

Strong Start Academy Elementary School

Employee Handbook



E L E M E N T A R Y
S C H O O L

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Welcome

This Handbook is designed to acquaint you with Strong Start Academy Elementary School and provide you with general information about working conditions, benefits, and policies affecting your employment. The information contained in this Handbook applies to all employees of SSAES, unless stated otherwise. The Handbook is a summary of our policies which seek to further SSAES's goal of providing equitable opportunities for all students to acquire an education that links character education with rigorous academics, technology, and careers to produce students who are well prepared for the 21st century.

You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is conducive to both personal and professional growth.

Since it is impossible to anticipate every situation or question that may arise, you are free to contact the Human Resources Specialist or the Head of Schools regarding any questions you may have.

This Handbook and the policies and procedures in it supersede and/or rescind any prior handbooks

Receipt of Strong Start Academy Elementary School Employee Handbook

The Employee Handbook (sometimes called the “Handbook”) is a compilation of personnel policies, practices, and procedures currently in effect at Strong Start Academy Elementary School (“SSAES”), an equal opportunity employer. This Handbook is designed to introduce employees to the organization, familiarize you with SSAES policies as they pertain to you as an employee, provide general guidelines on work rules, disciplinary procedures, and other issues related to your employment, and to help answer many of the questions that may arise in connection with your employment.

This Handbook does not constitute a guarantee of employment or an employment contract, express or implied. You understand that your employment is “at-will” and that your employment may be terminated for any reason, with or without cause, and with or without notice. Only the Board of Trustees has the authority to enter into a signed written agreement guaranteeing employment for a specific term. This Handbook is intended solely to describe the present policies and working conditions at SSAES. This Handbook does not purport to include every conceivable situation; it is merely meant as a guideline, and unless laws prescribe otherwise, common sense shall prevail. Of course, federal, state, and/or local laws will take precedence over SSAES policies, where applicable.

The employment policies in this Handbook are applied at the discretion of SSAES, unless State or federal law requires otherwise. SSAES reserves the right to change, abolish, apply, or amend any of our policies or benefits not required by law, including those covered in this Handbook, at any time with or without notice.

By signing below, you acknowledge that you have received a copy of SSAES’s Employee Handbook and understand that it is your responsibility to read and comply with the policies contained in it and any revisions made to it. Furthermore, unless otherwise agreed, you acknowledge that you are employed “at-will” and that this Handbook is neither a contract of employment nor a legal document.

Signature	Printed Name	Date
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Please sign and date one copy of this notice and return it to the office manager. Retain a second copy for your reference.

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EMPLOYMENT

Qualifications

All Strong Start Academy Elementary School (SSAES) employees must meet those qualifications set forth by the Nevada Department of Education and/or qualifications for the position they are assigned.

Certification and Licenses

SSAES expects licensed positions to maintain necessary certifications and licenses for their assigned position. Licenses and certifications should be current and in good standing. A copy of licenses and/or certifications must be provided to Human Resources by expiration. Failure to comply may result in disciplinary action up to and including termination.

Conditional Offer of Employment

SSAES may in some cases make a conditional offer of employment, contingent upon the satisfactory completion of pre-employment criteria. Upon approval the applicant will be notified of the offer and the need to complete the new employment orientation/training.

Introductory Period

Full-time and part-time employees are on an introductory period during their first 30 days of employment. During this period of time, the employee will be able to determine if the new job is suitable and the director will have an opportunity to evaluate the employee's work performance. The completion of the introductory period does not guarantee employment for any period of time thereafter.

Equal Employment Opportunity - Affirmative Action

SSAES is an equal opportunity employer and will not knowingly discriminate in any area of employment, including discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, sexual orientation, gender identity or expression, age, marital status, national or ethnic origin, or disability. This is a prohibition of discrimination in employment and shall extend to working conditions, training, promotion and other terms and conditions of employment.

Employment Policy

At the time of hire, employees can be classified as a full-time (10-month, 11-month, or 12-month position), part-time or temporary. This classification determines the type of benefits the employee will receive.

Employee Classification

Employees are classified as either exempt or non-exempt for pay administration purposes, as determined by the federal Fair Labor Standards Act (FLSA).

The definitions of employee's status is defined as one of the following:

- **Full-time:** Employees who work a minimum of 30 hours per week are considered to be full-time. Full-time employees are eligible for benefits after applicable requirements for length of service have been met.
- **Part-time:** Employees who work less than 30 hours per week are considered to be part-time. Unless otherwise agreed, part-time employees are not eligible to participate in SSAES' health insurance, dental insurance, and disability insurance plans. Employees who work 15 hours or less per week, or who work on a temporary or project basis, will receive all legally mandated benefits (such as workers' compensation and Social Security benefits) but are ineligible for other benefit programs.
- **Temporary:** Temporary employees are those engaged to work either part-time or full-time on SSAES' payroll, but who have been hired with the understanding that their employment will be terminated once they complete a specific assignment. This category includes substitute teachers and interns. Such employees may be either "exempt" or "non-exempt" but are not eligible for SSAES' benefits except as mandated by law.
- **Independent Contractors:** Consultants or independent contractors are not employees of SSAES. The distinction between employees and independent contractors is important, because employees may be entitled to participate in SSAES benefits programs, while independent contractors are not. In addition, SSAES is not required to withhold income taxes, withhold and pay Social Security and Medicare taxes, or pay unemployment tax on payments made to an independent contractor.
- **10-Month Employees:** Teachers, teachers-aides, and other employees who work only 10 months out of the year are referred to as 10-month employees.
- **11-Month Employees:** Office and administrative staff who work only 11 months out of the year are referred to as 11-month employees.
- **12-Month Employees:** Maintenance and other employees who work year round are referred to as or 12-month employees.

Employment of Relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. At the discretion of the school, your immediate family may not be hired if it would:

- Create a direct supervisor/subordinate relationship with a family member; and/or
- Create an adverse impact on work performance; and/or
- Create either an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, your immediate family includes: mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, or grandparent. This policy also applies to close personal relatives such as uncle, aunt, first cousin, nephew, niece, or half-sibling.

Assignments

School based assignments shall be the responsibility of the administrative team. All reasonable requests for assignment changes shall be made to the school's administration. Requests will be reviewed and a decision based on the needs of the school, grade level/content area with primary consideration given to what is in the best interest of student achievement. The teacher will be notified of the decision by administration and will be given an explanation of the decision if it differs from the request. Teachers will be notified of their class assignments prior to the beginning of the school year.

Reassignment / Transfer

A teacher or any other employee may be reassigned or transferred from one position or grade level to another by the decision of the SSAES administration.

Employment Termination

If your employment with SSAES is at-will employment, this means that you and SSAES both have the right to terminate the employment relationship at any time, for any reason, with or without notice and with or without cause. Only the Board of Trustees has the authority to alter the "at-will" relationship. To be valid, any modification of the "at-will" relationship must be specific, in writing, and signed by the Board of Trustees. Nothing in this Handbook modifies or alters this "at-will" employment relationship. Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

1. Resignation - voluntary employment termination initiated by an employee;
2. Termination - involuntary employment termination initiated by SSAES; or

3. Layoff - involuntary employment termination initiated by SSAES for non-disciplinary reasons.

If you wish to resign, you are requested to notify the administration of your anticipated departure date at least two weeks in advance. This notice should be in the form of a written statement. In order to avoid overburdening your co-workers, SSAES appreciates as much notice as possible.

Unused PTO and vacation time is not paid on termination, regardless of the reason for the termination. In the case of termination, SSAES must be reimbursed for any PTO or vacation time used in excess of accrued time.

Furthermore, if we have your prior written permission, any outstanding financial obligations owed to SSAES for lawful deductions such as, for example, health insurance also will be deducted from your final check.

A meeting between you and administration or his/her designee will take place prior to your last day of work.

Modified Work Schedule

Any employee recovering from a work-related disability, and whose recovery is determined by a physician to be to the point where the employee can resume at least partial duties and/or hours of work, may be allowed to return to work on a modified duty schedule. The work schedule and or nature of the work shall be at the discretion of administration with guidance from Human Resources.

Every effort will be made to provide a reasonable accommodation to an employee based on the employee's circumstances and conditions of employment.

A modified work schedule may continue only until the employee is certified to return to regular work duties.

Outside Employment

Although SSAES understands that employees may need to have additional employment outside of school, outside employment must not conflict in any way with the employees' responsibilities within the school or interfere in any way with the employees' ability to fulfill obligations to the school and its students. Employees may not work for a competitor nor take an ownership position with a competitor. Employees may not conduct outside work while on school time or use school property, equipment, or facilities in connection with outside work.

Outside Employment While on Leave (Moonlighting)

Employees who accept any employment or go into business while on a leave of absence from SSAES will be considered to have violated the terms of their employment with SSAES as of the day on which they began their leave of absence and may be subject to disciplinary action up to and including termination.

PAY

Your Paycheck

- Employees will be paid bi-monthly for all the time worked during the past pay period.
- Employees will be paid on the 15th and 25th of every month. When the payday is a holiday or weekend, employees normally will be paid on the last business day preceding the holiday or weekend.
- Employees should review their paychecks for errors, as it is the employee's responsibility to notify the School of any errors so that we can resolve the matter quickly and amicably.
- If an employee is absent on the date of paycheck distribution and **does not** have direct deposit, his/her check will be held until his/her return.

Paychecks will only be released to the individual whose name appears on the check or an individual whom the employee has designated and approved through written consent. A photo ID is required from any third party who picks up an employee's paycheck.

Direct Deposit

Employees must log in to Paylocity to initiate or update a direct deposit account and complete all necessary forms. Changes to direct deposit must be made in Paylocity at least 5 business days before the pay date in order for the change to take effect for the next pay period. An employee's final check will be a paper check and must be picked up from the front office. No final checks will be direct deposited.

EVALUATIONS

Performance Evaluation

In order to help each individual improve his/her effectiveness in their assigned position, SSAES will provide all employees with ongoing and meaningful feedback on their performance. The development, monitoring and maintenance of the effectiveness of the evaluation program shall be the responsibility of the administration. The goal of the evaluation process is to assess the strengths and weaknesses of the individual and determine the necessary steps needed to help the individual grow professionally.

The Nevada Educator Performance Framework (NEPF)

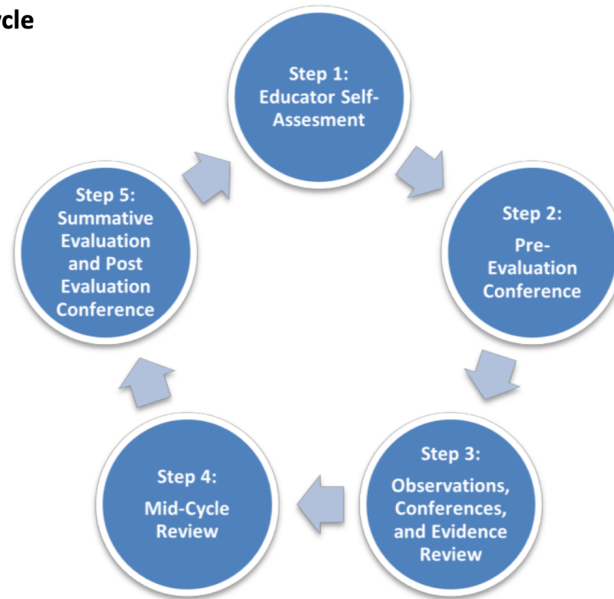
In 2011, Nevada's legislators passed AB222, which created the Teachers and Leaders Council (TLC) and required the State Board of Education (SBE) to establish a statewide performance evaluation system for teachers and building level administrators based upon recommendations from the TLC. It also mandated that the evaluation system rate educators as highly effective, effective, minimally effective, or ineffective, and that student

achievement data from statewide assessments will be used to determine educator effectiveness ratings. This system is now known as the Nevada Educator Performance Framework (NEPF).

Instructional Staff Evaluation

Teachers at SSAES are evaluated using the NEPF by a member of the Leadership Team. The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework.

Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the **Teacher Instructional Practice Standards (Administrator Instructional Leadership Standards)** and the **Teacher Professional Responsibilities Standards (Administrator Professional Responsibilities Standards)** rubrics with Standards, Indicators, Performance Levels, and evidence sources, as well as access to the current year's **NEPF Protocols** outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Academic Support Staff Evaluation

Academic Support staff will be evaluated by the Leadership Team over the course of the year.

Non-Instructional Support Staff Evaluation

Non-Instructional staff will be evaluated by the Leadership Team over the course of the year.

Requesting Time Off

Attendance Policy

SSAES expects that every employee will be regular and punctual in attendance. This means being in the building and ready to work at his/her starting time each day. Absenteeism and tardiness place a burden on your co-workers and on SSAES.

It is crucial that you begin work at your assigned time. If you are tardy, you should report the reason to the front office staff and administration so that proper coverage can be obtained. It is very much to your advantage to do all that you can to have a good attendance record since regular attendance is one of the best indications of interest in your job and will be taken into account at your performance evaluation.

If an employee is absent on an unscheduled day off, the following procedure must be followed:

1. Call Mrs. Marisol or Mrs. Benitez by **6:00 a.m.**
2. If no one answers, send a text message and email to both the office manager and administration.
3. Leave your name, telephone number, the date of your absence, the reason for the unscheduled day off, and any information that you want your substitute to know.

It is the teacher's responsibility to have appropriate lesson plans done, as well as provide any relevant information for the substitutes (i.e., schedule, duties, etc.). Employees must call in each day of the absence, preferably the night before. Employees who are absent for more than three (3) consecutive school days, will be required to submit a doctor's note, approving your return to work, to the office manager. After being out on a disability or maternity leave, a doctor's note is required allowing the employee to return to work.

Failure to call in when an employee is sick or unable to report to work for 3 or more consecutive days will be presumed as "job abandonment."

If you become ill at work or must leave work for some other reason before the end of the workday, be sure to inform a supervisor of the situation.

You will be compensated for authorized absences according to the provisions described in this Handbook. Extended absences may be authorized on a case-by-case basis.

Should excessive tardiness or absenteeism occur, disciplinary action up to and including termination may be required.

Holidays & School Breaks

Full-time non-exempt employees are entitled to paid holidays that are determined at the discretion of SSAES and are subject to change from year to year. To be eligible for holiday pay, an employee must not be on a paid or unpaid leave of absence.

<p>SSAES will be closed during the following recognized holidays:</p> <ul style="list-style-type: none"> ● Labor Day: September 5, 2022 ● Nevada Day: October 28, 2022 ● Veterans Day: November 23, 2022 ● Martin Luther King, Jr. Day: January 16, 2023 ● Presidents' Day: February 20, 2023 	<p style="text-align: center;">Staff Development Days</p> <ul style="list-style-type: none"> ● September 12, 2022 ● November 8, 2022 ● January 23, 2023 ● April 28, 2023
<p>On the following dates, SSAES will be closed for school break:</p> <ul style="list-style-type: none"> ● Thanksgiving Break: November 23 - November 25, 2022 ● Winter Break: December 19 - January 2, 2023 ● Spring Break: March – March 17, 2023 ● April 7, 2023 ● April 10, 2023 	<p style="text-align: center;">Parent Teacher Conferences</p> <ul style="list-style-type: none"> ● October 14, 2022 ● February 8, 2023: (½ day for students) ● April 27, 2023: (½ day for students)

Paid Time Off

Days taken as “personal leave” must be requested a minimum of four days in advance, except in cases of personal emergencies or illness. All employees will earn 10 days of Paid Time Off (PTO) for the school year. In the latter case, notice should be given as early as possible. Employees may not use PTO, during professional development days or during state or local testing periods. The effect of the employee’s absence on the educational program or department operations, as well as the availability of guest teachers, will be considered by the administration. The schools administration team will always try to honor timely requests for personal leave that comply with policy requirements, but an employee’s administration may withdraw approval if unforeseeable absences among other staff (bad weather, professional development, illness) would affect the efficient and effective operation of the campus or department. This leave will be charged to an employee’s Paid Time Off.

All PTOI time should be requested in Paylocity. Employees are required to check on their status

(approval/denial) of their time off request prior to taking off.

Jury Duty

SSAES establishes guidelines for employees who are required to report for/or serve as a member of a jury. An employee must:

1. Apply for appropriate leave in advance;
2. Remit monies received, less transportation mileage reimbursement, to the Accounting Department if you were paid your regular wages during jury service.

Report back to the worksite unless there is less than one hour left in the work day and, as appropriate, make necessary arrangements for a substitute during the absence.

Military Leave

In accordance with state and federal law, the District will grant military leave to an employee who has an obligation to perform military services. An employee who requires military leave will not be disadvantaged in their SSAES career due to their military service, will not be discriminated against based on their military service, and will be entitled to reemployment upon return from military service.

An employee who is on military leave for a period of not more than fifteen (15) work days in any one (1) calendar year is entitled to their regular compensation during their absence, and no such absence may be a part of the employee's annual vacation. If the employee is required to be absent in excess of fifteen (15) days of military leave, the employee, at his/her request, must be permitted to use accrued vacation, if applicable, instead of unpaid leave. However, employees cannot be forced to use vacation time for military service.

Employees who require military leave must provide timely notice, including the expected duration of the leave, unless circumstances make it impracticable. The Department of Defense "strongly recommends" that all military personnel provide thirty (30) days advance notice to their civilian employers.

Bereavement

For an immediate family member, employees will receive up to three days of paid leave. This absence does not count against paid time off days.

Immediate family member is defined as: spouse, son, daughter, son-or daughter-in-law, stepchild, legal ward or child for whom the employee stands in loco parentis, parent, step-parent, parent-in-law, or other individual who stands in loco parentis to the employee, sibling, stepsibling, sibling-in-law, grandparent, grandchild, or any person who may be residing in the employee's household at that time.

Maternity

Maternity leave is for those employees that will be out for an extended time due to the birth or adoption of a child. Employees can receive up to six weeks of non-paid maternity leave, unless they opt to use any accumulated paid time off days.

School Rules & Procedures at a Glance

Academic Calendar

All employees shall be required to follow the school calendar and holiday schedule during the school term and to comply with all SSAES policies, regulations and procedures regarding attendance. Please refer to the school academic calendar for the 2022 - 2023 school year.

Work Day

At SSAES the work day for teachers will start promptly at 7:00 a.m and end at 3:30 p.m (8 hours and 30 minutes). Support staff's times will vary depending upon their scheduled work day. **Anytime you are going to be late, for any reason, you must contact an administrator.**

If an administrator is unavailable, you must contact the Office Manager. **Anytime you need to leave during the day, for any reason, you must gain permission from an administrator.** Failure to report on time, or leaving campus during your contracted work day without following absence procedures or securing permission from an administrator will result in disciplinary action.

Compensation for each holiday will be made at the equivalent to a typical 8-hour workday for full-time, non-exempt staff. Full-time employees will be paid for the holiday only if the holiday falls on their regularly scheduled work day. **Employees must work the day prior to and after the holiday in order to receive holiday pay.**

First Day of School Procedures

- Gates will open at 8:05 a.m.
- Kinder through second grade teachers will be standing by their classroom doors waiting to receive students with their name and room number sign.
- Specialists will be in the hallway guiding students to their classrooms.
- On the first day of school, teachers will have students sign their names in the comments section of the Sub Attendance Rosters. For students in the primary grades who are too young to sign their own name, the teacher can write their name for them.
- For absent students, the teacher will write "No show" in the comments section of the Sub Attendance Roster.

- If a student is physically in class but is missing from a teacher’s roster, the teacher should add the student to the bottom of the Sub Attendance Roster and notify the office. The student should sign by their name.
- Starting the first day, all teachers will take attendance in Infinite Campus for each homeroom section (AM/PM). Students not present need to be marked absent. This will help to create a report for all students that need to be “No Showed.”

Opening Exercises

The first bell rings at 8:05 a.m., when the campus gates open.

- Monday through Friday the Pledge of Allegiance will take place in the classroom and be led by the classroom teacher.
- Teacher’s will play the morning message created by administration.
- The second bell rings at 8:15 a.m. After 8:15 a.m the student is considered tardy and must be marked as tardy in Infinite Campus.

Breakfast After the Bell

- After the second bell rings at 8:15 a.m. the following breakfast schedule goes into place:
- Kindergarten classrooms will enter their classrooms to drop-off their backpacks and immediately after proceed to the cafeteria to eat breakfast.
- First through fifth grade teachers should collect their cooler from the cafeteria or send a student to get their cooler from the cafeteria and bring it to their room.
- Breakfast scraps must be tossed into the small rectangular trash can and placed outside of the classroom by 8:40 a.m.

Lunch Procedures

- All classes should have a tote bag that should be used to store cold lunch containers. Any food items brought by students for lunch must be placed in the bag. Students are only permitted to eat in the cafeteria. There is no eating on the playground. Teachers must ensure to mark their tote bags with teacher name and classroom number. The bags should be hung in the cafeteria prior to going to recess.
- Teachers will take their students to the cafeteria. Teachers are to supervise their lunch line until their students have entered the cafeteria.
- Students will play after eating.
- The lunchroom supervisors will supervise students as they are seated. Students will sit in the designated tables for their class. (Students are not to get out of their seats once they are seated).
- As students finish eating, they are instructed to clean up their area, throw away their trash, and to wait quietly until a lunch supervisor dismisses their table/class.
- Three minutes to the end of the assigned recess time, the duty personnel will blow the whistle. Students will line up with their class. All teachers will meet their students outside.. Please ensure each class

respectfully lines up in a single-file line, keeps hands and feet to themselves, has picked up their blue bag from the lunchroom, and is not climbing on fencing or rails.

- Support staff, administrators, teachers, and specialists will provide lunchtime supervision in the lunchroom.

Students MUST be picked up on time at the end of their lunch schedule. All teachers will report to their lunch dot at the end of their 30-minute lunch. Teachers are expected to be on time, as students will be dismissed and asked to line-up outside the cafeteria where their teacher is expected to be waiting for them.

Students' Safety and Supervision

Teachers and support staff assigned to duty are to arrive at their station at the scheduled time, to be vigilant in their duties.

1. Student Lines – Drop-Off – Pick-Up Times

- Arrive to pick up students promptly.
- ALL teachers are expected to escort students in and out of their classrooms in an orderly and managed manner – breakfast, lunch, to/from specials, dismissal.
- Monitor student lines as you move around campus and ensure that lines are respectful of other learning classroom environments.

2. School wide Safety

- Be alert of any situation that may need adult attention. Supervision of students is on-going and continuous while teachers are on campus. Address any suspicious activity and report it to the office immediately.

Dismissal Procedures

- Specialists will assist with opening the gates before 3:15 p.m.
- Teachers must verify their students' dismissal plans with parents on the first day of school.

Ordering Supplies

- Teachers will receive materials as needed. Requisitions for supplies are submitted to the Office Manager. Teachers should plan to utilize supplies conservatively and encourage conservative use among students. Families may be asked to donate limited quantities of supplies for their child's use at school, however; students **will not** be penalized for failing to do so.

School Wide Expectations

Staff will consistently implement the PBIS positive classroom behavior approach as well as school wide rules:

- in the classroom; and
- during transitions to specials; and
- during lunch

Students will walk in a quiet line. Students should not be allowed to walk ahead of the teacher and **must** be within the teachers line of sight at all times.

Teachers, staff, and visitors to the building must have a badge/sticker.

School/Classroom rules:

1. Be Kind
2. Be Safe
3. Be Responsible

Activities for the First Couple of Weeks of School

- Teachers will engage students in activities to explicitly teach SSAES expectations.
- Time will be dedicated to build classroom community and establish high expectations of mutual respect among staff and students.
- Efficient line-up and passage, minimum waits in line, carefully planned classroom routine, and attention to learning space all help in managing student behavior.

Things to Remember

- An engaging learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Self-control is important when verbally communicating with students – what we say about children (both to others and to ourselves) dictates what message we transmit to our students. We need to stay in the right frame of mind to help our children and each other.
- It is important to recognize, acknowledge, and speak to children who you encounter in school.
- Do not use homework/writing assignments as punishment.
- Do not deprive a student of a learning experience on the grounds of inappropriate behavior (i.e., participation in P.E., field trips, field day, etc.)
- Students should not be left in the hallway or outside the building. All children **must** be supervised, in-line of sight, at all times.
- Consistency is important but the person on duty should have the right and responsibility to use good judgment at the moment. The staff should agree on basic rules for children and themselves.

Detaining students from instruction or lunch is prohibited unless administrative approval is given (Teachers may NOT assign lunch detention directly – unless they will be holding detention in their classrooms). Use of mass punishment including the innocent is prohibited.

Time-Out Procedure

Time-out can only be used if it is part of your written plan. If a student is removed from their group or class, the reason should be communicated to them clearly at that time. Avoid using the hallways for time-out areas. Leaving students unsupervised is prohibited. Establish a time-out buddy classroom. Generally, one (1) minute per year of age is appropriate.

Corporal Punishment

Corporal punishment is illegal (**NRS 392.465**).

Cell Phone/Electronic Devices - Staff

Staff members' personal electronic devices (such as cell phones and other devices.) are only to be accessed during non-instructional time. Student safety is a high priority and the use of such devices may distract from critical communications in the event school-wide emergency procedures need to be activated. Please let administration know if a unique situation may warrant otherwise. Staff may use cellphones before and after school, during lunch or prep periods. Cell phones, bluetooth, or hands-free devices may **NOT** be used during the instructional day. This includes during professional development classes, PLC's, SBCT, STPT, and grade level meetings. Please instruct family, friends, and associates to call the office in the event of an emergency.

Cell Phone/Electronic Devices - Students

The use by students of personal technology and communication devices such as cell phones, laptops, tablet computers, or other similar electronic devices is permitted during scheduled nutrition or lunch periods, and school sponsored activities. During the instructional time, student devices must remain off.

Office Referrals

Teachers are to adhere to SSAES school wide progressive discipline referral process. The school's Behavior Committee will communicate school wide behavior expectations through monthly committee meetings and by providing a School Behavior Plan. Office referrals will be recorded to Infinite Campus. Incidents between students that result in injury to self or others must be referred directly to the office. All conduct and/or behavior issues should be shared with parents throughout the school year.

Documentation of Discipline

Students that need to be sent to the office for a valid reason, require documentation. Discipline Referrals must be done via Infinite Campus. Students arriving in the front office must have a completed discipline referral in Infinite Campus.

The teacher of record is responsible for documentation of behavior, interventions, discipline history, and parental contacts. The specialist teachers are also responsible to address misbehavior, to include, contacting a parent.

Physical Activity Breaks

Students will have recess at lunchtime and an additional 10 minute physical activity break as determined on the master schedule or lesson plans. Kinder through second grade students may have a water and bathroom break in the morning, and one in the afternoon. Breaks will be supervised by the teacher and bathroom doors must be propped open. Brakes should occur before students go to specialist's classrooms. **NO BRAKES SHOULD OCCUR AFTER 3:10 P.M.**

Teacher with bathrooms in their classroom:

Bathroom procedures: Students should be encouraged to go to the restroom before school, during breaks, at lunch recess, and before going to specials to avoid disruptions to instruction. Any child who has an emergency should be allowed to go to the restroom.

RESPONSIBILITIES OF THE TEACHER

Absences

It is the responsibility of every staff member to secure their own substitute in the event of an absence. In an emergency the office staff will be more than willing to help staff members do this, however this is not their responsibility.

The following steps must be followed when an absence occurs:

1. Notify your immediate supervisor, Miriam Benitez (702) 757-0811 as soon as you know you will be absent but no later than 6:00 a.m. by a phone call or text. If your supervisor is unavailable, please ensure to leave a message. Additionally, notify the school by speaking to the office manager Mrs. Marisol.
2. Make sure that you have submitted a sub folder and current sub plans are maintained and ready throughout the school year in case of an emergency. This is your responsibility and doing so will provide consistency in your classroom during your absence.

Professional Development (PD)

SSAES is committed to the professional development of all its employees. For educators, SSAES provides training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership, and access to external workshops. For non-instructional staff, SSAES provides technical training before the start of the school year and throughout the year.

In addition, Professional Development days are embedded into our academic school year calendar. All licensed, non-licensed, and support staff employees are required to attend the professional development unless otherwise stated by administration. If you are unable to attend any of the professional development days please contact administration to discuss possible solutions.

Staff Development Days Scheduled for SSAES for the 2022-2023 school year are as follows:

- September 12, 2022
- November 8, 2022
- January 23, 2023
- April 28, 2023

Administrative Expectations

The following is a list of what is expected from every single staff member on the campus. A professional educator:

- is always learning and growing
- learns how to make good use of instructional time (not sitting, on the computer or phone)
- has an underlying belief that every student can learn
- exhibits and models SSAES Values
- bases decisions on “what is best for children”
- adheres to school wide procedures
- consults and helps others
- treats others how they wish to be treated

Based upon the Nevada Educators Performance Framework (NEPF) and the Nevada Academic Content Standards (NVACS) the administrators will be looking for the following indicators as they gather information for teacher performance assessment.

1. The NVACS serves as the basis for classroom instruction. Classroom activities, lesson plans and learning materials in use should support that belief.
2. Students’ achievement is commensurate with established expectancies. Samples of student work and observation of their performance will be used to determine this expectancy. Quantitative data, such as

norm-based tests, standards-based tests, criterion-referenced tests, and formative assessment results will be important indicators of student achievement.

3. Instruction is planned, organized and adjusted to meet the individual needs of students. Grouping, learning centers, developmentally appropriate lessons, peer tutoring, cooperative learning, use of parents and university students as resources will serve as evidence that this is true.
4. A classroom climate conducive to the teaching/learning process is established and maintained. Indications of this are: positive behavior management, effective use of time, mutual respect in teacher/student interactions.
5. Instruction includes the components of an effective lesson and the NEPF. Evidence of this can be seen in the use of motivating approaches to teaching, use of effective teaching strategies, skillful use of guides, independent practice and use of applied learning.
6. Plans to increase personal effectiveness are developed and implemented such as concrete, developmentally-sound science and math instruction, use of the writing process, computers, varied reading materials and strategies, integrated curriculum activities and a well-organized classroom designed to stimulate excitement and motivation for learning.

Bulletin Boards

Bulletin boards should be attractive and relevant to some specific teaching area, unit of work, classroom expectation, or current theme in a subject area. Bulletin boards should be changed a minimum of **ONCE A MONTH**, according to the changes in units of work, and not be left for observation after their objectives have been met. Every effort should be made to have bulletin boards reflect student work in alignment with the current year's School Performance Plan (SPP) goals.

A grade level appropriate objective, written in student friendly terms, must accompany each bulletin board display. Bulletin board displays become valuable tools of learning as they encourage the development of student interest, participation, and responsibility. They represent the thinking, planning and development of the entire classroom and become a center for independent learning, a motivator for a unit or activity, a place to reinforce effort or highlight key concepts. Interactive bulletin boards can also be highly effective.

Please Note:

It is known that the critical variables that insure an outstanding educational program are the professional competence of the teacher, the time spent in relation to the subject, and the teacher/student interaction.

When classroom observations are conducted, the supervising administrator will be looking for evidence of current and relevant bulletin boards, student-friendly, posted objectives, and displayed student work. Keep in mind, the longer a display is posted, the less effective it becomes and the less a student “sees” it. Use different ways of presentation to capture and maintain interest.

Data displays may be changed less frequently. The theme may stay the same, but the display should be varied at least each trimester.

Use caution when creating bulletin boards not to violate students’ FERPA rights (Family Educational Rights and Privacy Act). For example, a posting of student work on a bulletin board with a grade is not permissible. A bulletin board that encourages students to meet classroom goals can be encouraging for students who are performing at or above grade level, but the same bulletin board can be very damaging and discouraging for students struggling below grade level. Use common sense and good judgment to build on all of your students’ accomplishments.

Child Abuse Neglect

Nevada Revised Statutes (NRS) require that school authorities, school teachers, and others are mandated to report any suspected cases of child abuse or neglect to the Division of Child and Family Services (DCFS) through Child Protective Services (CPS) or the appropriate local law enforcement agency. Child Abuse Hotline Number, (702) 399-0081 or website:

http://www.clarkcountynv.gov/depts/family_services/services/pages/childprotection.aspx

The following procedures should be followed immediately following suspected abuse:

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. The child may need to meet with a counselor, school nurse, or FASA.
3. Call Child Protective Services at (702) 455-5401. Document the date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

Child Protective Services will never disclose who made the report. In the event you are confronted by parents, it may be wise to deny any knowledge of the abuse or making a report.

Committee Involvement

As part of the Professional Responsibilities rubric of the licensed personnel evaluation, teachers at SSAES are expected to be involved in a committee, as well as participate in their Professional Learning Community (PLC). Committee meetings will be held once per month. Teachers will meet daily in their PLCs with the exception of committee meetings, RTI meetings for your grade level or scheduled school wide staff meetings or professional development.

Confidential & Cumulative Folders

Confidential folders are kept for any student receiving special education services. Because of their confidential nature and the federal laws that govern special education and the privacy of students, these folders are kept in locked files in the conference room. Teacher of record may review the file, signing out folder, and documenting in the summary portion of the confidential folder. Information contained within the folder is confidential, and, at no time, shared with non-custodial parents, or other children in the classroom.

Cumulative, or Cum folders, are kept in the front office. Student's records can be found according to their teacher and should be filed in alphabetical class order. In order to review the folder, you must sign the cum folder out, and when returning, sign the folder in. Inside you will find all of the students' records pertaining to grades, attendance, and registration required by Nevada State Law, and therefore, loss of a folder by mishandling carries serious consequences.

Documentation of Discipline

Students that need to be sent to the office for a valid reason, require documentation. Discipline referrals must be done via Infinite Campus. Students arriving in the front office must have a completed discipline referral in Infinite Campus.

The teacher of record is responsible for documentation of behavior, interventions, discipline history, and parental contacts. The specialist teachers are also responsible to address misbehavior, to Include, contacting a parent.

Duty

Teachers may have assigned supervisory duties during and outside of instructional times. During your assigned duty time, it is your responsibility to supervise your assigned area. In the event you will be late or absent, it is your responsibility to secure another staff member to complete your duties or instruct your substitute to complete your duties. Failure to do so will leave you subject to discipline and solely liable for any breach of duty.

Teachers and support staff on the playground and/or cafeteria duty must continually circulate to maintain line of sight of students. This procedure will reduce the number of problems and accidents because the students realize that adults are nearby.

Teachers and aides on playground duty must:

- Report on time.
- Space themselves around the playground so no area remains unsupervised.
- Respond sensitively and actively to a child's expressed concern.
- Make a point to intervene when a problem is anticipated.
- Teachers and aides must be familiar with school and playground rules.
- Make sure that students are not released until the people scheduled for duty are present.

- Students are not to be sent to an unsupervised area.
- Write a Nurse Pass if students need any medical attention.
- Maintain attention on the students and do not socialize with other adults.

Grooming and Dress Code

These guidelines are part of an effort to encourage development of a professional image, and to reinforce the high regard parents have for the teachers.

At SSAES, we strongly encourage our staff to dress professionally. We have the expectation that our staff will model for the children we serve. At a minimum, we expect that the student dress code be followed by our staff (with the exception of rubber-soled shoes to be worn at all times). Simply put, we work in a Professional Learning Community. Let's look the part of a professional!

- The following are NOT considered to be appropriate attire:
 1. For men: Jeans with tears or ragged edges, shorts, tank tops, muscle shirts, sweat suits or warm-ups, collarless T-shirts, spandex/lycra as an outer garment, no pants that drag or sag enough to show underwear or similar tight outfits;
 2. For women: Jeans with tears or ragged edges, shorts or skirts more than four inches above the knee, provocative shirts, tank or crop tops, muscle shirts, sweat suits or warm-ups, spandex/lycra, no pants that drag or sag enough to show underwear as an outer garment or similar tight outfits; and leggings.
 3. Slippers, house shoes, work boots, thongs, flip flop (any sandal that cuts between the toes and has no back is considered a flip flop and is not allowed), and other similar foot apparel.
- All employees are expected to exemplify grooming standards in a manner that projects an appropriate image for the employee, the school, and the district.
 1. Employees shall keep their hair neatly groomed. Beards and mustaches shall be neatly groomed;
 2. Employees shall not wear facial jewelry, excluding earrings; and
 3. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those whom they work. Hats are not to be worn inside the school.

Health Office Referrals

Each classroom has a first aid kit. The teacher should administer ordinary First Aid. Students who feel ill or whom you suspect are ill should be sent to the office with a Health Referral. Any student who is vomiting, has high fever, rash, lice, or has suffered a serious injury should be sent to the office immediately. Any student who has sustained a head injury must automatically go to the office. All students who need to take medications during the day must do so through the Health office. Students may also be sent to the office for a change of clothes in the event of an accident or inappropriate clothing choice.

Procedures when we have no Substitutes

Please note that it is the teacher's responsibility to follow absence procedures and secure a substitute. Arranging with sub services to obtain a substitute, as soon as you suspect you will be out will most likely prevent your colleagues & students from having to accommodate your absence at the last moment. However, even with the best of intentions, sometimes we do not have a substitute for a classroom. When this happens, we will:

1. Make contact with our preferred sub list. If you know of a good substitute, please make sure to give their name and number to the Office Manager.
2. Make an all-call asking for teachers to sell their preps. Teachers who cover the classroom will be compensated for working through their prep time.
3. Cover the class with personnel not currently assigned to a classroom.
4. Split the class. Students will be assigned to other classrooms for the day.

At times, these procedures may be followed out of order. All decisions will be based upon what is best for students. Please note that none of these steps are optimal for students, and all of these steps consume an inordinate amount of your co-worker's time and effort. In most instances, **ensuring a substitute the moment you suspect you need one, will prevent this disruption from happening.**

Information for Substitutes

Arrangement for a substitute should be made as far in advance as possible to ensure their availability.

Every effort must be taken to assure that when a substitute is necessary; the educational process can proceed without undue interruption. Each teacher is required to provide the following items in a folder to be available for any substitute.

Students with health concerns and what to do about them

- Daily schedule
- Duty schedule
- Fire drill map
- School schedules (school start, lunch and dismissal times, prep times)
- Attendance and lunch count procedure
- List of students who attend special classes
- Names of staff members to go to for assistance
- Names of reliable students
- Location and procedures for restroom passes
- Classroom management plan
- Worksheets and directions to cover three days of absences
- Classroom seating chart

Substitute folders are kept in the office. Teachers should submit their folder to the Office Manager by the **second**

Friday of school. Also, be sure to keep the folder updated as changes occur and emergency worksheets are used. In addition to the preceding requirements, a teacher can further help the job of the substitute by keeping the substitute file up-to-date and making lesson plans clear and having all teaching materials easily accessible.

Teachers should also be conscious of the need to involve the students in making the substitute teacher's day as pleasant as possible. Make sure the students have been informed of what to do and how to behave when a substitute is taking the place of their regular teacher. Discuss the fact that how they behave gives the substitute teacher an overall impression of the school. Designate a room host to welcome the substitute and acquaint the substitute with routine procedures. Develop a willingness on the part of the students to accept the fact that a substitute teacher might do things differently. Encourage students to assume a major responsibility for helping the day go well.

Google

Google (Mail, Drive, etc.) is SSAES' communication system. It is to be used for school communication and business only. Staff must check their Google mailboxes throughout the day, to ensure that important information is read and deadlines are met. Also, in the event of a lockdown situation, information will be posted, if possible and appropriate, for staff viewing only. All staff will read and sign an Acceptable Use Policy form which defines appropriate computer use. Please remember that SSAES' Google is not private.

Parent Communication

It is expected that the classroom teacher provide adequate communication to parents. The following is the minimum expectation of communication:

- All school wide flyers, bulletins, fundraising information, and newsletters should go home in a timely manner.
- Progress Reports should be generated every 2-3 weeks with students to inform parents of their child's progress.
- Report Cards and Unsatisfactory Notices need to go home on required dates
- Parents should be notified in the case of any adverse injury sustained at school, extreme or habitual behavior problems, at the first sign a child begins to experience academic difficulty, attendance and tardy issues, and at the first indication a student may be retained in the same grade.
- Each administrator is responsible to ensure that the content of communications is proper and meets high standards of accuracy, neatness, legibility, spelling, and syntax. All communication must be approved by the administration before sending it home. In the event a parent is confrontational, or tries to intimidate staff members, seek administrative help immediately.

RECORDING OF ABSENCES/TARDIES

Teachers' Class Record Books (grade books) are part of the SSAES' official records and must be maintained for a minimum of five full years. The teacher's Class Record Book shall serve as the legal document of reference and will be used exclusively for determining absences. The Attendance Register serves as the official in-school record

of attendance. Attendance markings should match between the Attendance Register and the Class Record Book (grade book).

Student Absences

- See that correct and accurate attendance records are kept daily using Infinite Campus.
- See that you receive written excuses from home. Turn in all absence notes daily to the attendance clerk in designated envelope and record all calls to and from parents.
- Inform the office staff when you feel that student absences/tardies are excessive.
- Call home to see if the child is okay and to tell the student he/she is missed.
- Stress the importance of good attendance by setting an example yourself, and by complimenting students who have good attendance.
- Make your classroom inviting enough that students want to come to school.
- Contact the office if you have a reason to question a child's absence or suspect truancy.
- When a student has been absent more than four times in one reporting period, the teacher should notify the office in writing.
- The office will inform you when a parent informs the office that their child will be out for an extended period of time.

Tardies

- Record all tardies on Infinite Campus.
- If a child is tardy, counsel and/or contact parents.
- If the problem continues, notify the office staff.
- Teachers will inform parents of tardiness through written notification when three tardies have occurred during one reporting period and will call parents when four tardies have occurred.

Staff Children

Children of the staff should be able to engage in independent activities with little or no supervision and with no disruption to other staff members, otherwise, there is Safekey available for a fee. Children of the staff members are to avoid staff meetings, committee meetings, staff lounge areas, mailboxes, and other areas prohibited to all students.

Student Confidentiality

Any information regarding a student's health, grades, records, attendance, academic progress, special education services, and directory information is confidential. Confidential information may not be shared with non-custodial parents, or other students. Check the student's registration information in Infinite Campus. Federal law prohibits releasing any recorded data on any child to anyone other than parent or legal guardian

without the consent of the parent or legal guardian. Teachers must abide by this law. Failure to do so has both ethical and legal ramifications. Refer to CCSD Regulation 5125.1 for detailed information.

Student Supervision

All teachers will accept responsibility for the supervision of children. No child or group of children, either in a classroom or on the playground may ever be left unattended. In case of an emergency, ask a neighboring teacher to supervise. Do not accept responsibility for saying, “Yes, I’ll watch your class,” if it is not an emergency. The teacher saying “yes” is accepting total responsibility for the supervision of those students.

Students are not to be excluded from the classroom for disciplinary measures without supervision. Teachers, at all times, are responsible for the conduct and safety of children, and are accountable to see that children observe safety rules. Unsupervised children are in a potentially dangerous position and a negligent teacher can be held personally liable for accident or injury.

INSTRUCTION

Classroom Management

Classroom management is largely the responsibility of the teacher and should, in most cases, be handled by the teacher. Effective teachers manage student behavior and enhance student motivation by having a clear and well developed classroom management plan. The techniques derived from varied research literature support the following principles:

1. Classroom organization has a huge impact on student behavior; therefore, teachers should carefully structure their classrooms in ways that prompt responsible student behavior.
2. Teachers should overtly teach students how to behave responsibly, or be successful in every classroom situation.
3. Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior.
4. Teachers should pre-plan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

However, there are those occasions when it is necessary to remove a student from the classroom. In such cases, a discipline referral should be completed in Infinite Campus. Additionally, the following comments are intended to give insight into what this administration believes will result in positive classroom environments:

- Good organization - reduces the need for discipline plans. Efficient line up and passage, minimum waits in line, carefully planned classroom routines, and attention to living space all help in managing student behavior.
- On-going programs such as cooperative learning activities, LIFE Skills, CHAMPS and similar plans promote social skills growth, enhance teacher and student self-esteem, and build teacher/pupil rapport. The end result is improved discipline.
- The moment you lose your temper, the child wins. Keeping your cool is a must. If you are incapable of remaining calm, call for help.
- An exciting learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Model the behaviors you wish to see.
- Control is important when verbally communicating with students - what we say about children (both to others and to ourselves) dictates what we transmit to our students.
- It is important to recognize, acknowledge, and speak to children that you encounter in school.
- Review routines and procedures frequently. Provide praise and rewards for those who follow classroom rules.
- Children in time out should be in areas supervised by an adult. Students should not be left in the hallway or outside the building.
- Consistency is important, but you have the right and responsibility to use good judgment at the moment.
- Your last resort should be the office/behavior classroom. Students view you as the authority. The moment you turn that over that power to another person (the counselor, administrator, or any other person) it sometimes sends the wrong message to the child such as “I have no control over your behavior. I give up!” This is true especially if the child is continually sent out for minor violations in the classroom.

Nevada Academic Content Standards (NVACS)

This is your curriculum. You will find all that needs to be covered for your grade level or specialty area, by grade, in this document. You can find the NVACS on the CCSD Curriculum Engine. This document provides specificity to the time/grade the standards must be taught and mastered. The NVACS are aligned with college and work expectations, allowing our students to be prepared for a global economy.

Grading Policy / Report Cards / Progress Report

SSAES Report Card was developed to report student progress toward meeting the Nevada Academic Content Standards. The Nevada Academic Content Standards outline essential student learning standards for each grade level and core courses. These standards are used by classroom teachers as the curricular scope for planning and delivering instruction and for monitoring student learning and progress. Benchmarks, reflecting the Nevada Academic Content Standards, break up the learning into semesters. SSAES' Report Card will be issued to parents at the end of each semester, twice per year.

Teachers should study each student's learning needs and provide for these needs in the classroom setting, make ongoing adjustments in the curriculum to meet individual student needs on a continual basis (not just mid-year or year-end consideration), motivate students to progress as rapidly as their ability permits, be alert to every student's social, emotional and academic needs, and provide appropriate learning situations to meet them.

Student academic progress must be documented using the adopted web based Infinite Campus portal and needs to be uploaded every other week (bi-monthly) to provide parents with up to date information. Teachers are mandated to comply with this reporting process. **It is expected that all teachers in all grade levels will show consistency in the reporting of grades of all students.** Progress reports should be provided to parents frequently (at least once a month). Grades need to be uploaded to Infinite Campus on a weekly basis.

Report Cards

Give an overview of the student's performance in all subject areas and strands. These grades take into account all classroom assignments during the semester. Look specifically at how the student performed on essential grade level skills. These skills do not represent all of the skills taught during the semester but are considered important enough to report separately on the report card. Unlike the first page of the report card, these grades only take into account the assignments that addressed the particular skill. Contain teacher comments. These comments are specific to your child's performance during the trimester.

Grading Scale

A: 90-100% mastery of grade level benchmark

B: 80-89% mastery of grade level benchmark

C: 70-79% mastery of grade level benchmark

D: 60-69% mastery of grade level benchmark

F: Below 60% mastery of grade level benchmark

W: Working on standards below grade level only for the 1st semester for newcomers

Lowering grades for disciplinary reasons is unacceptable and report cards may not be withheld pending return of school property.

In elementary schools, at least one parent-teacher conference is to be offered for each student each year, and, in most cases, this conference should be held during the first half of the school year. Teachers shall maintain records of parent-teacher conferences and are required to advise parents, by conference or written notice, of unsatisfactory progress being made by their student. Parent teacher- conferences are also recommended when unsatisfactory progress is identified.

In elementary schools, teachers are required to advise parents of student progress and post a progress report to the parent/guardian portal every 3 to 4 weeks. The teacher of record of a competency based course is required to confer with students who are not demonstrating progress and to provide a written notice progress report to students to be shared with parents advising them of work that constitutes failure (F) or below average progress

(D). If, at that time, a student's behavior is unsatisfactory, it should also be so noted on the written notice progress report.

A grade of "F" shall not be given unless previous notice of unsatisfactory progress has been provided for the reporting period. Failing grades resulting from conditions existing exclusively in the last four weeks of a report period may be exempt from the prior reporting notice with the approval of the school principal.

Homework Policy

Homework assignments shall take into consideration the individual needs and academic abilities of students. Homework should be something that students can complete independently. Homework assignments should generally be an outgrowth of classroom interests and activities. Holidays and weekends should ordinarily be free for outside activities. The student should always understand the purpose of the homework assignment and be certain as to what to do or what to look for.

Students should have homework on Monday through Thursday. Homework should be a continuation of work that has been taught by the classroom teacher, but not completed by the students during their seatwork time. Time for reading to, with, or by the student is appropriate as a homework assignment and is strongly recommended as follows:

Kindergarten – minimum 20 minutes daily

Grades 1 & 2 – minimum 20 minutes daily

Here are some guidelines to use when assigning homework:

1. Make certain students understand the purpose of assigned homework and understand what to do.
2. Insist on a high standard of work to be turned in by students. Stress accuracy, neatness, legibility, and proper arrangement on the page, correct spelling, and punctuation.
3. Always thoroughly teach new or difficult work in the classroom before assigning new instruction as homework.
4. Teach good study habits in the classroom in order to promote a higher degree of benefit from homework.
5. Do not assign homework as punishment.
6. Always acknowledge completed homework by checking papers in a timely manner. Students and families need feedback for justification of expended effort at home.
7. Students who do not complete homework should spend any free time, recess, etc. completing their work.

Holidays / Celebrations

In observance of recognized special holidays, teachers and students may prepare and carry out suitable educational activities. Please do not begin earlier than one-half hour before dismissal time. Activities are

appropriate in all grades (kindergarten through fifth) for Halloween, Thanksgiving, Christmas and Valentine's Day. At Christmas time, or any other time, do not allow students to exchange gifts. To do so may place a burden on parents.

Birthdays may be acknowledged, however, birthday celebrations for students are not to be allowed at school during instructional time. If a child has invitations, they should be passed out either before or after school. Please encourage parents to bring non-food items as treats, however, if food treats are delivered, please inform parents that they will be distributed by their child at the very end of the school day.

Celebrating special holidays is voluntary and limited to the last 30 minutes of the day. If you have a party inside the classroom, request extra trash bags from the custodian.

All foods for special occasions must be commercially prepared to minimize risks of food borne illnesses and to avoid known food allergens. Foods must meet the nutrient and beverage standards within this regulation with the exception of an activity that is part of a learning experience related to the reinforcement of established lesson plans in the classroom. Any food item distributed at school during regular school hours is required to be in alignment with the nutrient and beverage standards as specified in regulation R-5157. If you plan on serving any food items that do not meet the nutrient and beverage standards for a special occasion, a letter must be sent home prior to the event, notifying parents and requiring parent permission.

Lesson Plans / Instructional Planning

Teachers are required to do weekly lesson plans. Purposeful planning is essential for good teaching. Teachers will utilize SSAES' lesson plan system to develop and document weekly lesson plans/activities or appropriate alternate forms and/or instructions for recording instructional plans. These plans provide teachers with a convenient, systematic way of organizing and planning classroom work.

Lesson Plans

Nevada Academic Content Standards, the Literacy Framework, the Standards for Mathematical Practices, and the Next Generation Science Standards will serve as the basis for instruction for each teacher. As a grade level, teachers will develop an annual pacing plan for each subject; daily, weekly and unit plans are to be developed from those pacing plans.

Instructional Planning

Purposeful planning is essential for good teaching. Teachers will maintain lesson plans and post them in the SSAES' lesson plan system. Although no specific template is required, it is expected that plans will include the date, teacher's name, and subject being taught on each layer for each portion of the daily plan. Also included in the lesson plan should be the following:

- How you are preparing the learner;
- The NVAC standard (What students' are learning?)

- Purpose (Why are they learning it?)
- The task (How will they show they have learned it?)
- Teachers will also include within the procedures how they will help students make-meaning of the content.
- With the adoption and training of the literacy framework structure, it is also expected that every teacher will include in their daily plans their lessons for the differentiated reading block. The plans should include the time for each group, the names of students in each group, and the skill/strategy being taught. While pulling small groups, other students are expected to be working on standards based workstations, which also need to be outlined in the plans (work stations do not have to change daily).

Your grade level team, Learning Strategists, and administrators are all available for support if you need help establishing routines or groups.

During prep and morning professional development, time is provided for collaboration to discuss the standards being taught and ideas on how to teach the standard. Each teacher is expected to write plans for each subject area under their own login. Lesson plans are mandatory and must be completed and available each week. In case of an unexpected absence, the teacher's plans should provide an adequate guide for the substitute who may be called to teach the class. **ALL PLANS ARE TO BE POSTED BY MONDAY MORNING AT 7:00 a.m. BEFORE THE WEEK BEGINS, EVERY WEEK. A hard copy must also be placed on the teacher's desk to be available for inspection.**

**Any administrator or member of the Board of School Trustees may request a teacher's instructional plans for review at any time.

Plans must be submitted at the end of the school year to be archived for seven years.

Effective use of Morning Meetings (PLC)

Morning meetings will be held from 7:00 a.m. to 8:00 a.m. Meetings are expected to begin promptly and all teachers must report on-time, come prepared, and ready to participate. The following is a list of what is expected from every single staff member on the campus. A professional educator:

- Is willing to learn, grow, and collaborate
- Make good use of time (not texting, writing lesson plans, checking emails, or grading papers during meetings)
- Has an underlying belief that every student can learn
- Stays positive and focused on the school's mission
- Bases decisions on "What is best for Children"
- Adheres to school wide procedures
- Consults and helps others
- Treats others respectfully

The focus of conversation during PLC meetings is to collaboratively engage in the teaching and learning cycle. Begin by discussing or unwrapping the standards being taught and narrowing the standard to the learning goal or objective. Next, share ideas and strategies on how to teach the standard. Then, create or identify common assessments that will be used to report student data results with your team. Finally, use the data to implement changes to instruction. ***Only grade levels scheduled to meet for RTI are excused from PLC meetings, all other grade levels will meet daily for PLC.**

Effective Use of Allocated Instructional Time

Implement a direct teaching activity that addresses grade level/school wide focus goals as identified on the academic focus calendar at the onset of each school day. Grade level frequent assessments are required to monitor and address mastery toward school improvement focus objectives.

Plan routine classroom procedures so that instruction begins quickly and interruptions to learning are minimized. Practice routines with students so that they become familiar with them and use them automatically. Adhere to scheduled times, as much as possible, so that schedule-dependent activities start and stop on time. Set and maintain a brisk pace for instruction. Maximize instructional interaction between teacher and students. Integrate subject areas whenever possible to maximize instructional time.

Parent Concerns

Parents will be provided the opportunity to resolve concerns in an informal manner by conferencing with the teacher first and then with the administrator, if needed. Teachers should encourage parents to bring concerns that do not relate to their child directly to the administrator.

Make every effort to resolve concerns. Concerns not satisfactorily resolved should be referred to the office. Parents will be asked to complete a Parent Concern form that will be reviewed by the administrative team and every attempt will be made to resolve the concern. When efforts to resolve concerns informally do not produce satisfactory results, the person with a concern may formalize the complaint by putting it in writing and attaching it to the District's Public Concern Form (CCF-660). A written verbal acknowledgment will be provided in an appropriate amount of time.

Parent-Teacher Conferences

Teachers should conference with parents as often as necessary, particularly before problems develop. At least three conferences with each child's parents must be arranged by the teacher during the scheduled Parent-Student Academic Planning Time (Parent Conference). Other conferences may be requested by the parents or principal in connection with support staff, school psychologist, and school nurse or school speech therapist.

Teachers are also encouraged to maintain contact with parents through phone calls and/or email. Invite them to become involved in the school's programs.

Teachers will maintain records on all parent/teacher conferences/contacts including those held by telephone. Where deficiencies in student performance are identified, teachers should prescribe corrective action. It is imperative that teachers document each and every contact with a parent as such documentation may be referred to on numerous occasions.

Personal Property

Teachers who bring personal items into their classrooms, should secure their items in their desk or in another secure location. Do not leave your purse or any other personal property where it can be easily accessed by students.

Preparation Time

A Prep schedule will be provided to all staff at the beginning of the year. An electronic copy will also be available via Google Drive. Teachers will use preparation time productively and professionally. Remember this time is provided for teachers to use for collaboration, to prepare for lessons, and/or contact parents. This is NOT time for socializing or walking around the school and “hanging out”.

Students

Procedures for Arrival and Dismissal at SSAES

Assemblies:

Because of the need to maximize instructional time, assemblies will be kept to a minimum. Before any assembly, teachers are to review expected assembly behavior from students:

- Students will sit quietly and wait for the program. “Give me five” will be the signal to focus.
- Students will not call out to their friends.
- Students will respect performers by paying attention.
- Students will show appreciation only by smiling and clapping.
- When the program is over, students will sit without talking and stand when their teacher signals.
- Students will leave the room with arms folded and mouths quiet.

Performers:

- Will wait quietly in the hallway.

- Will stand quietly on the stage without touching the curtain.
- Will concentrate on your post; do not wave or call to people you know or talk to others on the stage.
- Will leave the stage quietly.

Child Protective Services

Nevada Statutes require school authorities, teachers, and others to report to Nevada State Welfare or to law enforcement agencies any suspected case of child abuse or neglect. Immunity from civil or criminal liability is provided under the law to those making such reports.

Nevada Statutes define child abuse and neglect as “physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child under the age of 18 years by a person who is responsible for the child’s welfare under circumstances which indicate that the child’s health or welfare is harmed or threatened thereby.”

If you believe that a child has been the victim of abuse/neglect, it is your duty by NV State Law to document and report the abuse. The following procedures should be followed immediately following suspected abuse:

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. Child may need to meet with a counselor, school nurse, or FASA.
3. Call Child Protective Services at (702)455-5401. Document date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

Child Protective Services will never disclose who made the report. In the event you are confronted by angry parents, it may be wise to deny any knowledge of the abuse or making a report.

Discipline

A behavioral code has been developed at SSAES to guide appropriate student behavior in a consistent manner through the school. Specific rules are also developed to govern situations (lunchroom, playground, etc.) that require heightened specificity, however, all rules relate directly to our behavior code.

Character Education

Steps to Handle Misbehavior

Level 1 – The first step involved in correcting misbehavior is discussion between the student and the teacher. Depending upon the severity, the teacher may decide to contact the parents and discuss the concern with them as well as the child.

Level 2 – If the misbehavior continues after informal conferences, the teacher issues a Discipline Referral in Infinite Campus. The teacher will explain to the student outlining what corrective action needs to be taken. The

teacher should make a parent phone call to get parental support/assistance (i.e. sometimes family incidents may be a factor with misbehavior.) The student signs the report, and takes the citation home to be signed by the parent.

Level 3 – Continued misbehavior will result in a Required Parent Conference (RPC) in which the student may not return to school until a conference has been held. A conference is held with the parents, administrator, teacher and the student at which time, interventions and/or a behavior plan is reviewed to assist improvement

Level 4– When the Required Parent Conference doesn't eliminate the problem, additional misbehavior will result in additional RPC's or suspension from school.

The exceptions to the above progression are serious offenses that include physical aggression, drugs, weapons, etc. They will begin at either Level 4 or above and may result in students being arrested.

FIELD TRIPS

Anytime you take your students outside of the school boundaries, you are taking a field trip. Field trips can extend and enhance classroom activities and learning experiences. Field trips should have an education value clearly associated with the objectives and skills found in the NVACS.

It is not always appropriate to bring some students on a field trip because of safety concerns. Field trips are NOT mandatory, and teachers are held liable for the safety and well-being of all who attend. Therefore, who goes on the field trip is left to the teacher's discretion. If you deny any student a field trip experience because of behavior concerns, you must contact the parent prior to the trip to provide rationale for the denial. You will also be responsible to make appropriate academic arrangements for the students while away on the trip.

Field Trip Guidelines

General Rules

1. All chaperones and students are expected to follow established rules of behavior. Failure to do so will result in an immediate return home at the individual's expense, in addition to possible legal action.
2. Courteous, considerate behavior is expected at all times. Any behavior that compromises another students' or chaperones' comfort will not be tolerated.
3. Chaperones and students are expected to be at their assigned meeting location at the appointed time.
4. Possession of any items which may be considered dangerous (i.e., knives, etc.) or behavior which may compromise the safety of others will not be tolerated.
5. Any participation in the use of alcohol, drugs, or any illegal act is cause to be sent home immediately at the individual's expense, in addition to possible legal action.
6. Any illness, injury, or other problems must be brought to the attention of the trip leader immediately.

7. The responsibility for all personal items rests on the individual. SSAES cannot assume responsibility for lost, damages, or stolen items.
8. Volunteer chaperones participate in the trip to supervise the students. Therefore, at no time must the chaperone leave the group for personal business. No side trips, free time away from the group.

Travel

1. A copy of each student's field trip permit must be kept by their assigned chaperone.
2. When traveling by air, a list of all students and chaperones with contact numbers must be kept by the leader of the trip. A copy must be kept at the school site.
3. Seatbelts and other safety devices should be worn at all times.
4. Voices should be kept at a moderate level.
5. Students should be able to easily identify their belongings and have them labeled. It is suggested that everyone provide a count of the number of bags they are bringing to assist in gathering all belongings when you arrive in your destination.
6. If medication is required by a student then one adult should be in charge of the medications and be familiar with the dispensing requirements and medical needs of those students. Medication must be kept in a carryon bag.
7. Any rental vehicles being used must go through the proper reservation procedures for the school district. Only those adults listed on the rental contract should be driving a rental vehicle.

Holidays

- No public school funds shall in any way be used to benefit sectarianism and no books or papers of a sectarian or denominational character may be used to promote a particular religion or sect.
- SSAES employees shall not promote nor permit the promotion of sectarianism within the schools. Student initiated non-school sponsored religious speech is acceptable in the public schools in the same manner as other free speech.
- Religious holidays may be observed only to the extent that such observances interpret the customs and traditions of a culture and may not provide opportunities for religious indoctrination. Songs and customs commonly accepted in the American way of life, even though such songs and customs may have been of a religious nature, are considered to be cultural traditions.
- Care should be taken not to schedule major examinations or significant single event student activities on major religious holidays.
- If you have a student who does not celebrate certain events for religious reasons, you must find an alternative activity for the child that does not conflict with the child's beliefs.

Lunch Procedures

1. Classroom teacher delivers students to the lunch room.
2. Teachers will pick up their students outside the cafeteria and escort them to their classrooms promptly.

3. Support Staff, Administrators and Specialists will provide lunchtime supervision.

The cafeteria is used for both lunch and breakfast. Students who bring their lunch from home will eat in the cafeteria along with those being served school lunches. (No glass bottles).

Lunch Rules

The lunchroom is a place where good human relations can be developed. Here, each student is expected to practice the general rules of good manners one should find in the home. Some simple rules of courteous behavior, which will make the lunch period pleasant and relaxed are:

- Observe good dining room manners at the table.
- Leave the table and surrounding area clean and orderly.
- Put trash in the proper container.
- Wait your turn in line.
- All food and drink will be finished in the lunchroom.
- WE FOLLOW STEPS TO RECYCLE IN THE CAFETERIA!!!

Playground Procedures

- Students must walk to the playground.
- Jump ropes can only be used on the blacktop, for jumping purposes only.
- Basketball may be played on the basketball courts.
- Two-square/four-square can be played in their designated areas.

Jungle gyms

- Students must go down the slide, one at a time, on their bottoms, and feet first.
- Students may not climb on the top of the bars, or hang from the bars by their feet.
- Games of chicken (students going opposite way on the bars) are not allowed...ever

Grassy area

- Students may run on the grass.
- Students must stay in the designated areas-PE area is off limits.
- Students may not dig in the mud/dirt.

Restrooms

- Students must use the restrooms, flush, wash hands, dispose of trash and exit facilities.
- No paper towels are to be taken out of restrooms.
- No playing is allowed inside the restrooms.

Students

Strong Start Academy Employee Handbook-2022

- At all times, students are to keep hands to themselves and follow school wide procedures.
- When their designated whistle blows, students are to STOP playing and line up.
- Consequences need to be in place when this does not occur (i.e. Loss of recess privileges)

Playground Supervisors

- Be on time for duty/picking up students. If something happens and you were not there, you are liable. In the event that you cannot be at duty, find a responsible person to cover or let an administrator know.
- Know the playground procedures and enforce them.
- Remind students what they can do. Sometimes they forget.
- When monitoring the playground, move around. Students are less likely to misbehave if they cannot predict where you will be next.
- Look for signs of aggression, i.e. raised voices, pushing, and stop the fight before it starts.
- Send students immediately with an escort to the office for any head injury, heat exhaustion, asthma, bee sting, or severe injury.
- Stop any adult on the playground or attempting to get on the playground without proper identification. Remind them that all visitors are welcome if they sign in at the front office.
- When students misbehave, intervene immediately with a reminder of procedures, a time-out from recess, a trip to the Peace Table, or for serious violations send the student(s) to the office.
- Teachers are encouraged to allow balls, Frisbees, and other appropriate equipment to be taken out during lunch recess.

Recess / Student Wellness Policy

Kinder through Second grade students may have a five minute water and bathroom break in the morning, and one in the afternoon. The breaks will be supervised by the teacher, and bathroom doors must be propped open. Once a week, kindergarten through fifth grade students may have an outdoor/indoor structured activity as an incentive for 10-15 minutes. Breaks should occur before students go to specialist's classrooms.

Release of Students

During the instructional day, students will be released only from the office! Do not release students from the classroom unless requested by the office. The office will call students when leaving early. Parents should be referred to the office to sign the student release log. Releasing a student to any person other than those persons listed on infinite campus is prohibited.

Release of a student on demand to appropriate public officials will occur at the office.

Two (2) public officials have authority to take students into custody:

1. law enforcement officers, and

2. child abuse investigators of the Nevada State Welfare Division. A CCF-822 must be completed when a student is released to a law enforcement officer or a child abuse investigator.

School Bell

Any child who is inadequately clothed, or is known to have homeless status, can be referred to the school counselor.

Student Search / Confiscation

Teachers and/or administrators have the right to search students when there is probable cause. This right includes searching student desks at any time. Searching a student's person is subject to strong legal safeguards. When a teacher feels a student should be searched the administrator will be contacted and will assist the teacher. You may search a student if the student voluntarily consents. Confiscated toys, playthings, or other inappropriate items, should not be discarded but stored where they can be returned to parents, if necessary. Dangerous items should be confiscated immediately and the administrator notified.

TEACHERS MAY NOT SEARCH STUDENTS NOR THEIR BELONGINGS. TEACHERS MAY SEARCH DESKS AT ANY TIME.

FACILITIES

Building Security / Safety Procedures

School rooms, other than your own are not to be unlocked for any reason without the knowledge of the staff person responsible for the room. Do not unlock the doors to other teachers' rooms at the request of students. Make sure that classroom doors are locked when the room is vacant, and when working late or on non-school days. Make certain that the building is secure when you depart. No one is allowed in the building between the hours of 11:00 p.m. – 6:00 a.m.

Care of School Property

Staff members spend more awake time at school, than in their own homes, so it benefits all of us to show care and respect for our campus that has been placed in our hands. Please do your best to keep clean and organize the work space, lounge areas, classrooms, playground, and garden areas. Please model and encourage students to do the same.

Because our building is old, it requires more maintenance than typical of a newer building. If you notice repairs that need to be made, please contact the Head Custodian through SSAES Google Mail, or the custodians' mailbox. We will do our best to make repairs in a timely manner.

If you choose to paint your room, or any part of it, you must first seek administrative approval. You must also stick to the neutral paint colors selected for the school and make sure the work space is clean when you are finished.

Furniture has also been assigned to each classroom. If you require changes to furniture, please contact the Head Custodian.

Staff Lounge Clean Up

Custodians are not responsible for cleaning the staff lounge. Individual staff members using the lounge areas are expected to clean up after themselves. This includes covering food in the microwave, washing dishes, and wiping tables. Please remove any food items at the end of the week. Please note that there is no garbage disposal. Do not allow food to go down the drain.

Staff Bathrooms

Please do not flush feminine hygiene products or paper towels down the toilets. Our plumbing cannot handle the excess paper.

Staff Work Areas

We have several teacher work areas available to the SSAES Staff. Please do not allow children near paper cutters or die presses. If you have parent volunteers working for you, please train them in the proper use of machinery and make sure that they clean up the work space when finished. Work areas are required to be neat, and orderly. This is the responsibility of all who use these areas.

Heating and Air Conditioning

The heating and air conditioning system are centrally controlled. If you have problems with the HVAC systems please notify the office. Please do not leave doors open when the air conditioning system is in operation.

Lights

Please turn off the lights whenever you go out of your classroom.

Computers

Please turn off all computers/copy machines at the end of day.

School Keys

Teachers are responsible for the maintenance and security of all issued school keys. School keys must not be loaned to other persons (including students) or left unattended. Duplicate and additional keys may only be obtained through the school principal. Only designated personnel are allowed to duplicate school keys.

School rooms, other than your own, are not to be unlocked for any reason without the knowledge of the staff person responsible for the room. Do not unlock the doors to other teachers' rooms at the request of students. Make sure that classroom doors are locked when the room is vacant, when working late, or on non-school days. Make certain that the building is secure when you depart.

- Teachers should never leave keys on or in a desk. Everyone must take responsibility for the keys they are assigned.
- When using the building after school hours or on weekends be sure to check the door and ensure that it is locked.
- Sign-in turn on/off alarm on weekends/after school hours.
- Lock personal valuables in a file cabinet or other suitable place.
- Never give keys to a student.
- Never place school keys on a ring w/school name on it.

POLICIES

General

The successful operation and reputation of SSAES is built upon the principles of ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity.

SSAES will comply with all applicable laws and regulations, including its charter agreement with the State of Nevada, and expects all employees to conduct their work in accordance with relevant law and to refrain from any illegal, dishonest or unethical conduct. Neither the Board nor any SSAES employee shall retaliate against a person who in good faith reports perceived illegal, dishonest or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, discuss the matter with your immediate supervisor and, if necessary, the office manager.

Every employee is responsible for complying with the school's policy of proper business ethics and personal conduct. Disregarding or failing to comply with these standards may lead to disciplinary action, up to and including termination of employment

Standards of Conduct

All employees are expected to work together in a cooperative spirit to serve the best interests of SSAES and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers, as required by applicable law.
- Meet established expectations of job performance.
- Comply with attendance policies.
- Be responsible in the performance of job duties.
- Be efficient.
- Respect the personal and property rights of all individuals one comes in contact with during the course of SSAES business.
- Follow job instructions.
- Maintain a courteous and professional demeanor.

Promotion / Retention Policy

It is presupposed that students work toward achievement of the educational goals of SSAES in a continuous program of learning through an established grade-sequential curriculum and, hence, normally are promoted one grade each year. Advancement through the curriculum however, shall be based upon a student's demonstrated ability rather than age or years in school; and retention at grade level or double promotion of a student may be directed when deemed appropriate.

Student Retention

Before retaining any student in the same grade, conferences must be held with parents/guardians to discuss the reason for retention. Parental acceptance of retention is essential to the probability of future success for the child. For this reason, though permission is not a requirement, retention should not ordinarily be considered if the parents are resistant.

The decision to make a recommendation for retaining a student in the same grade is one of the more important and sometimes-difficult decisions a teacher must make. One of the first considerations is that studies and research findings conclude that for most children, retention is of no benefit and may often be harmful. The prime consideration for recommending retention is that, in the teacher's judgment, the pupil will benefit over and above any detrimental effects that may result from being retained. In this regard, the teacher should consider not only the situation for the child at the beginning of the next school year, but also his/her situation in years to come. Retention should be considered only if a child can reasonably be expected to profit from another year in the same grade.

The teacher and the principal in joint agreement have the final authority to retain a student. No student may be retained more than one time in the same grade. Before any student may be retained in the same grade rather than be promoted, the procedures identified on the following pages are to be utilized.

I. Identification Phase

- Students whose achievements are significantly below grade level are potential candidates for retention. Such students should be identified as early in the school year as possible, and parents should be notified.
- The teacher, the principal, and the parent/guardian should undertake special consideration of the student's learning needs. When appropriate, the teacher initiates a data-gathering phase.

II. Data Gathering Phase

- Data may consist of:
 - i. Student profile
 1. age
 2. physical size/maturity
 3. knowledge of English language
 4. experiential background
 5. grade placement
 6. siblings
 7. transience
 8. school attendance patterns
 9. present level of academic achievement as reflected in management system profiles and report card grades
 10. student's attitude about retention
 11. motivation to complete tasks
 12. emotional problems
 13. history of delinquency
 14. ability as measured by standardized tests
 15. prior retention(s)
 - ii. Pertinent Information may be taken from:
 1. confidential file to identify history of learning
 2. cumulative folder
 3. research validated retention indicators (e.g., Light's Retention Scale)
 4. student work samples
 5. teacher observation
 6. parent/teacher conference records
- After collecting sufficient information, the teacher will again conference with the parent/guardian and the principal. Deficiencies will be specified and an instructional intervention plan will be formulated. The basic elements of this plan should include:
 1. A description of specific student skill deficiencies,
 2. A description of minimum student skill, acquisitions needed to demonstrate acceptable progress,

3. A description of teacher commitment to facilitate student acquisition of identified skills.
4. A description of home (parent/guardian),
5. A projected time frame for implementation.

III. Intervention Phase

- An instruction intervention plan will be implemented (including alternative referrals, if appropriate).
- A sufficient amount of time will be allowed for improvement.
- After an appropriate time interval, the teacher, principal, and parent/guardian will conduct a review of the student's progress.
- If necessary, activities will be modified to better accomplish the expectancies of the plan.
- If acceptable progress is not evidenced, adequate measures should be taken to rule out learning and/or emotional handicaps.

IV. Decision Phase

- The principal and teacher, in joint agreement, will have final authority to retain a student. The following will be included in the basis of that decision:
 - i. data gathered
 - ii. student progress in intervention phase
 - iii. professional judgment
 - iv. effect of retention student's educational improvement
 - v. degree of parental support
- In cases where the principal and teacher cannot reach an agreement, or when the parent/guardian requests a review of the decision, an in-building advisory team of certificated personnel will be selected by the principal and teacher to review the situation and to offer advisory recommendations. A school may deem it advisable to use a similar advisory team for each recommendation for student retention. In the absence of final agreement between teacher and principal, the student will not be retained.
- A reasonable effort to meet the parents/guardian to discuss recommendation and action will be made by the principal and teachers.
 - i. Appropriate means for parental involvement will be discussed.
 - ii. Appropriate documents will be reviewed, explained, and filed in the student's cumulative record folder.

- V. After the final decision regarding the student has been made, a summary of the instructional intervention plan (Phase III) will be prepared and filed in the student's cumulative folder. This summary should include identification of instructional methods and intervention techniques that have been used for the student.

Corporal Punishment

Corporal punishment is strictly forbidden. Slapping, spanking, pinching, hitting, or physical force to correct student behavior is strictly prohibited. SSAES expects employees to command respect by being respectful and by correcting students in a respectful manner. Employees are expected to seek the necessary resources to correct

student behavior when it is beyond their ability to take corrective action. Use of corporal punishment may be grounds for discipline up to and including immediate termination.

Bullying Policy

Policy 5137 - Safe and Respectful Learning Environment: Bullying and Cyberbullying Under **NRS 388.122**, “bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

- (a) Have the effect of:
 - (1) Physically harming a person or damaging the property of a person; or
 - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
- (b) Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
- (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing
 - (2) characteristic or background of a person; or
 - (3) Association of a person with another person having one or more of those actual or perceived characteristics.

NRS 388.132 Legislative declaration concerning safe and respectful learning environment.

The Legislature declares that:

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State’s high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyberbullying will be tolerated within the system of public education in this State;

4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:

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(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

(b) All administrators, principals, teachers and other personnel of the school districts and public schools in this State demonstrate appropriate and professional behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyber-bullying, and by taking immediate action to protect a victim or target of bullying or cyber-bullying when witnessing, overhearing or being notified that bullying or cyber-bullying is occurring or has occurred;

(c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers, coaches or other personnel of a school district;

(d) All persons in public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying or violence; and

(e) Any teacher, administrator, principal, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying or violates a provision of NRS

388.121 to 388.1395, inclusive, regarding a response to bullying or cyber-bullying will be held accountable; and

7. By declaring this mandate that the public schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while in the care of the State and that pupils be provided with an environment that allows them to learn. (Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881)

NRS 388.135 - Bullying and Cyber-Bullying Prohibited.

A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the

school, or any pupil shall not engage in bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus.

NRS 388.1351 - Reporting: Staff member required to report violation to principal; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action.

1. A teacher, administrator, principal, coach or other staff member who witnesses a violation of **NRS 388.135** or receives information that a violation of **NRS 388.135** has occurred shall report the violation to the principal or his or her designee **as soon as practicable, but not later than a time during the same day** on which the teacher, administrator, principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.
2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report.

Video / Film Policy

Based on **P.L. 94-553 and Title 17 of the United States Code**, the following procedures have been established for the use and retention of films and videotapes. These procedures are intended to protect the SSAES and its employees against liability for copyright infringement. Most videotaped materials are protected by copyright. Unauthorized copying and use may be prohibited and punishable by law.

Teachers within the SSAES should consider very carefully the appropriateness of the use of any commercially produced movies. With movies available on television, through videotapes, and in theaters, nearly every student today experiences over exposure.

Classroom use of Commercial Television - Copyright Implications

1. Recordings may be used only for relevant teaching activities.
2. Teachers may tape programs broadcast on commercial channels (ABC-13, CBS-8, NBC-3, and independent channels 5, 21, 33, etc.) The general public receives these channels without charge and may be taped whether received off-air or transmitted on cable. It is not permissible to record off pay TV (HBO, ShowTime, etc.)
3. Teachers may tape or request that a program be taped at school one time.
4. A program may be recorded only once for the same teacher, regardless of how many times that program is broadcast.
5. Tapes may not be made in anticipation of requests i.e., the librarian could not tape a program in anticipation that a teacher might request it.
6. A teacher may show a recording one time to each of his/her classes within ten consecutive school days after taping. Recordings may be repeated once in any given class for instructional reinforcement during this ten-day period.

7. Tapes may be retained for a total of 45 calendar days. After the first ten consecutive days, the teachers may use the tapes only for evaluation purposes. Programs must be erased after that time.
8. Taped programs may only be shown to students in the presence of their teacher i.e., they may not be sent to the library to view taped programs in the absence of the teacher.

Classroom Use of Commercial Films and Video Tapes

1. Motion pictures must be used for educational purposes.
2. Motion pictures rated “G ” may be considered appropriate for use at any level within the district if there is a direct correlation to the teaching objective(s).
3. Motion pictures rated “PG” may be shown to students in grades 7-12, but only after securing written parental permission.
4. Films rated “PG-13” or “R” shall not be shown to students at any grade level.

The Motion Picture Association of American rates films with the following general categories:

G: General Audience

PG: Parental Guidance

PG-13: Parental Guidance (may not be suitable for children under 13)

R: Restricted

PROCEDURES FOR POSSIBLE USE OF NON-RATED FILMS

Instructors who are considering the possible use of non-rated films should:

1. Be certain there is no other more appropriate material available to achieve the instructional purpose.
2. Preview the film completely to see if there is inappropriate language, violence, or sexual explicitness that would, under normal circumstances, earn the film a “PG” rating.
3. The principal must approve any non-rated film before it is shown.

Classroom Use of Video Tapes / DVDS / Video Streaming

1. All videotapes/DVD’s, video streaming must be used for educational purposes.
2. All videotapes/DVD’s rented from local rental agencies and those labeled “For Home Use Only” are not to be used in the schools except for face-to-face teaching activities in a classroom or similar place of instruction. There must be a direct correlation to the teaching objective(s).

Americans with Disabilities Act

Under the provisions of the Americans with Disabilities Act of 1990, as amended, and the ADA Amendments Act of 2008, qualified applicants and employees with disabilities will not be knowingly discriminated against in hiring, promotion, discharge, pay, job training, benefits, and other terms and conditions of employment. Support and consideration will be given to any employee who, in spite of medical conditions or disability, is able to perform all of the essential functions of the assigned position with or without reasonable accommodations so long as he/she is not a health or safety threat to students, the employee, or fellow employees.

SSAES is committed to providing equal employment opportunities to otherwise qualified individuals with disabilities. This may include providing reasonable accommodations where appropriate. A disability is a physical or mental impairment that substantially limits one or more major life activities.

In general, it is the employee's responsibility to notify the Human Resources Specialist of the need for accommodation. The employee and the Human Resources Specialist then will work together to identify the precise limitations resulting from the disability and potential accommodations – that do not impose an undue hardship on SSAES – that could overcome those limitations. When appropriate, SSAES may need to obtain the employee's permission to obtain additional information from his/her physician or other medical or rehabilitation professionals.

Violence-Free Workplace

It is SBCS's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, SBCS will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to SBCS employees, students, guests, vendors, and persons doing business with SBCS.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Examples include but are not limited to:

Physical assaults or threats of physical assault, whether made in person or by other means (*i.e.*, in writing, by phone, fax, or e-mail);

Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker;

Possession of firearms or any other lethal weapon on SBCS property, in a vehicle being used on SBCS business, or at a work-related function; **or**

Any other conduct or acts that administration believes represents an imminent or potential danger to work place safety/security.

Anyone with questions or complaints about workplace behaviors which fall under this policy should discuss them with the Head of Schools. SBCS will promptly and thoroughly investigate any reported occurrences or threats of violence. Violations of this policy will result in disciplinary action, up to and including immediate termination. Where such actions involve non-employees, SBCS will take action appropriate for the circumstances. Where appropriate and/or necessary, SBCS will also take whatever legal actions are available and necessary to stop the conduct and protect SBCS employees, students, and property.

Workplace Harassment Policy

It is the policy of SSAES to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. SSAES prohibits any such discrimination or harassment. It is our mission to

provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of SSAES to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to SSAES (e.s., an outside vendor or consultant). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside of the workplace, such as during SSAES business trips, SSAES meetings and or SSAES related social events.

What is Harassment

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
- Offensive pictures, drawings or photographs or other communications, including em-mail.
- Threatening reprisals of an employee’s refusal to respond to requests for sexual favors or for reporting a violation to this policy.
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
 - Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.
 - Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment

Responsibility

All SSAES employees have a responsibility for keeping our work environment free of harassment.

Reporting

SSAES encourages reporting of all perceived incident of discrimination, harassment or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with the administration. In addition, SSAES encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. SSAES recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an

investigation will normally require the involvement of third parties. SSAES is serious about enforcing its policy against harassment. However, SSAES cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problem to SSAES attention so it can take whatever steps are necessary to correct the problems.

DRUG - FREE WORKPLACE AND SCHOOLS

SSAES is committed to providing a safe and productive workplace for its employees. In keeping with this commitment, the following rules regarding alcohol and drugs of abuse have been established for all staff members, regardless of position, including both regular and temporary employees. The rules apply during working hours to all employees of SSAES while they are on school premises or elsewhere on SSAES business.

Drugs and Alcohol Prohibited

The unlawful manufacture, distribution, dispensing, possession, or use of drugs and/or alcohol, other than as specifically allowed by SSEAS regulations, at any District property, workplace, or as a part of any of a school's activities is prohibited. For the purposes of this policy, drugs are defined as any controlled substance, drug which is not legally obtainable or any controlled substance, or drug which is legally obtainable, such as a prescription drug, but which is not legally obtained or is not being used for prescribed purposes.

Notice of Convictions

Any employee who is convicted of violating any federal or state criminal drug statute in the workplace must notify the administration in writing within five (5) days of such conviction. For the purposes of this notice requirement, a conviction includes a finding of guilt, a no contest plea, or an imposition of sentence by any judicial body for any violation of a criminal statute involving the unlawful manufacture, distribution, dispensing, possession, or use of drugs in the workplace.

Penalties for Violation

Compliance with this Drug and Alcohol policy is mandatory and is a condition of continued employment. Consequently, a violation of any aspect of this policy will render employees subject to disciplinary action, up to and including termination. If there is evidence that an illegal act has been committed, the evidence shall be referred to the appropriate law enforcement agency for prosecution.

Smoking Policy

CCSD Policy 4380 establishes the extent of the "smoke free" workplace. It is the policy of the SSAES that smoking, carrying lit tobacco products or use of smokeless tobacco products including "vapor" or "e-cigarettes" is prohibited at any time on school District property and at any school activity sponsored by the District. For purposes of this policy, SSAES property includes any building used for instruction, administration, support

services, maintenance, or storage; the grounds and surrounding buildings; and all SSAES-owned vehicles. This policy applies to all students, teachers, staff, and visitors.

Social Media Policy

The purpose of this policy is to communicate the expectation of SSAES concerning its employees' use of social media as it relates to SSAES's business.

1. Employees who engage in social networking activities, such as Facebook, LinkedIn, Myspace, Twitter, blogs, or other online discussion groups, are expected to realize the public nature of such activities and act with the highest degree of professionalism and confidentiality.
2. SBCS expects its employees to comply with all state and federal laws, rules, and regulations concerning student confidentiality. Using social media to disseminate any information, confidential or otherwise, about SSAES's students is prohibited.
3. Unless otherwise directed by a supervisor, employees are prohibited from using social media while at work. This includes, but is not limited to, using SSAES equipment or systems for writing, posting, or otherwise contributing to blogs, personal websites or web pages, listservs or mailing lists, social or other networking sites, or audio-or video-sharing websites. This prohibition applies to the use of SSAES or personal cell phones to access social media sites during work hours.
4. Unless otherwise directed in writing by the Head of Schools, employees are prohibited from representing themselves through social media outlets as acting on behalf of or at the direction of SBCS. Employees may not use, refer to, or post any of SSAES's protected information, including its confidential practices, financial information, strategic plans, or any non-public information about its students, vendors, or other business associates. Employees further are prohibited from making false or misleading statements about SSAES. Nothing in this provision is meant to prohibit employees from discussing the terms and conditions of their employment via social media.
5. Employees' use of social media outside of the work place must comply with SSAES's policies, including its anti-harassment and anti-discrimination policies. SSAES has a no-tolerance policy concerning unlawful harassing or discriminatory behavior, and any instances of unlawful harassment or discrimination via the Internet will result in discipline. Employees may not use any form of social or other electronic media to unlawfully harass, threaten, slander, defame, or discriminate against any co-worker or other person associated with SSAES. Nothing in this provision is meant to prohibit employees from discussing the terms and conditions of their employment via social media.
6. SSAES respects its employees' rights to discuss the terms and conditions of their employment. Nothing in this policy should be construed as curtailing those rights. SSAES reserves its rights to monitor employee conduct through the public portions of social networking sites, public blogs, or other electronic media. Failure to comply with the policies listed above may subject employees to discipline up to and including termination.

Child Abuse Neglect Policy

Nevada Revised Statutes (NRS) require that school authorities, school teachers, and others are mandated to report any suspected cases of child abuse or neglect to the Division of Child and Family Services (DCFS) through Child Protective Services (CPS) or the appropriate local law enforcement agency. **Child Abuse Hotline Number, (702) 399-0081 or website:**
http://www.clarkcountynv.gov/depts/family_services/services/pages/childprotection.aspx

The following procedures should be followed immediately following suspected abuse:

1. Notify an administrator. In the event there is no administrator on campus, you must follow the subsequent steps using your best professional judgment.
2. Child may need to meet with a counselor, school nurse, or FASA.
3. Call Child Protective Services at (702) 455-5401. Document the date, who you talked to, the suspected abuse, even if CPS refuses to take a report. If CPS takes the report, get the report number.

Child Protective Services will never disclose who made the report. In the event you are confronted by parents, it may be wise to deny any knowledge of the abuse or making a report.

Improper Payments and Gifts

SSAES prohibits the solicitation, acceptance, offer, or payment to any person or organization of any bribe, kickback or similar consideration of any kind, including money, services, goods, or favors (other than goods or favors which are nominal in amount and not prohibited by any federal, state, or local law). Do not accept or give gifts, gratuities, entertainment or favors of such value or significance that their receipt might reasonably be expected to interfere with the exercise of independent and objective judgment in making or participating in the decisions of SSAES or the party with whom SSAES is dealing.