscheduled leave for ECEC Staff will be entered by designated timekeeper.
  - c. Absences in excess of 3 consecutive days may require medical documentation. Please refer to the [Personnel Policy](#).
  - d. Tardy is defined as arriving beyond the assigned arrival time. All staff who are going to be tardy MUST call or text the Administrator before their scheduled arrival time. Employees who are tardy three or more times may be subject to disciplinary action. See also the Education Personnel Policy.
2. Falsifying Time
  - a. Staff shall not "clock-in" or "swipe-in" another person's Time & Labor card. Inaccurate reporting of an employee's work hours is fraudulent and all parties involved will be subject to disciplinary action. If an employee missed a swipe, time must be reported to the designated timekeeper. Arrangements can be made through email requests to the timekeeper to document time that cannot be captured in the

timekeeping system. In these cases, explicit written permission from the Site Leader or other appropriate supervisor, arranged in advance will be necessary.

### 3. Scheduled Leave Procedure

- a. Complete an on-line "Leave Request" in SharePoint for any scheduled absence as soon as you know about the anticipated absence. Scheduled absences include any leave that is requested and approved prior to the day the leave is taken.
- b. Seminar Local & Seminar Travel: Requests must be completed a professional conference that is approved by the immediate supervisor, department head and superintendent. If an employee is asking for a personal day to attend a conference, they must submit a Request for Annual Leave. Note out-of-state and overnight travel/professional development require Education Board Approval.
- c. Classroom teachers must leave detailed lesson plans and complete materials for the substitute teacher when an absence is scheduled. This is in addition to the expectation of having an up-to-date emergency lesson plan/plans on file in the front office and clearly displayed in your classroom in the event of an unscheduled absence. It should include instructions and all necessary materials needed for the substitute to teach class.

### 4. Classroom Documentation

- a. All staff members are encouraged to keep an organized, structured classroom; as well as accurate and thorough records for all students. Confidential files, particularly those files containing any student(s) names, should be locked.
- b. All student information such as, but not limited to, grades, attendance and parent contacts, are to be kept up-to-date in the site's Student Information System (SIS), as defined by each Site Leader.
- c. All teachers are responsible for student attendance documentation.

### 5. Educational Division Personnel Policies

- a. Education Division Personnel Policies are all posted on our website at [http://www.srpmic-ed.org/about/education\\_board/policies](http://www.srpmic-ed.org/about/education_board/policies).
- b. Education Division Personnel Policies provide guidance regarding a Code of Conduct and Ethics and are posted on the Human Resources > Policies SharePoint page.

## Professional Development

Requests for professional development and any travel for staff must align and be included in the professional development plan at the site and/or the Division. **FAILURE TO COMPLETE ALL REQUIREMENTS THAT ARE COMPLIANT WITH THE TRAVEL POLICIES MAY RESULT IN DENIAL OF FUTURE OFFSITE PROFESSIONAL DEVELOPMENT AND TRAVEL REQUESTS.**

*Administrative Policies, Chapter 1, Policy 1-5: Travel & Entertainment*  
(<http://connect/administration/policies/ch01/1-15.pdf>)

### *Offsite Professional Development & Travel Pre-Approval Form*

The employee requesting approval ("the traveler") is responsible for completing the Offsite Professional Development & Travel Pre-Approval Form and collecting all required documentation. Fill out the PDF form completely and print the form (SharePoint>Administration>Forms & Templates>Travel Forms). The traveler assumes responsibility for obtaining written authorization to travel from their immediate supervisor and their Department Head. Please ensure you have checked spelling and grammar as your request may be submitted to the Education Board for review.

The traveler will submit a signed hard copy of this form to the traveler's Business Coordinator/Designated Requisitioner to be submitted to the Superintendent's Office. The form must be submitted to the Superintendent's Office four (4) weeks in advance for in-state requests and six (6) weeks in advance for out-of-state requests.

### Travel Advance

**After** the Superintendent has approved the request, the traveler will be responsible for completing all documentation for the travel advance (if applicable), including but not limited to finding and booking flight and hotel arrangements that are compliant with the Community's Administration Policy: 1-15 Travel and Entertainment, Section III. Travel. All receipts must be copied for the Business Coordinator.

### Travel Claims

After the traveler has returned, required documentation for a travel claim must be submitted to the traveler's Business Coordinator/Designated Requisitioner within ten (10) business days.

**Note:** For travel which requires Education Board approval, the traveler is responsible for submitting a one-page summary to their supervisor, regarding how the professional development has improved their workplace performance and/or supported classroom instruction and/or classroom improvements. All supervisors will report the outcomes and impacts from travel in their Monthly Administrative Reports to the Board.

## Attendance for Professional Development & Assessments

During staff professional development days, leave requests are *not permitted*. All applicable staff members are required to attend and participate in their designated professional development. Certified staff may be required to work longer hours beyond the listed office and/or certified staff hours.

During students' state achievement testing and district-wide benchmark testing, leave requests are also *not permitted*.

## Planning and Preparation

Refer to SRS Secondary Course Catalog for specific course offerings at: [www.saltriversschools.org](http://www.saltriversschools.org)

### Grading Guidelines

The purpose of the Grading Guidelines are to provide a framework for teachers to measure and report student mastery of essential concepts. Best practices include measuring student learning in multiple and varied ways in order to calculate a valid student grade. It is critical that student academic attainment be measured, not by the amount of time a student spends on learning, but by the level of attainment in terms of the skills and knowledge that student has mastered. The student then has the ability to apply that knowledge and use it to problem solve, create and continue to learn and grow.

### Credit Recovery Course Grading Guidelines

Students will only be allowed to take the mastery tests twice. This will place higher importance on the students to take comprehensive notes and ask more questions before taking the mastery tests. The teacher will continue to work with the student one on one and in small groups to provide more instruction to prepare them for the review tests and final exams. If a student does not reach mastery prior to the second attempt, they will receive additional instructional support.

### Grading System

Grades are to reflect learning and student achievement toward mastery of standards-aligned course outcomes. Grades and credits are not to be awarded for any other purpose. SRHS and ALA use PowerSchool to manage all student

information. SRES uses Infinite Campus to manage all student information. Parents have access to attendance, grading, and contact information. Progress reports are mailed to the parents during the middle of each grading period. Progress reports are a communication tool between the school and home and indicate the status of a student’s academic performance.

Report cards are mailed to the parents at the end of each grading quarter. Parents will receive semester grades which indicate earned letter grade and credit earned (grades 9-12). The grading scale is as follows:

<b>Grade</b>	<b>Description</b>	<b>Grade Points</b>	<b>GPA Credit Points</b>
A	Excellent	90-100	4.0
B	Above Average	80-89	3.0
C	Average	70-79	2.0
D	Below Average	60-69	1.0
F	Failing	59 -0	0

## Curriculum Map

1. Aligned to Arizona College and Career Ready Standards (AZCCR) in subject and grade
2. Articulated within department, where necessary
3. Clearly structured (Quarter / Semester)
4. Tailored to learning needs of students
5. Reflects the Cultural and social interests of students

## Lesson Plans

Each teacher will maintain lessons in accordance to the expectations of the respective program/site leader. The following site details may be subject to change.

1. ECEC
  - a. All lesson plans for the week are to be on the Parent’s Board available to view each Monday and weekly lesson plans for the following week must be readily available to the Curriculum Specialist by Thursday of each week. ECEC Administration will be providing feedback on lesson plans as well as instructional practices as part of the regular walk-throughs. Lesson Plans are official school records that are subject to the Records and Retention policy.
2. SRES
  - a. Lesson plans are due electronically to the site administrator no later than Sunday at 8:00 PM or earlier before the lesson’s implementation. Approved formats include the Unit Planner and/or 5 Step Lesson Plan template. Lesson plans should clearly demonstrate a link between the documented Arizona College and Career Ready Standards (AZCCR) curriculum, identified outcomes, and lesson plan development.
3. SRHS
  - a. Lesson plans should clearly demonstrate a link between the documented Arizona College and Career Ready Standards (AZCCR) curriculum, identified outcomes, and lesson plan development. Weekly planning should include clear objective(s) and the tasks/activities that students will be doing. These plans should demonstrate thoughtful planning, creative task development, and Arizona College and Career Ready Standards (AZCCR) alignment as they relate to your documented curriculum map. Lesson plans

need to be submitted weekly for all staff. Teachers who fail to meet the above expectations will be placed on a professional growth plan developed with the teacher and Principal. Lesson plans are due Monday of every week and should be submitted on the K Drive > SRHS – which will be approved by the Principal.

4. ALA
  - a. Each Alternative Sites' Educator will maintain lessons in accordance to the expectations of his/her program/site. Accelerated Learning Academy classroom teachers will adhere to the approved Course Requirements for each subject. Students will receive the Course Requirement outline when starting a class that includes the expected outcomes, projects and assessments, estimated timeline, and mastery level needed to be completed to earn credit. Lesson plans should clearly demonstrate a link between the documented Arizona College and Career Ready Standards (AZCCR) curriculum, identified outcomes, and lesson plan development.

## Substitute Preparation

In the event of unforeseen emergencies, all teachers must have detailed lesson plans and complete materials for the substitute. Additionally, an up-to-date emergency lesson plan(s) shall be on file in the front office and clearly displayed in your classroom.

Lesson plans should include, but not limited to:

- a. Attendance sheets
- b. Seating charts with students' names, if needed in applicable classes
- c. A general schedule of the class day
- d. Standards being taught
- e. Special classes information/schedules
- f. Extra copies of incident referral forms
- g. Fire/safety information
- h. Include duties and other responsibilities (if applicable)
- i. Include how a substitute will leave feedback

1. ECEC
  - o Teachers are expected to have lesson plans available in the event a substitute teacher is needed. All teachers will place their lesson plans in plain view before leaving campus each day. This is necessary to ensure that the substitute teacher will have the plans available for substitute teaching.
2. SRES
  - o Teachers are expected to leave lesson plans that relate to current class content. These lessons should require little explanation for a substitute who may not share your area of expertise. Prepare all needed instructional materials and be sure that a substitute will be able to find them. Inform your Team Leader where your materials are located.
  - o Document any information that the substitute needs to know to carry out your duties and responsibilities. This includes students who will be picked up by ESS teachers and/or Interventionists. Provide accurate, up-to-date class rosters and seating plans. Each teacher must turn in a "Substitute Teacher Folder" to designated teacher by the end of the first week of classes. Include in the folder up-to-date seating charts, schedule, class rules, and other necessary information. Also, place an emergency lesson plan in the folder. Substitutes will fill out a feedback form that each teacher will receive upon their return to class. These will be used in the rare case that you have an unexpected absence from work.
3. SRHS
  - o Teachers are expected to leave detailed lesson plans and complete materials for substitute teachers when an absence is scheduled and in the event of an unscheduled absence. Teachers are expected to prepare

and keep an up-to-date emergency lesson plan/plans on file in the front office and clearly displayed in your classroom in the event of an unscheduled absence. It should include instructions and all necessary materials needed for the substitute teacher to teach class.

4. ALA
  - o Alternative Sites educators will maintain substitute teacher lesson plans in accordance to the expectations of his/her program/site. ALA teachers should leave a copy of the student attendance sheet and leave a summary indicating where each student is on his/her Course Requirements. The regular classroom teacher should include all necessary copies and materials prepared ahead of time and placed in an easily accessible area. Adult Education teachers should leave an accessible file folder of prepared activities for a substitute to have the students work on when a regular teacher is out. Adult Education teachers should have the weekly attendance sheets uploaded to the SharePoint Folder.

## Assignments for Students

Teachers are expected to post student grades in the site's School Information System (SIS) within 48 hours of when the assignment is due.

Promotion and/or Retention for Students in accordance with the [Article 4 – Students Policy](#), the following are the policies of Salt River Schools to support decisions of promotion and/or retention of students.

The decision of whether to promote a student to the next grade or retain them in the same grade shall be made by the combined efforts of the student's teacher(s), the Promotion/Retention Committee, Site Leader/designee and the parent. Efforts will be made to ensure the appropriate grade placement for each individual student. The Site Leader/designee shall attempt to reach a consensual decision on promotion or retention; however, if this does not occur, the Site Leader/designee shall make the decision to promote or retain the student and the Site Leader/designee's decision shall be final. The Site Leader is encouraged to consult, as necessary, with Division Administration.

## Report Cards and Progress Reports

Report Cards and Progress Reports shall be provided to Parents on-time according to the site reporting schedule.

1. ECEC
  - a. ECEC Provides Individual Child Progress Reports to families during fall, winter and spring conferences.
2. SRES
  - a. Report Cards - Teachers are responsible and accountable for the following:
    - i. Ensure that all report card information recorded is accurate and up-to-date, including attendance.
    - ii. Send home report cards within five (5) days of the end of each quarter.
    - iii. Submit copies of report cards to the Registrar for the student cumulative files.
    - iv. Ensure the final report card has been filed in the student cumulative file at year end. Report cards are official school records that are subject to the Records Retention Policy.
  - b. Progress Reports - Teachers are responsible and accountable for the following:
    - i. Teachers are required to issue progress reports at the end of the fifth (5<sup>th</sup>) week of each quarter to communicate each student's progress to the parents.
3. SRHS
  - a. Report Cards

- i. Report Cards Report cards are sent home at the end of each quarter. Teachers are required to verify that reported grades are accurate and up-to-date. The school registrar will communicate dates for grades to be submitted. Grades are to be submitted in a timely and punctual fashion.
  - ii. Incomplete grades may be assigned by the teacher in consultation with the student and family. Incomplete grades must have a specific completion plan and the grade should be resolved within 3-4 weeks after the quarter has ended. If a resolution has not been met, the grade will be entered as a failing letter grade (F).
  - iii. No SRHS student will receive a failing grade without having been notified in advance, and having been provided specific information regarding which assignments / grades are missing and a specific plan to address the missing work. This plan must consist of more than a progress report, and will include parent contact. Ideally, the conversation will have been on-going between the teacher and the student, but a planned and documented conversation should absolutely take place during the last 3-4 weeks of the term.
- b. Progress Reports
- i. Progress reports will be used for the purposes of teacher documentation and communication with parents. All teachers are required to issue progress reports during the fifth (5th) week of each quarter (start preparing for these reports on the 4th week). However, it is recommended that students be issued progress reports on a biweekly basis, especially toward the end of a marking period.
4. ALA
- a. Accelerated Learning Academy teachers will be expected to keep accurate and up to date grades on all students. Grading should be done quickly and accurately to provide feedback to students and allow for corrections and revisions in a timely manner. Students should receive feedback and grades on work handed in within 48 hours of submitting assignments. Teachers must update grades every Wednesday at a minimum. Teachers are expected to enter a minimum of nine grades per course. Teachers will record student grades in PowerTeacher Gradebook. The teachers will use the entered scores to compute a final grade. Teachers will mark the course completed in PowerTeacher and notify the Dean of Students or designee that the student completed the course. Report cards will be generated by the office to reflect the credits and grades earned by each student each quarter.

## Professional Conduct

### Staff Relationships

SRS strives to create a professional, family-friendly environment for the Community we serve. As we further our mission and vision, we acknowledge building rapport and personal relationships among staff will create and maintain positive professional relationships. Staff should exercise professional judgment and shall not let relationships compromise the performance or the professionalism of the workplace environment. Staff relationships should not appear or raise concerns of favoritism, bias, ethics or conflict of interest. Every employee has the right to be treated with dignity and should not be the subject of gossip or unfavorable treatment. Should a problem arise between staff, the conflict resolution and/or mediation process should be initiated before involving others.

### Staff & Parent Relationships

Parent involvement is a pertinent component to the educational experience of the student. Thus, all staff should approach each parent in a welcoming and professional manner. We believe every employee interaction with the parent

is important and will build the rapport and customer service experience SRS provides. Staff are encouraged to develop a supportive, positive and professional relationship with the parent by exercising the following:

1. Establish collaborative partnerships.
2. Highlight positive aspects of the student.
3. Be responsive to questions and comments. This includes initiating parent(s) phone calls, emails and notes home to recognize the academic or behavioral achievement of the student; timely notices for field trips, schedule changes and other notifications. If you are unsure of a proper response contact your supervisor.
4. Actively listen.
5. Respect their time by giving adequate notice for class events, schedule changes, etc.
6. Show appreciation for their time and involvement.
7. If a student is 18 years of age or older, the student must give written approval for the education staff to contact the parent(s) regarding the student's progress in any form. If the student is a dependent ward of a court, any educational contact will need to be directed to the student's case manager. In this case, any contact with biological parent(s) is not permitted without written or verbal permission from the student's case manager.

## Staff as Parents/Relative & Staff Relationships

Those who are SRS employees and the parent of a SRS student are expected to abide by the SRS Staff Handbook, Personnel Policies, Student Handbook and Parents, Guardians & Community Policy. Issues concerning the employee's student must be routed through the proper channels and follow the same procedures outlined in the Student Handbook. Those who are SRS employees and not the student's parent or legal guardian (e.g. grandparent, aunt, uncle, etc.) must also abide by the same expectations of a parent. SRS will comply with FERPA regulations pertaining to student information confidentiality.

## Student & Staff Relationships

Staff are authoritative figures and are responsible for maintaining student trust and respect. We acknowledge building rapport and positive interaction among students will create and maintain a positive educational experience. Staff should exercise professional judgment and shall not let relationships compromise the performance or the professionalism of the educational environment. Student-Staff relationships should not appear or raise concerns of favoritism, bias, ethics or conflict of interest. The relationship between staff and students should be one of cooperation, understanding, and mutual respect. The staff has the responsibility to provide an atmosphere conducive to learning, and to motivate each student to perform to the student's capacity. Although it is desired that staff have a sincere interest in students as individuals, partiality is prohibited and staff-student relationships must be professional at all times.

Exchange of cell phone numbers or email addresses between staff and students is highly discouraged and should not be done unless there are special circumstances (i.e. for athletics or activities) and the exchange is pre-approved by administration. Administrative authorization for such an exchange shall be limited and shall require full justification for the request. Staff are *not permitted* to connect with students on social media and social networks, failure to do so will be subject to disciplinary action.

## Staff Misconduct

Education Division Personnel Policies define staff misconduct, disciplinary policies and the appeal process. Education Division Personnel Policies are posted on the Human Resources > Policies SharePoint page. Employee discipline, causes for disciplinary action and the like are described in Article 3, Section XV. Staff misconduct as described in the Personnel Policy may constitute grounds for disciplinary action up to and including the termination of a Division employee.

## Personal Social Media & Electronic Communication

Salt River Schools understands that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers. Social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media. All work-related correspondence including email and other work products are the property of Salt River Schools.

### Guidelines

In the rapidly-expanding world of electronic communication, social media can mean many things. The term "social media" means web-based interaction through online multi-media and social networking websites (may include but not be limited to Facebook, Yahoo! Groups and YouTube), blog and microblogs (e.g. Twitter), wikis (e.g. Wikipedia) and gaming sites (e.g. World of Warcraft).

The principles and guidelines found in Salt River Schools' policies and values apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow staff members or otherwise adversely affects Community members, parents, students, or people who work on behalf of Salt River Schools may result in disciplinary action up to and including termination.

#### *Know and Follow the Rules*

Carefully read these guidelines and the ethics policy described in Article 3 of the Personnel Policy. To ensure your postings are consistent with policies, SRS requires every staff member to adhere to Article 10 - Information Technology Policy. Inappropriate postings that include discriminatory remarks, remarks that violate the interest of Salt River Schools, harassment and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

#### *Be Respectful*

Always be fair and courteous to fellow staff members, Community members, parents, students or individuals working on behalf of Salt River Schools. If you have work-related issues or complaints, talk to your supervisor or contact Education Human Resources for assistance with conflict resolution. Do not post personal grievances on social media. Avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening, and intimidating. Avoid speech that disparages others which may constitute as harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion, or any other status protected by law or policy.

### *Be Honest and Accurate*

Make sure you are always honest and accurate when posting information or news. If you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted posts can be searched. Never post any information or rumors that you know to be false about Salt River Schools, fellow staff members, members, customers, suppliers, or people working on behalf of Salt River Schools.

Post only appropriate and respectful content

- Maintain the confidentiality of Salt River Schools' private or confidential information. Unless expressly authorized do not post internal reports, policies, procedures, or other internal work-related confidential communications.
- Express only your personal opinions. Never represent yourself as a spokesperson on behalf of Salt River Schools. If Salt River Schools is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of Salt River Schools, fellow staff members, Community members, parents, students, or people working on behalf of Salt River Schools. If you do publish a blog or post online related to the work you do, make it clear that you are not speaking on behalf of Salt River Schools. It is best to include a disclaimer such as, "The postings on this site are my own and do not reflect the views of Salt River Schools."

### **Social Media at Work**

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your site leader or manager. Do not use Salt River Schools e-mail addresses to register on social networks, blogs, or other online tools utilized for personal use.

### **Retaliation is Prohibited**

Salt River Schools prohibits taking negative action against any staff member for reporting a possible deviation from this policy or for cooperating in an investigation. Any staff member who retaliates against another staff member for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

### **Media Contact & Further Guidance**

Staff members should not speak to the media on Salt River Schools' behalf. All media inquiries should be directed to the School Communications and Public Relations Director. If you have questions or need further guidance pertaining to social media or electronic communication, please contact Education HR.

### **Harassment**

Sexual harassment is a violation of the Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Educational Amendments Act of 1972. The following shall aid in identifying the kinds of behavior that constitutes sexual harassment, and shall apply to all staff and volunteers, including Education Board members. See Personnel Policies on SharePoint > Human Resources > Policies.

Sexual harassment - Consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly or implicitly made a term or condition of employment; or
2. Submission to or rejection of such conduct is used as a basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with work performance, or creating an intimidating, hostile, or offensive employment environment.

### Examples of Prohibited Conduct

Sexual harassment may include, but is not limited to:

1. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering gesture, or display of sexually suggestive objects, pictures or cartoons.
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
3. Implying or withholding support for an appointment, promotion or change of assignment; suggesting that a poor performance report shall be prepared, or suggesting probation will take place.
4. Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee.
5. Offering or granting favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc., in exchange for sexual favors.
6. Retaliating against individuals who attempt or do complain about the behaviors described.

### Conflict Resolution Protocol and C.L.E.A.R (Communication Linking Employees and Resolutions)

Every effort is made to provide a respectful and professional working environment. When a concern arises, please discuss the matter with the person involved first to seek a resolution. If the concern is not resolved, discuss with the immediate supervisor or Site Leader for conflict resolution assistance. If a resolution cannot be reached, a written grievance may be submitted to the Site Leader for review. The grievance will then follow the procedure laid out in the Education Division Article 3 – Personnel Policy.

#### C.L.E.A.R.

The intent of Communication Linking Employees And Resolutions is to provide a way for government employees to alert the Community on various issues. All employees are strongly encouraged to make every effort to resolve any workplace conflict by utilizing the conflict resolution protocol.

The CLEAR Program is available to employees to make suggestions to the SRPMIC Government, for recognizing fellow employee achievements or to report fraud, abuse and/or dishonesty without fear of retaliation. We encourage you to use this important, safe and secure web site to report issues of concern or to offer your feedback.

- This is not an emergency help line. If you are reporting an emergency, please dial 911 or contact the appropriate authorities directly.
- Depending on the category, your report will be routed as follows:

- Internal Audit will receive reports of suspected wrongdoing including issues relating to fraud, financial statement manipulation, embezzlement, improper disclosure of confidential information, related party issues, unethical behavior and all safety related issues.
- Human Resources will receive reports of suspected discrimination, harassment, workplace violence, substance abuse and misconduct.

We encourage everyone to feel comfortable using CLEAR and value any information that will help resolve issues. We hope you will use the website to communicate any problems and concerns. All reports will be reviewed with the intent of improving the success of the Community.

## Health & Safety

### Health & Wellness

Salt River Schools participates in the School Wellness Policy which improves nutrition education and increases physical activity for all SRS enrolled students. Your support is appreciated in carrying out the provisions of this policy. The policy can be found at: Article 9 – Wellness of the [SR Educational Division Administration Policies](#). If you have any questions about how you can support better health for your students, please contact your teacher and/or Site Leader.

The goals of the wellness program identify the importance of having healthy, productive, and successful Community members and students. These goals meet the requirements of Section 204 of Public Law 111-296 and the Healthy, Hunger-Free Kids Act dated December 13, 2010. SRS are committed to increasing student's physical activity through a physical education curriculum, nutrition education in the classroom, and providing parents with information on healthy lifestyles.

A majority of the wellness policy lies with the SRS Food Services department who will implement nutritional guidelines for school meals. SRS Food Services will also promote nutrition via bulletin boards, etc. pertaining to nutrition/health topics of interest and provide public notification of menus. The following are food items to limit consuming (OR "food items are not permitted during meal times"):

- Candy
- Soda
- Bakery Items
- Sports Drinks
- Fast Foods
- Fried Chips
- Sweetened Drinks

### *Student Rewards*

Rewards and incentives will include non-food items (e.g. stickers, pencils, school supplies, etc.)

### *Fundraisers & Food Sales*

Fundraisers and food sales on campus during school hours must comply with USDA regulations. Exception: Fundraisers and food sales that will occur after school hours or during non-school days are exempt from this policy.

### *Student Birthdays*

Encourage parents to notify classroom teachers in advance if they want to recognize a student birthday with the class. Parents should understand that the snack or birthday goodie bags will be distributed at the end of the day and there must be enough for the entire class. If a snack is provided, it must be pre-packaged, unopened and may not contain

eggs, milk or tree nuts. Homemade items are prohibited for the safety of the students with food allergies. Balloons are prohibited. ECEC students are prohibited from bringing any outside food for the class.

### *Food in the Classroom*

With the teacher permission, snacks and treats in the classroom are permitted. If a snack is provided, it must be pre-packaged, unopened and may not contain eggs, milk or tree nuts. Homemade items are prohibited for the safety of the students with food allergies. ECEC students are prohibited from bringing any outside.

## **Health Services**

### **Medical Assistance and Nurse Information**

1. Every school has the support of either a School Nurse, Health & Nutrition Coordinator or Health Assistant.
2. In the absence of the School Nurse, a designee will assist ill or injured students. When sending a student for medical attention, ALWAYS fill out a "Nurse Office Pass". The pass will be returned with the student, indicating any findings after examination, and any actions taken. For students attending the Accelerated Learning Academy, the students are required to sign in with the nurse.
3. Serious injury will require the Nurse or designee be called to the playground and/or classroom for immediate medical assistance. In the event of an emergency, please call 9-1-1.
4. Passes should be retained for the school year by the teacher. The Nurse will provide each class with a master of the passes. For ECEC students, adult supervision is required, and therefore this does not apply.

## **Illness**

In the event a student becomes ill while at school, staff will notify the nurse or designee. The nurse or designee will evaluate the student and notify the parents if necessary. Staff are expected to follow your site's applicable procedures and protocols.

## **Classroom Management**

In each facility, teachers are responsible for creating a positive learning environment for students. Classroom management is a key factor in effective classroom behavior and a well-managed classroom. Teachers must provide instruction that meets applicable federal, state, and division guidelines in a safe and secure environment. This is best accomplished by providing interesting, relevant classroom artifacts and interactive, motivational instruction. Additionally, teachers should establish a routine that includes high expectations supported by classroom rules, preferably developed with student input.

## **Student Discipline**

Teachers are responsible for classroom behavior and may impose consequences and disciplinary actions. School staff may impose consequences and disciplinary actions. It is expected that Site Leader's will work closely with the staff that is in the classroom, and decisions to discipline a student are a joint decision with the Site Leaders. In any case, please make sure that everyone in your classroom adheres to the rules of the facility.

For more information regarding student conduct and discipline, please refer to the Student Conduct & Discipline handbook.

## Incident Reports

Any serious disruption or serious incident in any classroom that requires the assistance of school staff or school resource officers must be followed up by the staff member with an incident report. The required incident report form is located on SharePoint.

- Each staff member is required to submit an Incident Report when a student is sent out of class for any verbal / physical classroom disruption or negative behavior.
- A timely and completely filled out incident report is required to take proper action.
  - Timely is defined as a report submitted prior to the end of the instructional day.

In the event that a student is disruptive or inappropriate in a classroom, it is expected that the staff member and the Site Leader will confer and agree whether it is necessary to remove the student from the instructional setting.

## Child Protective Services (CPS) and Guidelines for Reporting

The following narrative is a description of the general process for reporting child abuse within the Salt River Pima Maricopa Indian Community.

1. It is the responsibility of any person who knows or has reasonable cause to suspect that a child has been physically or sexually abused, neglected, or emotionally maltreated should first report to CPS or SRPD site administrator and then to the Salt River Social Services or Salt River Pima-Maricopa Indian Community Police Department. A person may remain anonymous.
2. Persons who are mandated to report include: teachers, teachers' aides, counselors, bus drivers, truancy officers, the Principal, or other official or employee of any Community, federal, public or private school, or any other person having responsibility for the care of children whose observation or examination discloses evidence of abuse or death that appears to have been inflicted on a child by other than accidental means or which is not explained by the available medical history as being accidental in nature. (Taken from Article IV. Section 11-27 of the Child Protection Code.)
3. Those persons mandated to report and who make an oral report to the Community's Child Protective Services or law enforcement agency, must follow through with a written report. The written report should include: the name, address, and place of residence of the child; the name of the child's parent or guardian; a narrative as to the nature and extent of the child's abuse or neglect of the child; the suspected date of the abuse or neglect; the name, age, address, and place of residence of the person alleged to be responsible for the child's abuse or neglect; and, the name, address, agency and telephone number of the person making the report.
4. Within the Salt River Pima-Maricopa Indian Community, any person failing to report known or suspected child abuse and neglect shall be subject to a civil penalty of not more than five thousand dollars (\$5,000.00). Any person who supervises, or who has authority over a person mandated to report, and who prevents that person from making the known or suspected child abuse or neglect report or intentionally suppresses such report, shall be subject to a civil penalty of not more than five thousand dollars (\$5,000.00). (Taken from Article IV. Section 11-27 of the Child Protection Code.)

### Child Abuse / Protection Services / Reporting Procedures

1. Definition
  - a. Child abuse includes, but is not limited to, any case in which a child is subjected to sexual assault, sexual molestation, sexual exploitation, sexual contact, or prostitution, a child is dead or exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fractures of any bone, soft tissue swelling, and where such a condition is not justifiably explained or may not be the product of any accidental occurrence.

- b. Child neglect includes, but is not limited to, negligent treatment or maltreatment of a child by a person, including a person responsible for the child's welfare, under circumstances that indicate that the child's health or welfare is harmed or threatened. Some general circumstances of child neglect might include a person who exhibits a chronic pattern of not providing a child under 18 years of age with adequate supervision, protection, food, clothing, medical care and/or emotional nurturance.
  - c. For more specific examples of common physical and behavioral indicators of child abuse and neglect, see the school counselor or school nurse.
2. Reporting
- a. A CPS referral is automatically processed through the school counselor and the Community's Social Services Department. The referral form(s) shall be completed by the staff person who has reason to believe that the welfare of a student is in jeopardy. A Salt River Pima-Maricopa Indian Community Confidential Referral form is to be used. This form may be found in the School Counselor's office or in the main office. All employees who work with children are required by law to report any suspected child abuse. SRHS staff members are to report in good faith any suspected child abuse; e.g., sexual abuse, physical abuse, emotional abuse, or physical and emotional neglect issues. (See Child Abuse in Section XII. for further definitions of child abuse.) Failure to report may ultimately result in incarceration, probation, and/or a monetary fine to the tribal court system. If you are uncertain about what is to be reported and/or how to complete a confidential referral form, contact the School Counselor or the Site Leader for guidance.
  - b. Children may confide sensitive information to a staff member. At the onset of a shared confidence, the staff member should inform the child that such information may need to be referred to the proper authorities. At times information is divulged by the student before the staff member is aware of the nature of the conversation. The staff member should still inform the child of his/her duty to inform other proper authorities. This shared confidence is not to be discussed or relayed to other colleagues. The staff member is expected to keep a confidential, private log or notes on this shared information with dates and other pertinent details. Even if this sensitive matter does result in a court case, the staff member may be required to submit relevant information.
  - c. Staff is mandated by law to immediately report suspected child abuse to CPS or the SRPD then to the school counselor. This CPS referral will be followed up with the actual written referral by the staff member and Counselor via interoffice mail as soon as possible. All referrals are handled confidentially and the identity of the reporter is not revealed.
  - d. After a referral is made, the matter will be taken over by the CPS/Tribal Social Services Agency and no further feedback will be provided to the school.

## Confidentiality – Student Records

School employees are required to safeguard student records and maintain their confidentiality. Only factual information is to be maintained in the permanent records of students. Federal law protects the privacy of student medical and education records.

- SRS complies with the Health Insurance Portability and Accountability Act (HIPAA)
- SRS complies with the Family Education Rights and Privacy Act of 1974 (FERPA)

All student and family personal information, records and sensitive data, regardless of storage media, are kept strictly confidential. Information will be released only upon in-person written and signed consent by the parent. The exception is as required by applicable tribal, state or federal law or law enforcement authorities.

If a student reaches the age of eighteen (18) years old, and that student wants their parent to continue to have access to their student records, then the student must sign a Student Records Release Form. The school will keep the signed form on file in the student's permanent records.

## Emergency Procedures

The most important priority is to ensure the safety of students and staff. Therefore, the schools and the surrounding education buildings will practice the fire drills, lockdown drills, bus evacuations and mass evacuations. Emergency drills and evacuations are scheduled often to teach students the safest, quickest route out of the School building and the School buses. Every educational site must complete the following drills:

- Fire drill – one (1) per month
- Lockdown drill – one (1) per quarter (every 3 months)
- Bus Evacuation – one (1) per school year
- Mass Evacuation – Each site will rotate one (1) per school year
- Parents are welcome to participate in these drills especially if you plan on participating in any school-sponsored field trips.
- Parents are asked to support the School by talking with their child about the importance and seriousness of drills and evacuations and following the necessary procedures.

For more information regarding drills and evacuations, please refer to Article IV – Students Policy which is located publicly at – <http://www.saltriversschools.org>.

## Security & Safety

The safety of our students is of highest importance to the staff. As staff, your support and cooperation is needed to help ensure a safe student environment. The following is a list of items that may require reporting to the School Resource Officer (SRO). Please consult your Site Leader if you have questions.

- Weapons: Dangerous items, including weapons or imitation toy weapons are strictly prohibited unless they are in the possession of a sworn peace officer. Parents of any child in possession of harmful items will be contacted immediately by the school.
- Suspicious Activity: Please report suspicious activities or unauthorized persons on campus to the site leader immediately. Unusual situations in your neighborhood should be reported to the appropriate law enforcement personnel.
- Student/Passenger Safety: One of the most important actions we can take is to protect students while riding in vehicles. The SRS and Salt River Police Department perform ongoing safety checks in the parking lot and patrolling traffic on site. Please be sure children are traveling in an age appropriate child restraint seat at all times.
- Gang Ordinance: Wearing or displaying gang clothing or attire on campus, including the parking lot, is prohibited and will be reported to law enforcement. Criminal sanctions may be imposed for violations of this Ordinance. Interested parents can pick up a copy of the Community's Criminal Code, Criminal Street Gang statute (SRO-347-09) Ordinance by contacting the SRPMIC Council Secretary's Office at (480)362-7400 or by visiting the Council Secretary's Office which is located on the 3rd floor of the Two Waters Administration building (Southeast corner of Longmore and Osborn).

- For more information, please refer to the Student Handbook, specifically the Student Conduct & Discipline section.

## Parents, Volunteers & Visitors

For the safety of students, as well as the staff, the Front Office must be aware of everyone’s identity and location while on any SRS Campuses including visitors. A visitor is anyone who is not a student, school staff or staff member entering a school campus for school business. All visitors must check-in and sign-in at the Front Office before they are permitted to enter any classroom or school grounds.

Any individual who will provide service on the school campus and has access to students for more than two (2) days will require a background check.

## Staff Dress Code

Salt River Schools recognizes research has proven the direct relationship between school staff dress and grooming and student behavior. Professional dress communicates school pride and professionalism to colleagues, students, parent and the Community. Additionally, considerations for staff safety helped guide the following grooming and dress requirements.

Acceptable attire must be clean and un-tattered. Attire should not be distressed, worn out or faded. Staff are strongly encouraged to consider job duties/expectations and exercise professional judgment when interpreting and executing dress code requirements. The dress code described below is effective for all staff unless specified otherwise.

### Dress Code Rubric

Attire Description	Acceptable	Unacceptable
<b>Badge</b>	Badge must be visibly worn at all times.	-
<b>Cultural Attire</b>	Safe, modest clothing that reflects your Cultural heritage, while also supporting the professional climate of the workplace is acceptable.	-
<b>Bottoms</b>	Dress slacks.	Denim/Jeans of any color.  Athletic or “athleisure” wear (e.g. yoga pants, leggings, golf shorts, sweatpants, etc.).
	Cropped or ankle dress pants, which meet below the knee or lower.	Pants that fall above the knee.  Shorts of any style.

	<p>Dresses and skirts (knee-length to ankle-length).</p> <p>Tights and hosiery are acceptable additions to a dress.</p>	<p>Skirts that fall above mid- knee by more than 3 inches.</p>
<b>Tops</b>	<p>Dress shirts and blouses</p> <p>(Modest sleeveless blouses are acceptable. Shirts must cover the waistband or be tucked in.)</p>	<p>Shirts or blouses that show undergarments.</p> <p>Shirts with straps thinner than 2 inches.</p> <p>T-shirts. Cropped shirts.</p>
	<p>Casual, collared shirts (e.g. Polos)</p>	<p>Large lettering or distracting imagery on shirts.</p>
	<p>Site/school uniform shirts.</p>	<p>Tops not issued by the site/school (e.g. Community event shirts).</p>
<b>Dresses</b>	<p>Professional &amp; Casual Dresses</p> <p>(Modest sleeveless dresses are acceptable)</p> <p>Tights and hosiery are acceptable additions to a dress.</p>	<p>Dresses that are above the knee by more than 3 inches.</p>
<b>Suits</b>	<p>Suit jacket, suit pants and blazers.</p>	<p>-</p>
<b>Footwear</b>	<p>Dress boots, dress shoes (e.g. loafers, Oxfords, etc.), dress flats, dress heels*, dress sandals* (must have a heel strap).</p> <p>Medically-recommended footwear (may require a doctor’s note).</p>	<p>Flip flops, athletic shoes, sandals without a heel strap, slippers.</p> <p>*ECEC teachers and aides are not permitted to wear heels or open toe shoes.</p>
<b>Accessories</b>	<p>Jewelry is acceptable given a staff person’s position and their safety requirements as it relates to the teaching and caring of students.</p> <p>Please ensure it is age appropriate for the age group being taught and cared for.</p>	<p>Jewelry that poses a risk to staff/student safety.</p>

	Hosiery, tights, belts and/or socks are appropriate for completing a professional look.  Culturally-relevant jewelry is appropriate and acceptable.	
<b>Piercings</b>	Pierced ears are acceptable.  Gaged ears must be discreet. Discreet facial piercings are acceptable.	Piercings that pose a safety risk.  Gaged ears with distracting jewelry.  Facial piercings which are either large and/or distracting.
<b>Tattoos</b>	Discrete tattoos and culturally-relevant tattoos.	Inappropriate tattoos should not be visible. Tattoos deemed inappropriate require an appropriate cover, such as a bandage and/or makeup. This includes, but is not limited to, obscene and/or gang-affiliated tattoos.

Departments may make exceptions to this dress code based on specific job duties; however, exceptions will require approval of the Superintendent or designee (ex: Security, Food Service and Transportation). When in doubt, please contact your immediate supervisor.

### Dress Down or Casual Days

Fridays are considered "Dress Down" or "Casual Days." Acceptable dress consists of the appropriate adornments mentioned above, as well as jeans (absent of any holes, tears and/or fading). Additionally, an appropriate uniform shirt or dress shirt is acceptable. Jeans are not required for "Dress Down or Casual Days." Staff who have a meeting(s) with outside professionals on Fridays are strongly encouraged to dress professionally.

### Summer Dress Code

For staff who work during the summer months of June and July, the dress code still applies. Depending on job duties, permission may be given to "dress down" or wear "business casual" clothing. Professional dress is still *strongly encouraged* for those who must meet with outside professionals. The "dress down" or "casual dress" timeframe begins the first Monday in June and ends prior to the start of the next academic year when all staff return to work. Immediate supervisors should be consulted for further guidance.

## Practical Matters

### Brand Standards

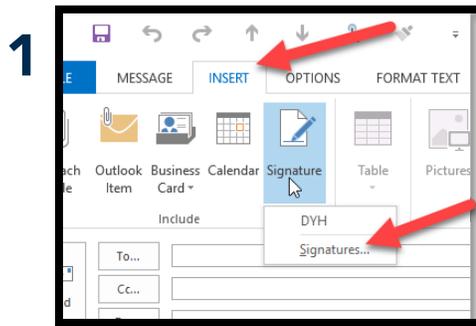
All staff play an important role to the reputation, image and branding of Salt River Schools and its Community. As such, every staff member has a responsibility to follow the [Brand Standards Guide](#). Please take time to read and follow it, as

there are important tools, tips and guidance in it. All flyers shall be approved by your immediate supervisor, and must include either your school site logo or the Salt River Schools logo.

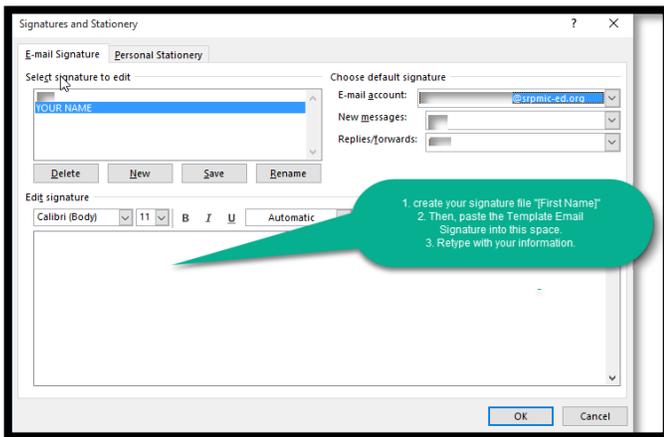
### Email Signature

Copy and paste this email signature into your signature.

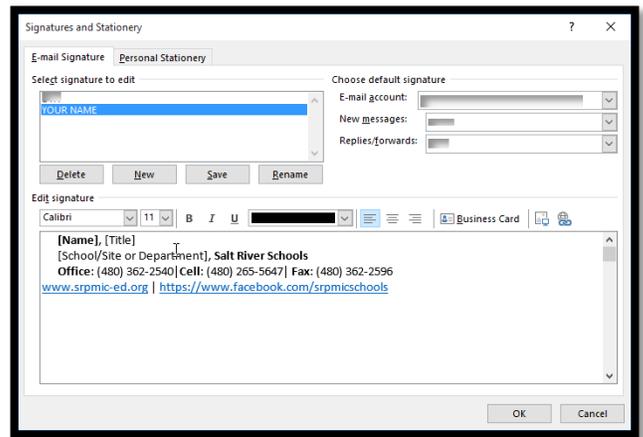
**[Name], [Title]**  
**[School/Site or Department], Salt River Schools**  
**Office: (480) 362-2540 | Cell: (480) 265-5647 | Fax: (480) 362-2596**  
[www.srpmic-ed.org](http://www.srpmic-ed.org) | <https://www.facebook.com/srpmicschools>



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### School Events

School events and/or field trips require at least sixty (60) days advance planning. Please consult your immediate supervisor, and ensure all necessary approvals are in place including any contractual/legal accommodations (changes) to contracts.

### Employment Contract

Upon employment and/or renewal of employment, Human Resources will provide each staff member with their employment contract. This contract is not subject to negotiation. The responsibility of each staff member is to read their employment contract, sign it *first*, and submit it to Human Resources within the allowed timeframe (before the due date). The employment contract shall not have any edits, comments nor markings on it. If this occurs, then Human Resources will contact that staff member to make the correction or address in accordance with the Personnel Policy discipline.

## Graduation/ Promotion

School graduations and promotion events are a wonderful family and Community celebration. Each staff member is expected to support and attend their school's graduation and/or promotion events. Staff who have earned advanced degrees are strongly encouraged to wear their own graduation robes/gowns/hoods/etc.

## Extra Duty Assignments

1. Extra Duty assignments may be available for assignments in accordance with the Education Board adopted Extra Duty Schedule. If you wish to participate in Extra Duty Assignments notify the Principal (or designee) of your area of interest. Extra Duty assignments are intended as assignments outside the scope of an existing job description.
2. In accordance with the Education Board approved Extra Duty Schedule, some assignments are compensated based on a fixed lump sum amount. Some assignments are compensated based on the hours worked. A majority of Extra Duty Assignments require documentation, such as timesheets tracking the hours and work performed during those hours.
3. Employees are not authorized to start working on extra duty assignments until a signed stipend assignment has been issued and signed by all parties. Maintain a copy of your extra duty assignment for your records to refer to scope of work, deadlines, deliverable, and/or pay date(s).

## Salaried Employees

Read your Extra Duty Assignment document to understand documentation requirements and deadlines. Salaried employees may be required to record hours worked in accordance with the Extra Duty schedule. If so, be aware that:

1. Maximum payment cannot be greater than the maximum specified in the Extra Duty Assignment.
2. Timesheets will be reviewed by the Site Leader (or designee) to confirm that there are no overlapping dates and times.
3. You are responsible for assuring that the specific extra duty contract is clearly identified on the timesheet, and that dates and times are recorded accurately.
4. All tasks must be completed outside standard school hours.
5. You are responsible for assuring that time reporting is submitted by requested deadlines to assure timely payment through the payroll process.
6. The Extra Duty timesheet is located on SharePoint > Human Resources > Forms.

## Hourly Employees (During the 10-Month School Year)

Read your Extra Duty Assignment document to understand documentation requirements and deadlines. Hourly employees must record all extra-duty time at the time clock. If the work is performed off-site submit a "Justification Form" to your Time Reporter to record the hours. Completion of timesheets is for the purpose of identifying which hours are attributable to your 10-month fund source and which hours are attributable to the Extra Duty Contract so that expenses are recorded to the appropriate fund source.

1. Timesheets will be reviewed by the Site Leader (or designee) to confirm that there are no overlapping dates and times. Timesheets are located on SharePoint > Human Resources > Forms.
2. You are responsible for assuring that the specific extra duty contract is clearly identified on the timesheet, and that dates and times are recorded accurately.
3. You are responsible for assuring that time reporting is submitted by requested deadlines to assure timely and accurate expense recording.
4. You are responsible for submitting your timesheets weekly.

## Hourly Employees (During Summer School)

Read your Extra Duty Assignment document to understand documentation requirements. Hourly employees must record extra-duty time at the time clock. Completion of timesheets during summer months is usually not necessary. Hourly employee hours are fully expensed to the Extra Duty Assignment funding sources during summer months; therefore, you may not be required to complete a separate timesheet. Hourly employees with multiple assignments MAY be required to complete timesheets. If your Extra Duty Assignment stipulates that you will complete timesheets, the reporting process is the same as during the 10-month school year.

## Use of Vehicles

1. Vehicles are available for transportation to conduct school business. All applicable employees who will be driving a Community vehicle or driving their own vehicle on Community business are required to complete the Driving Eligibility process by contacting the Education Human Resources Department. Upon request of driving clearance, employees must provide a copy of their driver's license and complete the Motor Vehicle Release Form.
2. If a cleared employee needs to use a Community-owned vehicle for business purposes, the process listed below must be followed:
  - a. If an employee needs to reserve a car or van, complete a Vehicle Use Request form with all pertinent information, i.e. primary and alternate driver info, purpose, and number of students being transported, dates, times, etc. Submit to the Purchasing & Business Coordinator as early as possible. Vehicles should be requested at least ten days in advance of the proposed date. The Purchasing & Business Coordinator will inform the employee when the use has been authorized.
  - b. When picking up the keys and signing out the vehicle, employees will receive their original Vehicle Use Request form to complete which includes recording starting mileage (prior to starting the trip).
  - c. Upon return, employees will fill in the ending mileage and fuel level on the diagram and initial all returning procedures as they check each line item.
  - d. If gasoline was purchased, employees will keep and turn in all receipts to the Purchasing & Business Coordinator at the end of the vehicle usage.
  - e. All vehicles should be returned to the appropriate parking lot unless the employee is instructed otherwise. Keys and the completed form MUST be returned to the appropriate Front Desk immediately upon returning.
  - f. If an employee returns a vehicle on a weekend or at night after the appropriate parking lot has been closed, s/he will alert the on-site Security guard to open the gate to allow access into the parking lot.
  - g. Employees are expected to clean up after themselves at the end of every vehicle use.
3. If a vehicle is not available, mileage reimbursement is available in an amount as adopted by the federal government GSA and as posted on SharePoint > Connections > Finance > Forms & Resources > Office Services > Mileage Claim Form. The mileage amount is subject to change at the discretion of the GSA. Mileage calculation must be from the school site to destination, and back to the school site.

## Reimbursement

### Supplies

SRS is dedicated to providing the necessary supplies and equipment to teachers for classroom instruction. If an employee must purchase any item for a classroom activity with his/her own money, the staff member must obtain prior approval from his/her immediate supervisor or Site Leader before making the purchase. To receive reimbursement, the employee must submit the original receipt (s) to his/her supervisor who will work with the Purchasing & Business Coordinator to obtain reimbursement for the item purchased.

## Work Shifts & Break Procedure

### ECEC

1. All staff are required to sign-in at the beginning of their shift and sign-out at the end of their shift.
2. All staff are required to sign out and back in from breaks.
  - a. Breaks are an hour unless the supervisor approves half-hour breaks.
  - b. Hourly employees must clock out for their breaks unless otherwise authorized by their supervisor.
3. Employees are to eat their personal meals in the employee lounge or other appropriate area (where children are not present).
4. Classroom employees are expected to participate by eating with the class when the ECEC is serving family style meals to model appropriate behavior, nutritional choices, manners, and engage children in conversation.
5. Generally, classroom employees are expected to eat the food offered to children by ECEC while in the presence of children unless otherwise arranged with a supervisor.
6. Hot beverages in the presence of children are prohibited to avoid possible burns. All beverages (with the exception of those offered to children) must be consumed from a closed plain container and kept away from the students. These expectations apply to bus monitors as well.

### SRES

1. Personnel are expected to refrain from eating in their work areas during instructional time. Classified staff are to sign in and out for their break if they leave campus. They must receive administrative approval first. Staff may purchase school meals at a nominal fee.

### SRHS

1. Student breakfasts and lunch are available to staff members for a nominal charge. Check with the cafeteria for current year pricing. Cafeteria staff may not always be able to make change, so please try to have the exact amount. If you are on posted / assigned duty in the cafeteria, the fee is waived for that meal. On occasion, there may not be enough meals prepared. Employees are allocated a half hour (30 minutes) for lunch each day.

### ALA

1. There is not a cafeteria at the Alternative Sites. Teachers are given 30 minutes for lunch and are encouraged to bring their lunch. Vending machines are also available.

## Large Purchases

Requests for such purchases require a justification form to document and prove alignment to curriculum, Arizona AZCCR Arizona Academic Standards and/or academic priorities. Purchases related to or that will impact the information technology (IT) infrastructure will require approval from the IT Manager.

## Student Fees

### *Unreturned Textbooks, Uniforms, Instruments & Equipment*

Depending on the student coursework, electives and extracurricular activities, items including but not limited to textbooks, instruments, library materials and uniforms may be checked out to students. If the item is lost, stolen, damaged or unreturned for any reason at the end of the course or activity, SRS may charge the student for the cost of the item. Money may be refunded when the items are returned with the receipt issued when the student/parent paid the original fee for the item. Consequently, staff are responsible for ensuring the appropriate collection procedures are followed consistently with every student in order to ensure all items are returned before the school year ends.

### *Class/Activity Fee*

Students will be informed in advance if a fee is required for a class or extra-curricular activity. Items billed to a student account like yearbooks, t-shirts, etc. must be paid prior to the end of the class or semester.

## *Unpaid Student Fees*

The student's transcript may be held indefinitely until all applicable fees are paid to the school. This applies to returning students who are re-enrolling and students transferring to another school, where the new school requests official student records. Those official records may be withheld until the past due fees are paid in full.

ALA students must pay fees for lost/damaged books, materials, and/or equipment before being permitted to enroll in the next quarter.

## Culture Commitment Acknowledgement

Salt River Pima-Maricopa Indian Community  
Education Division

### Education Mission

The mission of the Education Department is to offer education opportunities to lifelong learners of all ages in order to promote Community self-sufficiency and preserve the Onk Akimel O’odham himdak and the Xalychidom Piipaash Huudioshkish for the Salt River Pima-Maricopa Indian Community.

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I understand that as an employee of the Education Division I will be responsible for learning about the culture and language of the Pima, “Akimel O’odham” (River People) and the Maricopa, “Xalychidom Piipaash” (People who live toward the water).

If I am a teacher, instructor, instructional aide, administrator or administrative support staff, I understand that I will be required to incorporate information and teachings about the culture and language of the Community in the Education Division curriculum and/or work place.

I will support the Education Board and the Community’s commitment to teach the culture and language of its people by incorporating information and positive Pima-Maricopa teachings in the curriculum and/or workplace of the Education Division at all times.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Print Employee Name

\_\_\_\_\_  
Date



### Staff Release / Opt-Out Form for Social Media

Staff Name: \_\_\_\_\_

Department: \_\_\_\_\_

The purpose of this form is to give staff an opportunity to opt out of any of the items listed below.  
 IF SALT RIVER SCHOOLS DOES NOT RECEIVE THIS FORM WITHIN FOURTEEN (14) CALENDAR DAYS FROM YOUR RECEIPT OF THIS FORM, SALT RIVER SCHOOLS WILL ASSUME CONSENT TO THE RELEASE OF THE CATEGORIES OF INFORMATION CONTAINED IN THIS FORM.

**Staff Information Release**

This gives consent for the release of staff information/imagery as it applies to school-related activities, such as: yearbook, marquee information, parent organizations/committees, athletics, news media production, building projects, website staff list and/or classroom page, musical and art programs, honors and awards, drama productions, graduation/commencement, etc. *This release shall not apply to confidential staff records.* Consent will remain in effect for the current school year or until permission is revoked by the staff member, requesting in writing such a revocation. Information may include: staff name; position title; department name; tribal affiliation(s); honors and achievements; etc.

I DO NOT Give Consent      \_\_\_\_\_ Initial

**Staff Media (Photo/Video/Voice) Release** *(All school-sponsored activities and promotions, except athletics.)*

There are times when Salt River Schools may be featured in various media. Journalists, photographers and/or film crews from TV, radio stations, internet, newspapers or magazines may wish to photograph and/or film you in relation to a story about our schools, programs or students. Classrooms or staff meetings might also participate in video-conferencing on the internet. Salt River Schools may also promote its business, activities and programs using staff imagery/voice. Salt River Schools are also visited by Community and public organizations or partners who are providing services to students; these organizations or partners may wish to photograph you and may want to use the photograph and/or your name and the name of the school/program in their publications and informational materials. Staff have the right to refuse participation and Salt River Schools will work to ensure media representatives respects these wishes as much as possible. If no refusal is made, your name and other (non-confidential) information may be included in the final media product. Unless otherwise noted, all rights and copyrights to media materials (photographs, videos, etc.) and related projects are the property of the outlet that recorded the media (i.e. Salt River Schools owns the photos and videos its staff or contracted vendors record of students/staff at school events, sites and programs).

This gives consent for staff photo/video/voice to be used by representatives of the media and for use in various media, such as newspapers, television, radio broadcasts, internet podcasts, press releases, school/Division newsletters, Division website and social media sites (i.e. Facebook, YouTube, Instagram and LinkedIn, etc.), school plays and contests. This does not include athletic events, which are considered public events.

I DO NOT Give Consent      \_\_\_\_\_ Initial

**SIGNATURE REQUIRED ONLY IF YOU DO NOT WANT TO BE PHOTOGRAPHED OR FILMED.**

The information I have provided on this form is accurate and true.

\_\_\_\_\_  
 Staff Name *(Please Print, then Sign)*

\_\_\_\_\_  
 Date

**Staff Handbook Acknowledgement Form**

I, \_\_\_\_\_ (Print first & last name) have read and understood the staff handbook for the 2017-2018 school year. I also acknowledge that my staff handbook is available online in our employee intranet website: <http://edintranet>. I understand that if I want a printed copy of the staff handbook then I will make that request by contacting the Education Human Resources department.

I agree to abide by all policies, procedures, and standards set forth by Salt River Schools and the Education Board of Salt River Pima-Maricopa Indian Community Schools and as may be directed or implied by the Salt River Pima-Maricopa Community Council.

I understand that Education Board Policies can be accessed on SharePoint > Administration > Policies & Procedures, and on our public website <http://www.srpmic-ed.org>.

I have read each section of this entire document and understand this handbook is intended to provide general information and is not intended to be an express or implied contract.

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Employee Signature

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Print Employee Name

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Date