

Masada Charter School Employee Handbook

Vision: *The vision of Masada Charter School is to unleash the learning power of students.*

Mission: *The mission of Masada Charter School is to provide the opportunity for its students to develop their learning skills and be motivated to use them continually in their lives through the close involvement of parents and the use of the most current learning technology. These means will lead to comprehensively literate self-fulfilled individuals who will benefit the community.*

Our Guiding Principles: Masada Charter School has five guiding principles that create a challenging and enriching learning environment for all students.

- ❖ We believe every student can learn and that it is our responsibility to facilitate a process that identifies their individual learning style and creates the needed intrinsic motivation empowering the student to strive to do their personal best.
- ❖ We believe learning can best take place in a “small school” environment where educators, students, and parents share a common set of values and beliefs with a consistent focus.
- ❖ We believe academic excellence and personal growth can best be achieved through the combined efforts and direct involvement of students, educators, parents, and the community in the learning process.
- ❖ We believe the best practices for delivering instruction are constantly evolving. The staff at Masada Charter School are committed to modeling life-long learning by actively pursuing and implementing more effective means of instruction as they are identified and proven valid.
- ❖ We believe the quest for academic excellence fosters a lifestyle where students develop the inner resources and individual responsibility needed to live purposeful lives, meet the challenges of today and tomorrow, and contribute positively to family, work and society.

MASADA'S PROFESSIONAL NORMS

The original faculty and staff of Masada designed a group of professional norms to guide professional behavior of the employees of Masada. Teachers are encouraged to align professional goals, relationships, and discussions between staff, students, and parents with these professional norms.

1. We take responsibility for the climate and culture of our school. This includes:
 - Putting the learner first
 - Exhibiting self-control at all times
 - Modeling appropriate behavior, dress, decorum etc.
2. We recognize, value and nurture the diversity within our school/ community.
3. We exhibit good communication skills to foster open, honest dialogue. This includes:
 - Actively engaging in listening to each other
 - Communicating clearly and effectively
 - Discussing problems forthrightly and professionally
4. We sacrifice our differences to present a united front. This includes:
 - Being mutually supportive
 - Establishing and protecting trust relationships
 - Recognizing and tolerating differences of opinion
 - Sharing available resources
 - Being Masada before being ourselves
 - Working and playing together to build our team
5. We dedicate ourselves, and our institution, to building our community.
6. We commit to giving quality performance rather than minimum performance.
7. We keep our commitments. This includes:
 - Being prompt
 - Being prepared
 - Beginning and ending meetings on time

School Organizational Structure

Masada Charter School is chartered by the Arizona State Board for Charter Schools to establish a charter school that will “unleash the learning power of students”.

The Masada Corporate Board of Directors, consisting of three members, appoints the Governing Board and upon recommendation of the Governing Board, the School Administrator. The Governing Board, consisting of seven members, establishes the operating policies and procedures and uses them to manage the operations of the school.

Under the direction of the Governing Board, the Administration implements the policies and procedures into the school environment. The Administration consists of the School Administrator, Administrator of Curriculum and Instruction, and Administrative Team members as needed. General management decisions and day-to-day operations are the responsibility of the Administration. The development of the academic program will also be the responsibility of the Administration.

Governing Board

The Governing Board consists of seven members who are appointed by the Corporate Board. Each member is committed to the mission, guiding principles, and goals of Masada Charter School.

<u>Present Members</u>	<u>Title</u>
Linda Chatwin	President
Don D. Timpson	Vice President/Ed. Rep
Joseph Hammon	Business Rep.
Barbara Knudson	Business Rep./CPA
Marlyne Hammon	Parent Member
Lorin K. Zitting	Parent Member
Kris Holm	Parent Member

Responsibilities

- Policy Approval
- Operation Oversight
- Budget Approval
- Approval of Curriculum, Guiding Principles, and Goals
- Appoints Committees
- Approval of Personnel Employment and Dismissal Recommendations
- Sponsor & Partner Relations
- Evaluation of Administrative Team
- Compensation Decisions
- Fall-Back for Designated Collaborative Team Decision-Making
- Guidance for Administrative Team in Appointing Committees
- Academic Probation and Student Expulsion

Decision Making Process

- #1 Consensus
- #2 Majority Vote

Meetings/Operation

- Regular Meetings
- Special Meetings as Needed

Administrative Team

The Administrative Team consists of five members who are committed to the mission, guiding principles, and goals of Masada Charter School and additional staff members as needed.

<u>Present Members</u>	<u>Title</u>
LeAnne Timpson	School Administrator
Mary Timpson	Administrator of Curriculum and Instruction
Michael Cawley	Administrator of Technology
Polly Dockstader	Jr. High Principal
Jessikah Timpson	Administrator of Special Education

Responsibilities

- Drafting of Policies and Procedures to present to Board
- Implementation of Board Policies and Procedures
- Assignment of Staff Duties
- Approval of Professional Development Opportunities
- Student/Staff Discipline
- Stipend Pay
- Teacher Guidance, Support, and Evaluations
- Operations and Management of School
- Collaborative Team Decision Making
- Day-To-Day Problem Solving
- Budgeting and Purchasing
- Supervision, Implementation, & Management of Technology

PRISM Leadership Committee

A committee of parent volunteers whose purpose is to manage the operation of Masada's parent involvement program, assist with extra curricular activities, organize fundraising events, and manage donated funds.

<u>Present Members</u>	<u>Title</u>
Alma Jessop	Committee Chair
Susan Williams	Treasurer
Elizabeth Dockstader	Masada Rep
Marla Zitting	Parent Rep
Rachel Kelsch	Parent Rep/Inventory Rep
Sharon Zitting	Parent Rep
Melissa Rain	Parent Rep
Maylene Roberts	Parent Rep
Julie Black	Parent Rep
Tammy Timpson	Parent Rep
Holly Horsley	Parent Rep
Kristin Hammon	Parent Rep
Deana Hammon	Parent Rep

MASADA'S EXPECTATIONS FOR TEACHERS

Welcome to Masada Charter School. Our staff is happy to open our hearts and welcome you in as a part of our professional team. This letter is designed to inform you of some of the important elements that Masada is accountable for to the State of Arizona. As a charter school, Masada is monitored and evaluated on the implementation of these elements and the level of student achievement each year. Staff development is designed around strengthening these elements and teacher evaluations include evidence of them within the classroom. We understand that perfection of these elements takes years of work, however initial planning to incorporate them and an effort to strengthen the instructional effectiveness of these elements is essential. Masada's existence, success, and future depend upon the implementation of these things.

- Our curriculum is based on the AZ College & Career Readiness Standards. It is imperative that every teacher use these standards as a baseline from which to teach. As a teacher, know your standards, always have them handy to reference, and design your lessons from them. The end of year testing of your students is aligned to these standards and will reflect your instruction of them. An important part of your formal evaluation includes a review of a lesson that is aligned with these standards.
- When the state of Arizona granted our charter, we became accountable for the elements within it. One of these elements is differentiated instruction. This term implies that teachers provide a variety of learning experiences to students throughout the day. Instruction needs to include floor time, quiet time, group time, discussion time, activity time, collaborative work, etc. There are many simple strategies teachers can employ to create a differentiated classroom climate that is not difficult to implement. Our Administrator of Curriculum and Instruction, Mary Timpson, is available to help you with planning and implementation, and we have a staff development library that would be a wonderful resource from which to pull. The administration doesn't expect you to implement all strategies at once, only to work on implementing them as you grow professionally at Masada. The State Board for Charter Schools will be observing teachers for these elements of instruction when they do their program audit on our school.
- Collaboration with staff is of vital importance at Masada. This takes different forms in our school such as, but not limited to, reflective sessions and collaborative teams. Your active participation and input is expected. We expect teachers to be actively reflecting on their own experiences as well as actively questioning others about theirs. Research has shown that reflection significantly improves instruction. The personal value received from reflective work with teams is in direct proportion to a person's level of contribution.
- Supervision of students is a legal responsibility of teachers at Masada. Teachers are responsible for students at school 100% of the time. If a student leaves your classroom with or without permission, you are responsible for that child and anything that happens to that child during that time. Under circumstances where students are absent from a classroom without permission, you as a teacher and we as a school are responsible. Our liability policy would not protect you since lack of supervision is considered a breach of policy. Please ensure that your students are supervised at all times; if a student leaves without permission or fails to return in a timely fashion, call the office immediately so that we may help you get them back to class.
- Assessment plays an important role in the classrooms at Masada. It is imperative that teachers understand and can discuss the abilities of each child based upon data. Because student success and achievement depends upon early interventions being implemented immediately, teachers are expected to intervene when a student begins to struggle. Teachers are expected to use formal and informal assessment on an ongoing basis in order to provide early and immediate intervention. For a teacher and parent to know at report card time that a student is struggling is not soon enough.
- Masada provides a comprehensive, systemic, ongoing, and supported model of staff development through action research. Teachers are expected to attend and participate in those activities.

Teachers are also expected to incorporate the elements from this staff development into their classrooms.

- Masada has developed policies and procedures to deal with any issues that may arise within the school. Teachers are expected to follow these policies and procedures. If there is any doubt about action to be taken in a situation, teachers are expected to ask what the policy or procedure is.
- Finally, our school has chosen a positive classroom management approach that makes use of rewards and consequences. In order to be effective, a teacher must use both. We expect students to respect teachers, and teachers to maintain positive discipline. Positive discipline means that you handle discipline in a way that allows students to take responsibility for their choices, to maintain dignity and self-respect, and to solve their own problems. It also means that consequences are enforced and that you have a system of motivators and rewards to encourage students to respond as you would like them to.

Please use this letter to aid you in becoming a Masada teacher. We are committed to helping you accomplish the goals of our charter. We will see to it that you receive staff development aligned with these elements along with peer-coaching sessions so that you can take advantage of our consultants to help you. Our staff as well as our staff development library is available to you as a resource. Again, welcome to our school. We look forward to getting to know you.

Leanne Timpson
School Administrator

Mary Timpson
Administrator of Curriculum and Instruction

Purchasing Procedure for Masada Charter School

The Administrator will be responsible for all purchases of Masada School. All money spent must be approved by Masada School Governing Board.

Staff will submit a written request for purchases. Instructional purchases will first require the approval of the Administrator of Curriculum and Instruction and then be presented to the School Administrator for approval.

The School Administrator will be responsible for institutional purchases. Any purchase that exceeds \$5,000 will require the written approval of the President or Vice President of the Board. A faxed signature will be acceptable.

Masada's purchasing agent will be responsible to select vendors and procure the best pricing for the desired product.

All invoices must be approved by the School Administrator before payment is issued.

Payments will be issued by accounts payable department and appropriate coding entered into financial records.

Elementary Policies and Procedures

Elementary Student

Shoe procedure

Students arrive at the classroom door, immediately remove their shoes, and put on slippers. The shoes and the slippers go on a shelf or in a cubby. At recess time, students entering the school through the hall doors slip their shoes off and carry them with them to their classroom.

Entering the building procedure

The students will use the exterior door to their classroom to enter and exit the building, unless they are late or at recess.

Late procedure

When a student is late with a note, they can enter their classroom, unless the class has gone to Morning Salute, then they must go to the office. Children are not to be in classrooms without teacher supervision.

If the student does not have a note, they must go to the office for a late slip. If they receive a late slip before Morning Salute begins, they can attend. If not, they must sit in the office until Morning Salute is over.

Daily cleanup procedure

Students are responsible to care for and maintain Masada grounds and facilities. All students are responsible to clean their own classrooms except for vacuuming.

- *First graders* are responsible for daily hall pick-up in building.
- *Second graders* are responsible to do weekly pick-up of garbage around the whole school.

- *Third graders* are responsible to do weekly pick-up of garbage around the whole school.
- *Fourth graders* are in charge of sports equipment care and daily straightening of the bicycle rack areas and straightening of rugs, trash cans and other equipment. Fourth grade teachers will divide the grounds and assign an area per day.
- *Fifth graders* are responsible to empty all school garbage cans except for in the bathrooms.
- *Sixth graders* are responsible to sweep sidewalks.

Grounds procedure

Because of dirt and plants, students walk on the sidewalks only. No students are allowed to short-cut through the planter beds to the classroom doors. Children are not allowed to play on the rocks in the planter beds.

Playground procedure

Students are expected to treat playground equipment and each other with respect while using the playground. Specific playground procedures are available in the office. Children need to build a habit of brushing the woodchips off their clothes when going from the playground to the classroom. Teachers are expected to supervise students on the playground.

Visitor procedure

It is important that we document parent hours and visitors at school. All visitors are expected to check in at the office if they are spending time in the classrooms or other areas of the school. All visitors must sign in at the office when visiting the school. If visitors go directly to the classroom please encourage them to come to the office and sign in. Students are encouraged to greet visitors and volunteers in a warm and welcoming manner.

Procedure for going to Morning Salute

Students will walk in an orderly line to morning salute and will sit on their pockets in their designated area. Morning Salute begins at 9:05 sharp.

Procedure for using Masada equipment

Students must obtain permission from the teacher or responsible adult before using any equipment. Students are to be reminded that equipment, materials, and facility items are the property of the school and are costly. If a child mistreats or abuses an item, he will be asked to replace it financially. If students cannot pay for the item with \$\$ they can pay for it with service to the school.

Procedure for the halls

All persons in Masada must LOOK, WALK & TALK quietly in the halls at all times. Violations of this procedure will result in an OOPS. When a student receives an oops, he/she must give 10 minutes service to the office. Failure to

serve the time on the day of the violation will result in the time requirement doubling each day and can add up quickly. Students should be aware of safety and understand that halls can become dangerous if students run and are disorderly.

Weapons

Pocketknives and other sharp objects are considered weapons. Students are not allowed to bring these items to school. If they bring any of these objects to school, they will be considered dangerous and Masada staff will confiscate the item.

Technology Devices

Students must keep beepers, cell phones, iPods and any other devices of this kind home. If a student brings said devices to school, they will be confiscated and kept in the office until a parent retrieves the item. Repeated offences may result in a confiscation until the end of the year.

Elementary Office Procedures

Calls home for tardies

If a child arrives at the office because he is late, a secretary will call home for an excuse, and he will receive a re-admit slip back to class. If the child is unexcused, a record will be made. After 3 unexcused tardies, a meeting with the child and administration will be scheduled to resolve the tardy problem.

Daily memos

The office is responsible to issue a memo as needed and deliver it to teachers and staff. Teachers and staff must sign a copy of the memo to be kept on file at the office. Teachers are encouraged to use the "Teacher's Forum" section of the memo for any announcements or reminders.

Student discipline

When a teacher sends a child to the office for discipline, they must send an office referral note that gives the reason. It is also helpful to have a phone call in complicated situations. If there is a question whether the student will come directly to the office, call the office to notify them that the student is on his way.

AZ Safe documentation

Serious behavior and discipline issues must be thoroughly documented according to the AZ Safe Manual. A copy of this manual is available in the office. When a serious violation occurs, the office will initiate completion of an AZ Safe Form.

Elementary Teachers/Employees

Classroom cleaning

Daily cleaning procedures have significant impact upon the health of students. Cleaning must include at a minimum – floor pick up, wipe off of all desks and chairs, and doors.

Dirty rags or cleaning supplies

Teachers are expected to organize and supervise daily cleaning procedures. Teachers are responsible to deposit dirty rags into the hamper in the Janitorial room. The janitor will wash and fold them so that the teachers can get clean ones the next day. If teachers need cleaning bottles refilled, place them on the janitorial cart with a note to the janitor.

Check off classroom daily cleaning procedure

The teacher organizes the daily cleanup schedule and designates students to complete it. The teacher designs a way to check off the daily cleanup jobs so that the janitor can see the checklist daily and know that cleaning is being done.

Lock up procedure

Teachers must lock their doors in the morning as they leave for Morning Salute so that students do not enter the classroom unsupervised. Teachers are responsible to lock their classroom up at the end of each day, both inside and out.

Daily attendance recording before Morning Salute

Teachers will take attendance before going to morning salute and log it in the computer or on the record sheet. Teachers are responsible for entering attendance data into Synergy.

Monitor halls and playgrounds

Masada grounds and facilities belong to all of us. Every employee is responsible to supervise children, care for, and maintain facility, playground, grounds, property, materials, and equipment, and to report unsafe or unhealthy conditions or situations.

Maintenance Repair Reporting

At Masada, we each take responsibility for the upkeep of our facility. If teachers notice a maintenance concern or repair, please complete a **maintenance repair form** from the office and deliver it to the maintenance file box in the west mechanical room. A verbal communication or a note is not enough. The maintenance man will return the form to the office when repair is completed.

Accident Reporting

All accidents must be reported to Ms. Susanne and an accident form must be completed.

Periodic cleaning of lunch and prep-room

Every employee is expected to clean-up after themselves in the kitchen and prep room areas. **Masada does not employ an on-site janitor.** If any item is taken from the kitchen or prep rooms, staff are expected to return as soon as possible.

Lead students to morning salute

Teachers are expected to accompany their students to morning salute. Important information is given during this time that staff needs to be aware of. Also, teachers need to assist with management of students during morning salute.

Check with office before leaving for the day

Teachers are required to check in with the office if they plan on leaving before 4:30 at the elementary or 5:00 at the Junior High.

Student Supervision

If students are not supervised, they are a liability to the school. **The governing Board is very insistent that students are always supervised (recess, PE, classrooms, halls).** Please make every effort to ensure that your students are supervised.

Substitute Teacher Protocol

This protocol is to be followed when requesting a substitute. A teacher must have a lesson plan on the desk in plain sight. The resources that a substitute needs to use must be in a place specified by the teacher in the lesson plan. An outline of the day should be included if leave will be longer than one subject period. Classroom procedures, rules, consequences, etc. should be included with lesson plans along with any instructions for anything special or out of the ordinary that is happening that day. It is good practice to include more activities than normal in case the sub finishes before the time has expired. The lesson should include a narrative that explains your expectations for students behaviorally and academically as well as how to instruct effectively for each lesson.

We will make every effort to provide paid leave with a substitute teacher when a three day notice of leave is submitted. If there is not sufficient notice given, we will not guarantee your paid leave. A substitute will be approved and available paid leave will be granted when this protocol is followed if leave days are available. Exception may be granted for this protocol in an emergency sick leave situation or emergency bereavement leave, or at Administration discretion. Please remember the administration has requested an emergency lesson plan turned in at the office to be used for emergency situations. If teachers would like to see an example of an emergency plan, please contact Mary.

For times when teachers are coaching or out in a session with a consultant, verbal instructions to a sub are sufficient if the activities are simple and easy for the sub to manage.

Home Communication/Notes

Teachers will send notes home whenever there is an activity involving their class. This includes Hollywood produced movies, parent shares, class activities, etc. Any written communications with parents or community members must be approved by LeAnne and proofread by Mary or LeAnne before the note is sent home. If an administrative member is not available, teachers must check with Ellie. The office and administrators are responsible for school-wide communications with the home.

Activities

It is against the policy of Masada for teachers to have class parties. All activities must increase or celebrate student learning and success. Motivational activities are held outside of school hours. If a teacher wishes to use instructional time for a motivational activity, a written request explaining how the activity will increase student achievement must be submitted to Ms LeAnne. All student activities held during school hours require administrative approval. Activities involving movies require a permission slip signed by a parent for each child participating.

Movies

It is the policy of Masada Charter School for teachers to obtain administrative approval before showing a movie in class. The only movies that can be shown to students without a signed parent permission are movies created by academic organizations for academic purposes, (such as PBS, History Channel, Discovery Channel) and that support the classroom curriculum and are aligned to state standards. To avoid liability issues, all teachers must obtain administrative and parental permission before showing a Hollywood produced movie in class.

Jr. High Policies & Procedures

“So that everyone can enjoy the peace of knowing what is expected and can choose to meet those expectations.”

Jr. High Students

Arrival Procedure

For the Jr. High, school begins at 8:55 a.m. Students may arrive between 8:40 a.m. and 8:50 a.m. Students enter through the student entry (west entry) and wait quietly in the main and upper atriums for teachers to unlock their doors. In order to facilitate appropriate supervision, students are welcome no earlier than 8:15 a.m. Students who need to come early to school must make an arrangement with the administration and be supervised by a Masada staff member in a classroom.

Tardy Procedure

School begins at 8:55 a.m. Students are expected to be on time. If a student is late, he/she must either have a note from home or the office to get into class. The note from the office can be obtained after a phone call home. Excessive tardies will result in administrative intervention.

Absent/Early Departure Procedure

If a student is absent, the office will contact the home to verify the absence. A note or phone call from home can prearrange an absence or early departure from school. If a parent/guardian is picking up a student early from school, that parent/guardian **must** sign the "In-Out" log before the student will be released. In order for an older sibling or other caretaker to take a student early from school, the office must have a phone call from or a note signed by the legal guardian of that student.

Procedure for the office

If a student needs to go into the office, he/she waits quietly in the designated area to speak to the secretary. Students must get permission to go beyond the designated area. All office materials/equipment are for staff use only unless permission is granted to use requested materials.

Uniform Violation Procedure

Students of Masada are always required to be in their uniform at school unless notified otherwise. Violations of the uniform will be referred to the administration for immediate action. If the student is not wearing the uniform appropriately, he/she will be given the opportunity to get into uniform. If the student is out of uniform or refuses to wear the uniform appropriately, parent contact is made and the student is released to the parent. The student is welcome back at school when in proper uniform. If the student does not solve the problem, a formal written notice will be sent home with the student. This notice will inform the parent of the specific violation and a parent signature acknowledging receipt will be required for the student to return to school. The student will be expected to return to school with the issue resolved. If the parent is having difficulty resolving the issue, he/she is welcome at any time to contact the administration, and the administration may agree to the student's return if time is required to resolve the issue or may agree to special consideration if it is deemed appropriate in the situation. The notice will also inform the parent that we may take further disciplinary action if the issue continues. Further action may include having the parent bring the student to school to discuss the situation before the student can continue enrollment. Continued violation of the uniform requirement may result in suspension, appearing before the Governing Board, and possible expulsion.

Visitor Procedure

Visiting students to Masada must first communicate beforehand with administration to get administrative and teacher permission. The student must have a valid reason for the visit and must be in uniform. The visiting student must get Visitor's Pass from administration and present it to each teacher when entering the classroom.

Phone Procedure

Students are allowed to use the student phone in the office. Teachers must send an office note with the student communicating this need and that the teacher has released the student for this purpose. Classroom phones are not for student use at any time except with permission from teacher for Project Class release calls.

Atrium Use Procedure

Students are welcome to gather, visit, and/or study in the atrium during non-class time. Students are expected to be respectful while enjoying the atriums, including being quiet and respectful of in-session classes and taking care of school resources. While using the atriums, students need to please keep them neat and clear of clutter and take care of personal belongings when they leave.

Library Use Procedure

Junior High students are encouraged to use the library. During school hours, non-scheduled library visits will be prearranged by a call ahead or a Library Pass from his/her teacher.

Elementary Building Procedure

A Junior High student is welcome to use the resources of the Elementary; however, he/she must follow the procedure of the building. All students are to be accompanied by a teacher for class unless other arrangements have been made through the office. If he/she is attending a class held in the Elementary, he/she must enter that classroom from the outside door. Running in the halls, excess noise, or rough play in the building is not allowed. Failure to comply with the procedures of the building will result in an Oops to be taken care of immediately with the main office, who will communicate with the Jr. High that the student has been delayed. If a student has been sent to the Elementary on errands or to work with an administrator, he/she must check in with the main office to be directed from there.

Assignment Book Procedure

Assignment Books are a requirement for every Jr. High student. These books will be every student's ticket out the door for each class. A student's homeroom teacher will check-off the Assignment Book.

Recreation Roll Call Procedure

Some classes will be held at the Elementary. Junior High students will meet with their teacher at the Junior High for attendance. That teacher will then accompany the class down to the Elementary.

Resource Use Procedure

If a student needs to use **any** of the resources of Masada, he/she must obtain permission by a staff member through the office or through a teacher. That staff member will then supervise the student in the use of the materials. If a student misuses or damages that resource, the student will replace the item or pay a fee. Students are not allowed in teacher prep room areas at any time. This includes using the copier, printers, or other equipment in these rooms. If a student needs a special print job or copy job, he/she brings it to the office for assistance.

Sports Equipment Checkout Procedure

All sports equipment must be checked-out through the office or the Recreation teacher. Students who misuse or damage the equipment are responsible to replace it according to administrator discretion.

Clean-up Procedure

All students are required to participate in cleanup. Cleanup begins promptly at 4:25 p.m. and ends at 4:50 p.m. Students are divided into groups and assigned a job. Each group has a team captain to oversee the jobs. Students must check in with the captain and be excused by the captain. The staff member who has been assigned to that part of our school will excuse captains.

Departure Procedure

Students are excused by 5:00 p.m. Students are expected to go home immediately after school. Students are allowed to stay after school only if arrangements have been made between student, home, and a supervising staff member. Students who loiter after they should be on their way home will receive community service. Students waiting for rides after school go to the elementary and wait out front. Transportation needs to be arranged by 5:00 p.m. Students who are in Safety Zone need to go directly there by 5:00 p.m. and follow the procedures for that time.

Arriving to School Procedure

In order to reduce the impact of mud in our building, on stormy or muddy days if the student's shoes are muddy upon his/her arrival and the entry rugs are not enough to get them clean, the student needs to remove his/her shoes and clean

them before they go to class. If students can foresee that this is going to be an issue, they should give themselves extra time or go to the office to get an excuse note

to clean their shoes. Or if students would like, they can bring an alternate pair of clean shoes in their backpack to trade when they come into the buildings.

Use of the Staircase/Elevator Procedure

In order to facilitate traffic on the staircases, if students are coming from or going to rooms # 301 or 309, use the east staircase. Going to or coming from rooms # 305, 306, 307, or 308, use the west staircase. In case of a fire, check to see that the staircase is accessible, and then use the appropriate staircase. The elevator is available to students only by permission. The elevator is NEVER to be used in a fire.

Safety

Students are expected to make choices that will keep themselves and others safe here at school. This includes using walkways and railings appropriately.

Fire Drill Exit Procedure

Follow your teacher's instructions to the classroom door. At the time of a fire alarm if you are in the upstairs classrooms or rooms like the library, come down the staircase single file. Exit the east doors. Use the front sidewalks to go to the southwest corner of the parking lot. If you are on the main floor except the Science Lab, you will exit to the west entrance and go to the southwest corner of the parking lot. If you are in the Science Lab, use the north exit out of the lab, walk west, and go to the southwest corner of the parking lot. If you are in the basement, you will use the nearest outside exit. Go up the staircase and into the southwest corner of the parking lot. When you reach the parking lot, line up quickly with the class you left with. Please do not visit or play. Wait quietly. Respond when the teacher takes roll. Then continue to wait quietly for further instructions. If and when you are excused to go back to class, go back in an orderly single file with your teacher. Maps/exit strategy will be posted in every room. It is a crime to pull a fire alarm or yell fire if there is no fire.

Confiscation Procedure

A teacher or administration may confiscate any item that interferes with or distracts from the learning environment. There are specific items that will be confiscated if a student is found with them outside of his/her backpack at school. These items are iPods, M-P3 players, Tablets, phones. Any item that is considered a weapon, whether designed for play purposes or designed to be a weapon, will be confiscated if it is found at school in any location, including in the personal space a student uses. Weapon and technology items are turned into the administration. Parents, not students, may retrieve these items. Parents will be called if items are confiscated that cannot be returned to

students. If parents would like to retrieve the item, they can contact the administration.

No Tolerance Policy

Masada has a no tolerance policy in regard to sexual harassment, stealing, and the F- word in any form. Students who are found violating this policy are referred to administration for immediate action. With regards to the F-word, verbalizing it, writing it, or signing it is considered using it. With regards to the no-tolerance stealing policy, stealing is considered taking or attempting to take money or property belonging to another person with intent to keep it. Any no-tolerance behavior will result in a one-day suspension from school or action deemed appropriate by administration.

Fees and Fines Policy

Damaged book and/or Equipment fines, Library fines and/or Summer School fines are required to be paid in full at the end of each school year. A student continuing enrollment in the school, who has unpaid fines and/or fees will be required to pay all fines and/or fees before being issued text books in subsequent years. If these fines present a financial hardship, the student can arrange for payment through providing service to the school. A student, who is no longer enrolled and has unpaid fines or fees will have his/her end of year grades held until the fines and/or fees are paid in full.

Jr High Teacher Policies and Procedures

Classroom

Arrival Policy

Classes begin at 8:55 a.m. Teachers are responsible to unlock their classroom door and be prepared to greet students by 8:40 a.m. Students are not allowed to arrive on the school grounds before 8:30 a.m. and are supervised in the classroom once they arrive.

Roll Call Policy

Roll should be taken within the first 15 minutes of every class. If roll cannot be taken for any reason, a Manual Attendance Slip must be filled out each class period and taken to the office within the first 30 minutes of each class. Teachers need to make sure substitute teachers know where the attendance slips are located and understand the attendance policy.

Student Release Policy

Students are released on time. However, in special cases where students are kept longer than the allotted time for a period, the teacher of that class is

required to make the appropriate arrangements and tardy excuses with the next period teacher(s). If a teacher keeps a student after school, he/she must make a phone call home within 15 minutes of the ending bell for parent notification and permission. The teacher must provide supervision of the student.

Departure Procedure

When a teacher leaves for the day, he/she is responsible to make sure that his/her classroom is clean, closed down and locked. Teachers are required to check with the office if they plan to leave before 4:30. Please detail expectations for your subs. If the teacher has used the Teacher Prep room, he/she must also close down that room. All staff members are responsible to check for loitering students and send them home.

Excusing Students Policy

Students are required to be at school the whole school day unless scheduled otherwise. Instructional time is very important. Therefore, teachers are expected to use the full time allotted in class and not excuse students early, this includes excusing students just a few minutes early. Classes can only be dismissed early by administrative approval and parent notification via a note. A student who needs to leave school grounds during the school day must checkout through the office to make a phone call to parents before leaving and check-in through the office before returning to class. This includes leaving campus to go to the elementary or to go home to fix a uniform issue. Masada is in session five days per week. Students are required to attend each day of the week.

Notes Policy

Teachers are required to send notes home whenever there is a class activity. All notifications sent home must be proofed by Ms. Polly and approved by administration before sending home.

Sub Policy

When a teacher needs to be gone, a Time-Off Manager online form must be filled out three days in advance. If your leave is granted, the name of the sub and his or her phone number will be put in the notes of the request or a note that I have been unable to schedule a sub. Please look for these notes in case further action is needed on your part. A lesson plan must be prepared for a sub to follow in advance of the absence. The plan must be turned into the administration. In cases of emergency leave, teachers are asked to have at least three emergency sub plans prepared and turned into the office at the beginning of the year. The office will make the arrangements for unlocking/locking

classroom doors for subs. Please ask your sub to remind the office that your door needs locked.

Visitor Policy

Visiting students to Masada must first communicate beforehand with administration to get administrative and teacher permission. The student must have a valid reason for the visit and must be in uniform. The visiting student must get Visitor's Pass from administration and present it to each teacher when entering the classroom.

Student Early Departure Policy

A student may be excused early from school only by parent permission. Parents may send a note, call in, or pick up the student. In cases where a student is sent with a note, the student presents that to the teacher or office for excuse. At the designated time, the teacher will then refer the student to the office with the note. In cases where the parent calls, the office will notify the teacher. In cases where the parent picks the student up, that parent must sign the student out through the office.

Movies/Games Policy

To avoid liability issues, teachers must obtain administrative approval before showing a Hollywood-produced movie in class. The only movies that can be shown to students without a signed parent permission slip are movies produced by academic organizations for academic purposes, such as PBS, History Channel, or Discovery Channel. These films must support the classroom curriculum and align with state standards.

Likewise, games can only be used for academic purposes and support classroom curriculum.

Student Orientation Policy

Each homeroom teacher is responsible to provide student orientation at the beginning of every year. This orientation includes ensuring students have a copy of the Student Procedures Document, answering any questions they may have about it, and providing them with a "road-map" of the policies and procedures at the Junior High. Homeroom teachers are also required to make sure that new students and 7th grade students fill out and return the student orientation paperwork to the office. All teachers are expected to use the assignment books as a tool to teach life skills in organization. Teachers will go over the Assignment Book procedure with students, using example assignment books. Students are also expected to use Reader's and Writer's Notebooks to organize work from each class. Teachers will instruct students how to use and organize the notebooks in his/her class.

Phone Procedure

Students are allowed to use the student phone in the office. Teachers must send an Office Note with the student communicating this need and that the teacher has excused the student for this purpose. Students are not allowed to use phones in classrooms except with teacher permission for Project Class release calls.

Use of Instructional Time Policy

Class time is designed for content and curriculum. The Board does not approve of releasing students from class to play. We understand the need to motivate students. However, that motivation should be met through creating and designing lesson plans that immerse the students in the content and engage them in the ideas. This can certainly look like play and be done through the use of games, but this work must be tied to curriculum. Teachers can get support for this from our consultants Steve and Wendy.

Morning Assembly Procedure

Teachers are expected to accompany their students to Morning Assembly. Important information is given during this time that staff needs to be made aware. Also, teachers need to assist with management of students during Morning Assembly.

Jr High Office/Teacher Policies

Office Referral Policy

Students referred to the office are required to have an Office Note slip or phone call communicating the purpose for the referral and signature/initials of the referring staff member. All students being sent to the Elementary must also be referred via Office Note or phone call to the Elementary office. Those being referred to the administration or the Elementary office should check-in with the Jr. High office first.

Student Tardy Policy

If a student is late, he/she must have a note in order to be allowed into class. This note must come from a parent, teacher, or a Re-admit Slip from the office. Without a note/slip, the student(s) are referred to the office. If a student misses more than half the class, even with a note, he/she is also referred to the office with his/her note.

Student/Staff Accident Policy

If a student is injured on school grounds during school hours, the staff member supervising the student or witnessing the accident must fill out a Student

Accident Form through the office. If a staff member is injured, that member must also fill out a Teacher Accident form through the office.

Copier/Fax/Office Printer Policy

Teachers are welcome to use the copiers, fax machine, scanners, and printers. However Ms. Margaret, Mr. Jared, and Mr. Michael are the only staff members, who maintain these machines. If a machine needs service or is jammed, please let one of them know and the problem will be addressed as soon as possible. If an unauthorized teacher does maintenance i.e. to remove a paper jam and something happens to damage the machine, the teacher will pay the repair to the machine. Students are not allowed to use these devices. Teachers may help students with any needs they have or send them to the office for help.

Maintenance Repair Reporting

At Masada, we each take responsibility for the upkeep of our facility. If teachers notice a maintenance concern or repair please complete a Maintenance Repair Form from the office and turn it into Ms. Polly. A verbal communication or a note is not enough.

Jr High Materials Use Policies

Prep Room Policy

- Masada's intent for the Prep Room Procedure is to support a climate of respect where all staff members can work effectively and to build an environment of personal responsibility.
 - **NO STUDENTS IN ANY PREP ROOM AT ANY TIME.**
 - At the elementary, use the PREP ROOM PASS to send students for supplies.
 - CALL AHEAD to make sure Jeanette is in the prep room before sending students.
 - If Ms. Jeanette is not available or is unable to respond, the student goes to the office. Secretary helps the student if possible.
 - The student waits in the hall while being helped.
- Ms. Jeanette may invite individuals into her workspace. (Directly around her desk, not near copier, counter or cabinets) She is the only one who may invite students into her workspace. No students are to be in the prep room workspace at any time.

- Names of students violating this procedure will be written on a clipboard in the prep room and given to Ms. Leanne.
- If a teacher forgot something in his/her planning and in an emergency needs to send a student to get materials:
- At the Jr. High, the student takes an office note to the office. If supplies are available at the Jr. High, the secretary helps the student if possible. If supplies are not available at the Jr. High, the secretary calls Ms. Jeanette. If Ms. Jeanette is not available, the secretary calls the Elementary Office to arrange help for the student.

Prep-room/Teacher Lounge

Please feel free to take what you need and to look after others' needs. Students are not allowed into the prep room and are not allowed to access materials in the prep room equipment i.e. copiers and printers. If you want to print to these machines for a student, you need to get the print job. All copy jobs that are greater than 30 copies need to be done on the Rizzo copier even if it requires hand sorting and stapling. A passcode will be needed to use the copiers.

For black and white print jobs, you may want to use the mobile lab or library printers as a printer in the prep room is also a copier, and you may have to wait for your print job if someone is copying.

Certain supplies and resources will be kept in the office i.e. sleeve protectors, transparencies, ink cartridges. If items are in the office supply closet, please only use them with permission.

If laminating a big project, your project needs to be sent to Ms. Lorine at the elementary, who laminates once a week or every other week. The laminator at the Jr. High will follow a similar weekly or bi-weekly schedule for smaller jobs. You can give those jobs to the librarian, who will be the designated user of the laminator. If the project you are working on is personal, you will need to pre-pay for the laminating. Ms. Jeanette can let you know what the cost is.

Bulletin board paper and mass quantities of any supplies should be written down on the Supply Replacement List so that we can make sure we maintain our supply list. If a teacher takes a large quantity of an item or uses the last of an item, he/she needs to make a note of the item on the Supply Replacement List and turn it into Ms. Margaret for re-order.

Our teacher lounge is stocked with snacks and some commodities for staff breaks. As we do not have janitors, we ask everyone to do their part in keeping these areas clean. All dirty dishes must be taken to the office for washing at

cleanup or loaded before in the dishwasher. Personal dishes will be returned to teachers upon request. The snacks in the Teacher Lounge are provided by the Snack Fund. If you would like to have this service provided for you, please talk to Ms. Susanne to have \$10.00 taken out of each check or pay Ms. Ellie \$20.00/month.

Storage Room

If items need to be taken from or put into the Storage Room, prior arrangements must be made with Ms. Jeanette. Accompany any student that is sent to the Storage Room and be sure to return any borrowed item exactly where it was. If you need to store something in the storage room, you must talk with Ms. Jeanette about where she would like it put.

Ordering/Re-ordering Supplies Policy

Ms. Jeanette orders and re-orders supplies. If a teacher needs an item, a Requisition must be filled out, pre-signed by Ms. Polly. For administrative approval, it goes to Ms. LeAnne, then is given to Ms. Jeanette for ordering. If you need to speak to Ms. LeAnne or Ms. Mary, who needs to approve curriculum requisitions, about the items on the requisitions, please note that on the Requisition form. Administration may ask you to verify the connection to curriculum.

In order to better maintain our prep room for teacher convenience, totes of various supplies in classroom quantity have been put together. If teachers would like to use these totes, please check out the totes by signing out the tote on the Supply Sign-out Sheet on the door. Please do not take the prep room equipment to classrooms for personal use unless arrangements are made through the office and signed out. After use, please make sure all materials are returned.

Jr High Administration/Teacher Policies

Teacher Tardy Policy

At the beginning of each trimester, a teacher will have three tardy forgiveness vouchers. If circumstances require a teacher to be late, the teacher must call and notify the office/administration at least five minutes before class begins so that arrangements can be made to supervise students. Each time a teacher calls in late, the administration issues a tardy voucher to the teacher. If all the forgiveness vouchers are used up, \$25.00 will be deducted from the teacher's bonus pay. If a previous phone call is not made, \$25.00 will be deducted from bonus pay automatically and a notice will be issued to the teacher.

Leave of Absence Policy

If a teacher needs to be absent, he/she must request leave by filling out a Time-Off Manager form at least 3 days in advance. This request must then be

approved by Ms. Polly and marked on the calendar. Please check the notes in Time Off Manager or follow-up with her and find out what substitute is assigned to the class so that you can contact the sub about necessary arrangements.

Student Behavior Referrals

When a student has passed through all the levels of classroom discipline, a teacher may refer him/her to the administration with an Office Note clearly stating the reason for referral. These reasons may include recovery time in the office, meeting with an administrator, or a disciplinary plan. This plan is a student's acknowledgement of an issue and a plan to correct the behavior. It is contracted among and signed by the student, the teacher, and the administration. Teachers and administration may also choose to involve the student's parents. Administration determines whether an incident's severity requires report to AzSAFE.

A teacher may also refer a student to meet with an administrator. However, sometimes an administrator is not immediately available. In order to make sure adequate support is offered teachers, he/she is asked to specify whether or not the student is to wait in the office or be sent back to class until an administrator is available. In cases of recovery, teachers are asked to specify on the Office Note the time needed for recovery.

Activities Policy

It is against the policy of Masada for teachers to have class parties during school hours. All activities must increase or celebrate student learning and success. Motivational activities are held outside of school hours. A written request explaining how the activity will increase student achievement must be submitted to Ms. LeAnne. All student activities require administrative approval. Activities involving movies require a permission slip signed by a parent for each child participating.

Safety Policy

Masada believes that all children have the right to a safe educational environment. Student supervision and accountability are therefore very critical. Masada's staff is expected to provide student safety in and support for reporting bullying, harassment, or intimidating threats.

Monitor Grounds Procedure

Every employee is responsible to supervise students, care for, and maintain facility, grounds, property, materials, and equipment, and report unsafe or unhealthy conditions, situations, and/or language.

Grades Procedure

Teacher's grades are finalized seven (7) school days after the trimester end. This is calculated by giving students three (3) days to turn in any missing assignments unless special arrangements are made. Teachers finalize their grades within the next 4 days. These dates are marked on the calendar.

At the end of the year, teachers are expected to file and record the cumulative grade for the year on his/her homeroom class files in the office. If a teacher has not completed the electronic grading process in time, he/she will be required to file and fill out grades on the CUM file for all classes he/she teaches in addition to his/her homeroom class.

Jr High Student Violation PoliciesUniform Policy

Students of Masada are always required to wear their uniform to school unless notified otherwise. Violations of the uniform will be referred to the administration for immediate action. The student is given the opportunity to solve the uniform violation immediately. If the student is unable to correct the violation, parent contact is made and the student is released to the parent. The student is welcome back at school when in proper uniform. Continued violation of the uniform may result in suspension, appearing before the Governing Board, and possible expulsion.

Tardy Policy

Masada believes that being on time helps students be better prepared and be more successful. Classes that begin on time and are designed for engagement help students value being where they should be. While Masada expects teachers to design for engagement, students who have excessive tardies can expect administrative intervention.

Community Service Policies

Students are allowed to arrive no earlier than 8:15 a.m. and stay no later than 5:00 p.m. unless special arrangements have been made. If a teacher is supervising students, he/she needs to check for parent permission or have the student call home. Loitering students are given a community service slip. These violations must be reported to the office where they will be followed through. Other misbehaviors may also result in community service from the administration. However, the policy is designed for behavior outside the

classroom. Misbehavior in the classroom does not fall under the policy of community service.

No Tolerance Policy

Masada has a no-tolerance policy in regard to sexual harassment, stealing, or the F-word in any form. Students who are found violating this policy are referred to administration for immediate action.

- F-word: Verbalizing it, writing it, or signing it is considered using it. Any no-tolerance policy behavior will result in a minimum one-day suspension from school.
- Stealing: Stealing is considered taking or attempting to take money or property belonging to another person or the school with intent to keep it. This behavior will result in a one-day minimum suspension from school.
- Harassment: It is the policy of Masada to consider an act of sexual or physical harassment by a student grounds for disciplinary action.
 - Physical harassment includes a physical act of aggression toward another student that is intended to injure. Physical harassment will result in suspension of one or more days depending upon circumstances and collaborative decision of the administrative team.
 - Sexual harassment includes sexual words, dialogue, intimations, and gestures directed toward another individual and will result in one-day suspension from school. Repeated occurrences by the same individual will constitute further action by the administration, which may include parent conferences, and consultation with other sources when necessary.

Profane Language Procedure

Profane language at school is a violation of Masada policy. Words commonly considered by society at large to be swear words, crude and vulgar language are grounds for disciplinary action.

Bullying Policy

Bullying is a targeted and repeated attempt by a student to remove power from another student. Bullying is not tolerated. Any student or parent that suspects bullying is encouraged to report the incident to administration. All reports will be taken seriously and appropriate disciplinary measures will be taken.

Weapons Policy

Any weapon carried on school grounds should be confiscated immediately. Any sharp-edged devices including pocketknives or fire-lighting devices are considered weapons.

Confiscation Policy

A teacher or administration may confiscate any item that interferes with or distracts from the learning environment. There are specific items that will be confiscated if a student is found with them outside of his/her backpack at school. These items are iPods, MP-3 players, Tablets, phones. Any item that is considered a weapon, whether designed for play purposes or designed to be a weapon, will be confiscated if it is found at school in any location, including in the personal space a student uses. Weapon and technology items are turned in to the administration. Parents, not students, may retrieve these items. Parents will be called if items are confiscated that cannot be returned to students. If parents would like to retrieve the item, they can contact the administration.

Fees and Fines Policy

Student fines and/or fees are required to be paid in full at the end of each school year. A student continuing enrollment in the school, who has unpaid fines and/or fees will be required to pay all fines and/or fees before being issued text books in subsequent years or do community service on the first days of school to pay the fees/fines. A student, who is no longer enrolled and has unpaid fines or fees will have his/her end-of-year grades or transcripts held until the fines and/or fees are paid in full.

A complete list of policies is in the Student/Parent Handbook. Students and parents are expected to keep updated on the changes in the handbook. Please contact Ms. Ellie at the elementary if you need an updated book.

Hiring

Masada Charter School is an **At-Will Employer**. As such, either the employee or Masada may end an employment relationship if the relationship is not proving to be beneficial. However, contracts are considered to be legally binding; all contracts entered into by Masada will be binding until the end of the contract period as long as the employee is fulfilling the requirements of Masada. Breach of contract for teachers is considered a serious offense and may be cause for certification review.

Equal Opportunity/Non-Discrimination Policy

It is the policy of Masada to provide equal opportunities in employment regardless of national origin, race, religion, age, sex, handicap/disability or color. This policy will apply to recruiting, hiring, job assignment, supervising, training, upgrading, transfers, compensation, promotion, and education.

In accordance with federal law and U.S. Department of Agriculture policy, Masada Charter School is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal (not all prohibited bases apply to all programs).

To file a complaint of discrimination, write the USDA at:

Assistant Secretary for Civil Rights Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, S.W., Stop 9140 Washington, DC 20250-9410

Or call toll-free at (866) 632-9992 (English), (800) 877-8339 (TDD), (866) 377-8642 (English Federal-relay), or (800) 845-6136 (Spanish Federal-relay).

Highly Qualified Staff Policy

It is the policy of Masada Charter School to recruit and retain Highly Qualified (HQ) teachers and paraprofessionals for all students. We actively advertise available teaching positions on the school's webpage and in local media arenas. As part of the application process, an applicant provides a set of transcripts to be reviewed by the administration to help determine qualifications for content subject area teaching. Transcripts are maintained in the office for each employee that does not have a current teaching certificate.

In an effort to attract HQ teachers, the governing board has designed a financial bonus of \$4,000 paid out to teachers in installments based on their participation in the staff development program. Staff development is not optional at Masada, but it is rewarded.

Masada is committed to developing paraprofessionals into HQ teaching staff. A hiring strategy is to hire paraprofessionals who are career oriented towards teaching and to work and train those people in the school as they are attending college. If a paraprofessional does not hold an associates degree, they must pass the Para Pro Assessment before being hired and placed in a position to work with students.

Masada's staff development program meets the criteria for high quality staff development but does not necessarily help to qualify a paraprofessional according to AZ standards for highly qualified. Therefore, the school supports paraprofessionals as they get educated but does not currently fund the educational effort with NCLB funds outside of staff development.

The school administrator maintains all teacher qualifications and reviews those qualifications every year to ensure accurate teaching assignments and also to submit teaching data into the ADE common logon for HQ Teachers. The administrator informs parents within 4 weeks of the opening of school of any teacher that does not meet HQ status and of parent's rights in regards to their child's teachers qualifications.

All core content teachers will meet the criteria for highly qualified at time of hire.

Measuring Teacher Effectiveness Policy

It is the policy of Masada Charter School to evaluate teachers and principals in a manner that satisfies AZ statutes #HB1457 & HB2823 for Charter Schools, and in a manner that is aligned with Masada's beliefs about teacher performance and student learning.

Purpose/Philosophy Statement

The foremost purpose for evaluating teachers and principals is to improve instruction. Additionally, Masada's vision for assessment includes the belief that evaluation provides the necessary data for reflection and improvement. While the evaluative policy meets state requirements, we seek first to implement assessment feedback into order to refine our students' educational experience.

The purpose of Masada's evaluation plan for teachers is:

- ❖ To determine if teachers are effectively teaching as measured by student learning.
- ❖ To determine the types of assistance and support that teachers may need.
- ❖ To determine what professional development opportunities are needed for teachers.
- ❖ To determine whether students are meeting achievement growth expectations.
- ❖ To determine the quality of instruction in the classroom.
- ❖ To gather information on teacher's ability to work collaboratively with colleagues to evaluate student needs and determine appropriate instruction.
- ❖ To provide ongoing feedback related to the strengths and weakness of a teacher's performance.
- ❖ To determine teacher's use of principles of professional growth (i.e. Action Research, Peer Coaching, etc.) to solve his or her individual challenges in the classroom/school.

The purpose of Masada's evaluation plan for principals is:

- ❖ To determine the effectiveness of his/her implementation of policy, procedures, systems and structures.
- ❖ To gather information on the principal's effectiveness in working collaboratively with the staff and administrative team.
- ❖ To determine the effectiveness of the principal's discipline of teachers and students.
- ❖ To determine the quality of the principal's instructional and professional leadership.
- ❖ To determine the principal's effectiveness in building positive public relations.
- ❖ To determine the principal's effectiveness in establishing the organization's vision for positive culture and climate.
- ❖ To determine the principal's use of systems of professional growth to solve his/her individual challenges in the school.

Teacher Evaluation Process

Formal/Summative Observations

Masada's evaluation process will incorporate both formative and summative data. A probationary teacher is defined as a first year teacher and/or a teacher that is placed in teacher support by the Administrative Team. A non-probationary

teacher is defined as a returning teacher that is meeting Masada's expectations for instruction.

Probationary teachers will participate in both formal and informal observations. At least one (1) of the observations will be a complete and uninterrupted lesson. The administrative team will calculate the total score from the data gathered from observations.

Non-probationary teachers will participate in a minimum of one (1) formal summative observation. The observation will be a complete and uninterrupted lesson.

If non-probationary Junior High teachers teach multiple content-area subjects, they will participate in a formal observation in at least two (2) different content areas. Otherwise, non-probationary Junior High teachers will participate in a minimum of 1 formal summative observation. At least one (1) of the observations will be a complete and uninterrupted lesson.

Data Gathering, Documenting, and Reporting Process

Teachers will be evaluated according to the types of classes they teach and the types of assessments in which their students participate. Teachers whose students do not take state tests for any taught content areas will receive a school-wide score and a collaborative team score that incorporates the achievement of students through third grade and will not include an individual classroom score.

Teachers will be evaluated using triangulation of data. The process will include a 360-degree view of teacher performance. Evaluation of classroom performance will be based in selected rubrics and indicators from the Charlotte Danielson Framework.

Data gathering and evaluation tools and measures may include the following:

- ❖ AzMerit and AIMS Science
- ❖ Observational rubrics, surveys, self-reports
- ❖ Growth inventories, walk-through data, reflective interviews.
- ❖ Administrative, student and peer surveys, collaborative team surveys observation tools, sign in sheets, AR summaries & abstracts.

Evaluators will:

- ❖ Be trained in the evaluation process and in the Charlotte Danielson Framework.
- ❖ Use a reliable classroom observation tool to identify selected indicators
- ❖ Record what was observed and make notes
- ❖ Give the teacher written feedback
- ❖ Provide a process for teachers to respond to feedback
- ❖ Use observation data and any available artifacts to identify the performance descriptors that best describe the teachers overall performance on each rubric

- ❖ Convert the performance band scores to a numerical point value that will provide the total score for the Professional Responsibilities section of the Teacher Evaluation Plan

Teacher Orientation

During the first month of school, each principal will review revisions and changes to the evaluation policy with all teachers and educate new teachers around the evaluation policy. New teachers will be given a packet that includes an overview of the evaluation process, as well as the evaluation tools and instruments to be used in the evaluation process.

Teacher Support Plan

All new teachers will be placed on a teacher support plan for a minimum of one year. After the teacher's final evaluation score is calculated, the admin team will determine whether the teacher exits the support plan or is continued to the next year.

At any point during the year, based on formal or informal observations or the formal summative evaluation, a teacher may be referred for teacher support and/or placed on a teacher support plan. This referral process ensures teachers have the necessary support for instructional effectiveness and maintains student success as the focus of Masada's evaluative policies.

The teacher support plan will be individualized based on the teacher's needs and will be designed by the administrative team. The plan will include a series of planning, coaching, observing, and reflecting sessions with the Administrator of Curriculum and Instruction.

Evaluation Classification

The summative evaluation score will consist of:

- ❖ Achievement Data (50%): A score will be calculated using a combination of school-wide, collaborative team, and individual classroom student achievement results.
(See Appendix A)
- ❖ Professional Performance (50%): A score will be calculated using data gathered from rubrics in the categories below.
 - Instruction
 - Culture for learning
 - Planning and Preparation
 - Surveys and Action Research work.
 (See Appendix B)

A total score based on points from the above categories will be given to each teacher. This score will determine which performance classification each teacher receives. The four performance classifications are:

- Highly Effective: 95 to 100 points

- Effective: 80 to 94 points
- Developing: 60 to 79 points
- Ineffective: Below 60 points

Fingerprinting

All persons working with children at Masada Charter School shall have a valid class one fingerprint clearance card. Masada shall not employ a teacher whose certificate has been revoked for a violation of section 15-507 or 15-550 or any offense that places a pupil in danger. Masada will notify the department of public safety if the Administration or ASBCS receives credible evidence that a person who possesses a valid class one fingerprint clearance card is arrested or charged with a crime.

Masada has the authorization to submit fingerprints to the Arizona Department of Public Safety for Fee-Based State and Federal Criminal History Checks pursuant to *A.R.S § 15-183*.

Job Assignments

The Administration is responsible for decisions on assignments and working schedules. Based on the needs of the school, the Administration makes all decisions regarding reassignments, scheduling changes, and recommendation of terminations.

Probationary Period

New employees are subject to a 90-day probationary period with no expectation of continued employment after that time.

Orientation

All new employees are required to attend an orientation program to familiarize them with the school facilities, policies and procedures.

Public Relations

All employees are responsible to maintain a professional relationship with students, parents, staff and community. **Employees are also responsible to maintain the confidentiality of any/all operations within the school.** Masada is a learner-centered environment where individuality is recognized and valued. Masada employees are expected to project a positive attitude toward all students, parents, and fellow staff members.

Dress Code

The learning community of Masada Charter School has expressed strong support for the establishment of a dress code. In order to be responsive to that concern and also provide a more productive learning environment, the Masada Charter School Governing Board has adopted a uniformed dress code for all students.

Teachers and staff are expected to act as role models for students and community. Their dress must reflect professionalism, and be modest and appropriate for a learning environment, viz...appropriate necklines, long sleeves, skirts or dresses for women, skirt lengths below the knee. Dress standards must meet the same standards required of students. Dress code violations will be addressed by the School Administrator.

Absence, Holidays & Leaves

Employee Attendance Policy

- Within the required school days worked, teachers may request personal, emergency, sick and maternity leave.
- Excessive absenteeism will be addressed by the School Administrator.
- Masada will fulfill the state requirements for number of school days held.
- Teachers will be paid for the state required days as well as two weeks before students arrive and one week after students leave.
- Paid holidays for salaried staff are listed on the school calendar that is updated every year.
- Full time aides/hourly staff will be given pay for the following holidays: Labor Day, Veterans Day, Christmas Eve Day and Christmas Day, 2 days for Thanksgiving, New Years Day, the Spring Break Days, and President's Day.
- Part time employees that return to Masada after one year of employment will be eligible for holiday pay.
- Full time aides/hourly staff have the option to work other days that Masada takes off.
- Year round hourly employees are eligible for 5 paid vacation days.
- In the event of an emergency, the Administration may declare no school and make up a day.

Teacher Tardy Policy

- Teachers are expected to be present and in classrooms well before students arrive.
- In crisis situations the Administrator will address each appeal on a case by case basis.
- Direct communication with the Administrator or Secretary anytime a staff member will be late is required. **(Leaving a phone message is not adequate.)**
- Teacher tardies are justification for Administrative action.
- If circumstances require a teacher to be late, the teacher must call and notify the office 5 minutes before the first bell rings so that arrangements can be made to supervise student access to and activities in the classroom.
- In the event that a teacher is late without a call, he/she will be issued a notice that \$25.00 has been deducted from his/her bonus pay.

Holidays

Paid holidays for salaried staff are listed on the school calendar that is updated each year. Hourly staff will receive pay for Labor Day, Veterans Days, 2 days for Thanksgiving, Christmas Eve Day, Christmas Day, New Years Day, and Spring Break days. In the event of an emergency, the Administration may declare no school and schedule a make-up day. All categories of leave are required to have prior approval and direct communication; if an absence does not follow this policy, payment will not be guaranteed.

Teacher Personal Leave

- There are a total of four personal leave days per year.
- To apply for personal leave the teacher must obtain permission from the Administrator three days in advance.
- Two of these leave days are paid; if a teacher wishes to take the third and fourth leave days, he/she must pay for a substitute teacher and receive the difference of pay in their next check.
- The Administration reserves the right to restrict personal days off when the impact would disrupt the educational process.

Year Round Employee Vacation

- Administrative staff who work a full year contract will have no personal leave but will have 15 vacation days.
- Administrators who work a full year contract will have no personal leave but will have 20 vacation days.
- These days can be rolled over for one year.
- At the end of the roll over year, if vacation days are not used, the employee will lose any unused days from the previous years' vacation days.
- Full time teachers on a 12-month contract will receive 15 vacation days per year. These days can be rolled over for one year. At the end of the roll over year, if vacation days are not used, the employee will lose any unused days
- Vacation leave time must be logged into the Time Off Manager System for employees to receive payment.
- The Administration reserves the right to restrict personal days off when the impact would disrupt the educational process.
- Vacation days may be used at any time during the year, as the school calendar and schedule allow, and as long as the school program is not harmed.

Sick Leave

- All employees are expected to call in and make personal communication to the Administration when they are sick.
- All arranged days must be approved before payment can be received.

- Any sick leave and bereavement time must be logged into the Time Off Manager System for employees to receive payment.

Earned paid sick leave may be used for an employee's mental or physical illness, injury or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition and for an employee's need for preventative medical care.

****Other specific stipulations can be found in Masada's Operating Policies manual under Policy 2.12 Employees Applying for Sick, Maternity, Bereavement and Short Term Disability Leave.**

12 Month Salaried Employee:

- Each new Full Time 12 month employees begins with three (3) days sick leave and will accrue one (1) day sick leave for each month worked up to a maximum of 12 days per year.
- Unused sick leave days will roll over to the next year.
- If rolled over sick leave days are not used within the next year, they will be rolled into a short-term disability fund.

Full Time Teacher:

- Teachers accrue one (1) day sick leave for each month worked, up to a maximum of 10.
- Each new teacher begins employment with three sick leave days and accrues one (1) day for every month worked up to a total of 10 days.
- Unused sick leave days will roll over to the next year and if still unused will roll into a short-term disability fund.

Hourly and Part Time Employee:

- All hourly and/or part time employees will receive one (1) hour of paid sick leave for each accumulated 30 hours worked, up to but not to exceed 40 hours of paid sick leave.
- Employees may only request paid sick leave for the amount of accrued time off earned up to the point of request.
- New Employees will be expected to work 90 calendar days before requesting to use any paid sick time. Any unused sick days will be paid out at the end of the school year and will not be rolled over to the following year

Emergency Leave

There are three (3) paid leave days available for bereavement leave when an immediate family member is deceased. Immediate family members consist of Spouses, Father,

Mother, Grandparent, Son, Daughter, Brother, Sister, Direct and Immediate In-Laws, or Grandchild.

Maternity Leave:

Full time female salaried employees receive ten (10) work days paid leave for maternity. If further recovery time is needed, a full time female teacher can apply for an additional ten (10) work days of leave while receiving the difference in salary after the substitute has been paid. If further leave is still needed, a full time female teacher can apply for 30 days of unpaid leave while the school carries her insurance to the end of the current month of unpaid leave.

Notification of Absence or Tardiness

All Staff must check in with the Administrator and fill out a leave slip if they need to leave before the required ending time stated for their respective positions. (On occasion of the Administrator being unavailable staff must check in with the Director of Curricular Instruction or School Secretary in that order.) Direct communication with the Administrator or Secretary any time a staff member will be late or absent is required (**leaving a phone message is not adequate**). If the notification must take place outside school hours, staff will notify the School Administrator, etc. at her personal residence.

Scheduled Workdays (Salaried Employees)

Scheduled workdays are full days unless the Administrator notifies staff otherwise. This includes Fridays. Workdays begin a minimum 30 minutes before school starts and end a minimum 30 minutes after school is over. Fridays meet the same schedule as full student days. Training, staff de-briefing, preparation time, presentation nights, conferences, and meetings may sometimes extend workdays. Work-days may sometimes include a working lunch. **Because the Administration understands that in order to be effective, teachers spend many added hours, times given here are minimum hours scheduled for teachers to be available to parents, students, and administration. Other hours needed for preparation are understood to be scheduled at the convenience of the teacher.

MASADA'S STAFF DEVELOPMENT MODEL

Masada supports a staff development model that is comprehensive, systemic, ongoing, and supported. Staff development is research based and designed to build the knowledge and skills of the group in an effort to achieve the goals of the organization. Therefore Masada's staff development model emphasizes building individual skills along with group skills as they are aligned with the elements of our staff development plan. Masada is committed to the concept that a learning community requires more than individual knowledge. It requires staff members to develop the ability to work together as a group to solve problems and renew the school. The Governing Board has agreed to provide substantial resources to support this staff development model. They understand that this model requires a high level of time and commitment; therefore teacher bonuses are designed to provide compensation for teachers to participate in this effort.

Teachers are welcome to ask for or make recommendations for staff development. When making staff development decisions, the administrative team will consider this model, the staff development plan, and the collective need of the staff.

Staff Development Days

Masada will schedule staff development days. All staff members are required to attend staff development days as designated on Staff Development Calendar. Absences for staff development days must be approved by the Administration. These are general guidelines and exceptions can be made and may result in a deduction of bonus pay. In recognition of teacher participation in staff development days, the Board grants a teacher bonus.

Disciplinary Action and Due-Process Policy

The employee has certified that he/she has not been convicted of dangerous crimes against children as defined in A.R.S. 13-604.01. The employee understands that a conviction of such a crime during the terms of this agreement must be reported to the Administration immediately upon conviction.

If, after notice and hearing, it is established by a preponderance of the evidence that the employee engaged in any conduct described as a crime listed in A.R.S. 13-602.01 and such conduct involved any student of person under eighteen (18) years of age, his/her employment will be terminated immediately.

Employees who do not maintain the highest standards of professional conduct will be subject to disciplinary action. Disciplinary action will be handled by the Governing Board and will follow a four-step plan. The first three levels are the responsibility of the Administrator with suspension being approved by the Board President; the last level will be the responsibility of the Board during executive session. The four levels are:

- (1) verbal warning
- (2) written warning
- (3) suspension
- (4) dismissal

Any immoral, illegal or unethical misconduct by a staff member will be an exception to the plan and will be grounds for immediate suspension until the Board can meet for review.

Any misrepresentation by the employee on his/her job application or resume will be grounds for suspension.

Employees of the school have rights, guaranteed by the 1st, 5th, and 14th Amendments to the United States Constitution. These rights are acknowledged and protected by all policies adopted by the Board.

Complaints and Grievances Policy

Student, Teacher, and Staff Grievances

*Refer to policy 2.16 and Procedures 2.16.1 for procedural details.

Student Complaints and Grievances

- The Governing Board of Masada School has established procedures whereby students may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, harassment, intimidation, bullying or personal safety provided that:
 - The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this School, and
 - The procedure shall not apply to any matter for which the method of review is prescribed by law, or the School Governing Body is without authority to act.
 - A complaint/grievance may be raised regarding one (1) or more of the following:
 - Violation of the student's constitutional rights.
 - Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
 - Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
 - Harassment of the student by another person.
 - Intimidation by another student.
 - Bullying by another student.
 - Concern for the student's personal safety.

Public Complaints and Grievance

- The Governing Board shall establish procedures to be used by citizens of the School who have complaints about School facilities or services. Such procedures shall provide for administrative review of such complaints and, further, shall provide for Governing Board review at the request of the complainant if the matter is not resolved by administrative review.

Teachers and Staff Complaints and Grievances

- Discrimination by the school against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, age, or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.

Drug-free and Smoke-free Workplace

Any property or location at work, school activities and/or school business is conducted is declared to be a drug-free and a smoke-free workplace. This means:

- No smoking or tobacco products are allowed in the school buildings or on the school grounds.

- All employees are absolutely prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances in the workplace. Controlled substances include alcohol, narcotics, cannabis, stimulants, depressants, and hallucinogens.

As a condition of employment, each employee shall abide by the school's drug and tobacco-free workplace. Additionally, the employee will notify the school in writing of any conviction for violation of a criminal drug statute occurring in the workplace within five days after such a conviction. Masada reserves the right to do random or selective drug testing of employees before hiring or upon cause.

Alcohol is considered to be a drug and will not be allowed on school premises. Any employee violating these policies is subject to disciplinary action.

Definition of Drug Free School Zone:

“Drug free school zone” means the area within three hundred feet of a school or its accompanying grounds, or and public property within one thousand feet of a school or its accompanying ground.

*For reference to specific violations, definitions, and actions refer to Masada's Safe School Manual adopted by the Governing Board on May 18, 2009.

Student Supervision

The goal of student supervision is to create a safe school environment for all students and staff members. Teachers and employees are responsible to supervise and discipline students during the school hours specified for that student according to times listed in policy #2.10 Employee Attendance.

Teachers and employees are responsible to supervise students according to these guidelines:

- Those supervising students must intervene when children behave aggressively
- Those supervising students must follow through on reports of aggression and bullying.
- Those supervising students must communicate and coordinate with other staff about student behavior.
- Leaving students unsupervised in the classroom, at recess, at P.E. or any other time during the school day is grounds for teacher reprimand.
- Adult volunteers and parents within the classroom will not be left unsupervised unless they have completed state fingerprint and background checks.
- The responsibility for safety and management of students belongs primarily to teachers.
- Teachers are required to be on school during times specified in policy #2.10 Employee Attendance.
- A student can report an offense to any employee.

- Any employee that sees or hears of an offense is expected to follow through and resolve the issue or refer it to someone else in authority for an appropriate resolution.

It is the policy of Masada Charter School that students are under adult/teacher supervision at all times. Teachers are responsible for the safety and management of students. Teachers MAY NOT leave school grounds and their respective classrooms unsupervised without personal communication and approval of administration. Therefore a student who is injured in the absence of adult supervision is a liability to the school and teacher. Unsupervised students are grounds for teacher reprimand.

Instructional Time Policy

It is the policy of Masada Charter School that instructional hours include only educational activities that are tied to Masada's Educational Curriculum. This includes activities that are for the purpose of rewards. Any activity that is not tied to Masada's Educational Curriculum must be held outside of instructional hours. An exception to this policy may be made according to the judgment of the Administrative Team if a teacher submits in writing a proposal for an activity and justifies the time being used because of student achievement. This written proposal must be approved before students and/or parents are notified of the activity.

Harassment

Masada Charter School is committed to creating and maintaining a working environment free of objectionable and disrespectful conduct, and communication of a sexual nature.

Everyone at Masada Charter School has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent sexual harassment, and harassment because of race, sex, ethnicity, color, national origin or disability.

Harassment may involve a student or an adult. Harassment may include the following when related to race, sex, ethnicity, color, national origin or disability:

- a. name calling
- b. graffiti
- c. notes or cartoons
- d. unwelcome touching of a person or clothing
- e. offensive or graphic images on personal property; or
- f. violent acts

If any words or actions make you feel uncomfortable or fearful, you should tell a teacher, counselor, the principal or the Title IX Officer, Mary Timpson.

You may also make a written report. It should be given to a teacher, counselor, the principal or the Title IX Officer, Mary Timpson .

Your right to privacy will be respected as much as possible.

We take seriously all reports of sexual harassment, and harassment based upon race, sex, ethnicity, color, national origin or disability, and will take all appropriate action to investigate such claims, to eliminate that harassment, and to discipline any persons found to have engaged in such conduct.

Masada will also take action if anyone tries to intimidate you or take action to harm you because you made such a report.

This is a summary of this school's policy against sexual harassment, and harassment because of race, sex, ethnicity, color, national origin or disability. A complete copy of the policy is available at Masada's Elementary office upon request.

SEXUAL HARASSMENT AND HARASSMENT BASED ON RACE, SEX, ETHNICITY, COLOR, NATIONAL ORIGIN OR DISABILITY ARE AGAINST THE LAW. DISCRIMINATION IS AGAINST THE LAW.

Contact:

Mary C. Timpson; TITLE IX Officer; Masada Charter School; P.O. Box 2277;
365 West Cannon Ave.; Centennial Park, AZ 86021; 928-875-2525

Employee Immunizations Policy

All employees are expected show proof of immunizations as required by state statute.

Employee Benefits Policy

Arizona State Retirement Plan

Masada is a member of the Arizona State Retirement Plan. The ASRS Plan is a cost-sharing, multi-employer, and public employee defined benefit plan. Cost-sharing means that both the member and employer contribute a percentage of compensation to the member's retirement account.

The ASRS plan is tax qualified under section 401(a) of the Internal Revenue Code. It is an employer pick-up plan under section 414(h)(2) of the Code. As such, member contributions are tax deferred until the member receives a benefit or refund payment.

An employee becomes a member of the ASRS when that employee is engaged to work at least 20 hours a week for at least 20 weeks in a fiscal year. ([A.R.S. § 38-711\(23\)\(b\)](#)).

All members who participate in the ASRS defined benefit plan are required to make contributions for both the retirement and long term disability income plans. Masada will also make matching contributions. There are no options for members or employers to reduce, adjust or opt out of making contributions.

Social Security Benefits:

Each employee is required to have a Social Security number. As required by law, gross wages are subject to Social Security and Medicare tax at the percentages and maximums in effect at the time.

Workman's Compensation

In accordance with applicable law, Masada Charter School pays for and maintains workers' compensation insurance for work-related injuries and illnesses.

All Masada employees have the right to report work-related injuries and illnesses. Masada shall not discharge, or otherwise discriminate or retaliate against any employee for raising a safety or health concern, for reporting work-related injuries or illnesses, or for filing a workers' compensation claim.

This policy outlines the process and procedure for:

- reporting work-related injuries/illnesses and seeking the appropriate medical attention for such injuries/illnesses;
- investigating and recording incidents of work-related injuries/illnesses;
- seeking and receiving workers' compensation benefits; and
- returning to work from a work-related injury/illness.
- Reporting a Work-Related injury or Illness
 - An employee must report a work-related injury or illness to the site administrator as soon as practicable (such as the same or next business day).
 - The employee's supervisor or the appropriate HRO must investigate an employee's claim of a work-related injury or illness, and complete the Masada Accident Report Form with the assistance of the employee (where possible), as soon as practicable (such as within twenty four (24) hours of receiving notice of a work-related illness or injury).
 - The supervisor or the appropriate HRO must complete the form whenever the employee suffers a work-related injury or illness, even if the employee did not lose time from work on account of the injury or illness and even if the employee does not intend to pursue a worker' compensation claim.
- Medical Care for a Work-Related Injury or Illness
 - For work-related injuries or illnesses that threaten the life and limb of the employee, or that otherwise render the employee non-ambulatory, the employee's supervisor or the appropriate HRO must call 911 immediately.
 - For other work-related injuries, the employee can choose to seek treatment at a health facility.
 - Please take note that, in order to be eligible for workers' compensation benefits, an employee must receive medical-related expenses resulting from a work-related illness or injury (such as medical supply or mileage/transit costs to and from doctors' appointments), and should

submit records of such expenses to Masada's Workers Comp Insurance agent, as necessary and appropriate.

- Workers' Compensation Benefits
 - If and when an employee starts receiving worker's compensation benefits, and how much he or she will receive in benefits, depends on applicable law and the duration, nature, and extent of the injury/illness.
 - Upon reporting a work-related injury/illness and filing a claim for workers' compensation, the employee will receive additional documentation from Masada's Insurance agent on his or her eligibility for a receipt of workers' benefits, as applicable.

- Return to Work
 - If an employee seeks to return to work from a work-related injury, he or she will be required to provide Masada with written confirmation from his or her medical provider of his or her ability to return to work, with or without restrictions. This written confirmation will identify any restrictions of the employee (including the basis for and duration of such restrictions).

Health Insurance Benefits

Masada offers medical, and dental insurance to all employees who regularly work 30 hours or more per week. Both the employee and Masada pay the cost in the following ratio: EMPLOYEE COVERAGE – 100% of individual medical, family dental, and family vision insurance premiums are paid by Masada. The insurance carrier is EMI and the plan is a high deductible coverage plan. DEPENDANT MEDICAL COVERAGE will require employee contribution and is optional. Babysitting employees are exempt from insurance.

Insurance programs are subject to change or cancel at any time. Insurance coverage will end the last day of the month in which employment ends.

Bonuses and Stipends

Masada Charter School offers stipends for extra duty assignments. The Administrator determines the stipend amount and recipient, based on the needs of the school. Stipends are treated as wages. Bonuses are also considered to be wages and are paid tri-annually, at the end of each semester, as an addition to salary. Staff members are encouraged to discuss the needs of the school, their interests, and special talents with the Administration to determine their eligibility for a stipend.

Human Resource Policies

Paychecks

Paychecks are issued in compliance with the provisions of Arizona Revised Statutes. Employees are paid for work completed through the last day of the pay period. Pay-

checks are distributed twice a month on the 7th and the 22nd. Employees may elect to have their paycheck automatically deposited in their bank. Masada amortizes teacher pay throughout the year.

Standard paycheck deductions include federal and State Income Tax, Social Security, Insurance, and Arizona State Retirement payments. Employees may choose to have additional deductions automatically taken out if they so desire.

Personnel Records

The school will maintain a confidential file that will include all documents submitted by or produced regarding staff members. A staff member has the right to review his/her file upon request.

Additionally, the school will maintain another file that will include each teacher's current resume. Parents of students at Masada have the right to review teacher resumes upon request.

Workplace Safety

Employees are responsible for ensuring their work area is safe and for making regular safety inspections of all equipment used in the work area. If there are unsafe conditions, precautions should be implemented to ensure safety until the conditions are corrected. If equipment is unsafe it is not to be used until it has been repaired. All unsafe conditions and equipment are to be reported to the designated staff member who shall initiate the proper action to have them corrected.

Fire Safety Policy

It is the policy of Masada Charter School to train staff and teachers in fire safety and to maintain a facility that meets the state fire code.

Procedures for Fire Safety

The Administrative Team will conduct regular fire drill and maintain a record of these drills in the office. The record will list the date, event, and person who conducted the drill, as well as comments about it.

The secretary will call and notify the fire department each time the fire alarm is triggered before she exits the building. This phone call will notify the department of a drill or otherwise.

The Administration will contract with an off premise monitoring company to inform the fire department any time the sprinkler system is triggered.

The Administrator and Administrator of Curriculum and Instruction are responsible to conduct a sweep check throughout the building each time a fire alarm is sounded.

The Administration will schedule annual assemblies with students and staff discussing fire safety.

Teachers will assign a fire drill number to each student. When the fire alarm sounds, students will immediately gather in a line at the designated exit and proceed in an orderly fashion to the east parking lot. All doors must be closed and classroom lights off before the teacher exits the classroom/school. When students are gathered outside, teachers will call roll and make an accounting for all students.

Teachers will train their students to use the appropriate exit and gather at the designated spot if they are not in their classroom when a fire alarm sounds.

All students and staff will exit the building according to the fire escape plans that are posted in each room and gather at the far side of the east parking lot until an “all clear” signal has been given.

Facility Use By The General Public

It is the policy of Masada Charter School that the Administration will consider requests for use of the facility on a case by case basis with the understanding that Masada’s Board will have a say in the matter. Administration will charge a \$100 fee for use of Masada’s facility.

Health Services

Masada will work with the local health clinic to provide needed special or emergency health services. All kindergarten students are required to have complete physicals from a certified practitioner in order to begin school.

Basic health services at school are provided by the school secretary. Parents are requested to notify her if a student has a health problem. She will address illness and accidents that occur at school. Masada is unable to keep ill students at school. Parents are responsible to pick up their children should he/she become ill during the school day.

Any student with a temperature of 100.0 degrees or higher may not attend school. Children may not return to school until they are fever free for twenty-four hours.

Because it is occasionally necessary to contact parents, Masada asks that parents update records whenever they have a daytime phone number change.

Medication

Secretaries will administer over-the-counter and prescription medication in the school setting in accordance with the Arizona State Pharmacy.

- There must be a written order from the physician stating the name of the medication, the dosage, the time, and the reason it is to be administered.
- There must also be written permission from the parent for the medication to be administered at school.
- The medication must be in the original prescription container labeled by the pharmacist, or in the original container with all the labels and warnings intact.
- Only medications to treat an existing ailment are stored at school.

- When a physician feels it is necessary for the student to carry and self-administer his/her own inhaler, the physician will provide written recommendations to be attached to the signed parent permission note. The parent must provide written permission for the student to self-administer and carry the inhaler.
- The school reserves the right to circumscribe or disallow the self-administration of medication on school premises.
- Acetaminophen (Tylenol) will be dispensed to students who have written permission from a parent to receive medication at school as needed for a maximum of three consecutive days.
- Non-prescription medications, including Tylenol, will not be dispensed to students during the first and last hours of the school day.

Chicken Pox

Every student must remain home for a minimum of seven days after the first pox appear, and the pox must be completely scabbed over before the student returns to school. The student must check in with the school secretary the day he/she returns to school.

Lice

If a child is diagnosed with head lice, they must remain at home until they have been treated for a minimum of 24 hours and the lice is under control.

Hearing/Vision/Scoliosis Screening

Masada follows the recommended guidelines of the Arizona Department of Health. Tests are administered per Arizona mandates in cooperation with the local health clinic.

First Aid, CPR & Communicable Diseases

At least one staff member of Masada will be trained in basic first aid, emergency procedures and CPR.

To safeguard students, staff, and volunteers, employees are instructed to regard all body fluids as potentially infectious; to avoid direct contact if possible; to wear gloves if necessary; to wash hands thoroughly; and to report injuries to the designated health assistant. Students and volunteers are instructed not to touch blood or body fluids and to seek a staff member for assistance.

Student Conduct

Successful schools are perceived as places of learning, caring, and accomplishment. They emphasize goals, great expectations, high academics, and appropriate social interactions. Students know they can achieve, and they demonstrate high levels of confidence. Teachers model the culture of the school with high levels of dedication and enthusiasm. Masada is a school that recognizes and values the unique talents and abilities the individual adds to a group. As such, we expect our staff, parents, and students to model this culture.

Students who are enrolled in Masada are required to read the student compact agreement with their parents. This agreement must be signed by the parent and child before enrollment into school. The student compact is located as an attachment to the Student/Parent Handbook.

Student Discipline

Masada believes that children have a natural desire to learn and succeed. The staff believes that it is the teacher's responsibility to create a positive learning environment where respect prevails by teaching, modeling, and practicing desirable behaviors. The staff also understands that children make mistakes just as adults do and unintentionally break rules as they get involved in working with others. In the event that a student misbehaves, he/she will be gently reminded of the rules and be given the opportunity to change the undesirable behavior to desirable behavior. If the student continues to misbehave after having been gently reminded, the student will be asked to go through a process of solving the behavior problem. Help from the teacher, parents, and/or the administrative team will be offered to him/her. When the child has satisfactorily solved the problem, he/she will be welcome to resume working in the classroom. Because Masada believes that children should be given the opportunity to first solve problems on their own and that classroom behavior is the responsibility of the school, parents will only be notified of a child's undesirable behavior when the student needs parental help to solve the problem.

Regular occurrence of suspension can lead to expulsion. It is not Masada's desire to expel children. The staff believes that children, parents, and teachers working together to solve problems will give students the support they need to change misbehavior and succeed in school. In the event of serious misbehavior, such as serious physical or emotional harm to another student or criminal activities, the offending student will be placed on in-school or home suspension. Staff will follow procedure outlined within AZ Safe requirements.

Masada's Core Beliefs About Discipline

1. We believe that students should be responsible for solving their own problems with adult guidance and in their own way provided the solution does not make a problem for others.
2. We believe that preserving and/or enhancing a student's self-respect and dignity is crucial to a successful disciplinary action.
3. We believe that an effective disciplinary action involves students making decisions and living with those decisions.
4. We believe that a student should always be left with some control. However, this control is on the adult's terms within limits.
5. We believe that discipline should be considered an opportunity for personal growth rather than a bad thing that should never happen; therefore, students should face consequences instead of punishment whenever possible.

We believe that effective educators should avoid threats, lectures, and warning.

Professional Standards for Discipline

1. Every attempt will be made to maintain the dignity and self respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Unsafe and illegal activity will be referred to the proper authorities.

**The above list of norms outlines the professional actions and attitudes of all staff members in this school.

PARENTAL INVOLVEMENT

One of the guiding principles of Masada Charter School and a major reason for the information of the school is to provide a learning community where parents play a significant role in the learning process. In keeping with this principle, Masada’s model provide for parental participation in the learning environment. Research has shown that parent involvement in a student’s learning experience is the greatest indicator of student success in school. Together, schools and parents can have a lasting impact upon the lives of students and make a significant improvement in student achievement. Therefore, Masada encourages parents to volunteer a minimum of 15 hours for the first child and 5 additional hours for each additional child, to the school every year. Parent participation is not a condition for enrollment but rather a request based upon research-substantiated elements of student success. We understand that parents are busy, and we work hard to provide ways for parents to participate in their child’s education in ways that are

convenient and supportive of them. Below are some suggestions of ways for parents to volunteer time in the school.

Please remember: If you volunteer time at school, you need to sign-in at the office. IF you complete a project for a teacher at home, outside the school but in behalf of the school, or for PRISM, please call the office and have Susanne or Ellie log your hours, or you can log your hours into the parent hour login on Masada's webpage at www.masadaschool.org.

At Home

Cut and paste projects for teachers
Refreshments for school occasions
Prep for classroom activities
Craft Projects
Class goal activities
Book repair and labeling
Art projects
Mentoring for student projects
Hosting of study groups
ETC

At School

Work in classrooms
Work in lab, library, or office
Parent education nights
Landscaping/ground maint.
Playground supervision
Special activities at school
Field trip supervision
PRISM committee member
Bulletin Boards
ETC

*Please contact your child's teacher about your ideas for parental involvement.

Parental Input

In keeping with our view on parental involvement, we have provided parental input and participation in the decision making process.

Learning Community Commitment

Upon enrollment of a child at Masada Charter School, parents are expected to sign a handbook that describes the roles of the school, student, and parent in the learning process. Parents are asked to commit to specific roles they will play in the education of their child and the operation of the school.

Student Educational Plan (SEP)

Parents have direct participation in the planning of their child's learning during the development of the SEP. Parents meet with the child and the teacher three times a year to review the child's progress and determine which learning targets and indicators the child is to master during the next semester. Participation in the SEP conference is required since it is essential to student success.

Home

Parents participate in the planning of their child's SEP. As part of this process, parents are given specific strategies to use at home to reinforce the instruction and projects the students are involved in at school. Parents also support students by setting aside time at home for their student to accomplish their homework and ensuring it is completed and returned with their student to school.

Classroom

The direct involvement of parents in the learning process is critical to the success of many of our students. Parents help provide one-on-one attention and organizational support for the learning environment.

Extended Learning Activities

Participation in the organization and implementation of field trips, community service days, school programs, and other extended learning activities is the responsibility of the parents. Parents bring many valuable talents, abilities, ideas, and resources to school activities.

Governing Board

All meetings of the Governing Board are conducted in accordance with the "Open Meeting Law". This gives the community direct access and influence in the decisions affecting the school at large. Parents and teachers are invited to attend Board meetings. There is a time for public comments at the beginning of every Board meeting.

Strategic Planning Meeting

The Governing Board organizes strategic planning meetings for the purpose of evaluating school progress and setting new goals. Parent members may be selected to attend this meeting in order to participate in planning discussions and decisions.

Parent Grievance

The Governing Board of Masada requires parents to follow the procedures outlined in the Procedure Manual to address concerns or grievances with Masada students, teachers, staff, and/or administration. If a parent has a complaint concerning teacher incompetence, student discipline, or administrative action, the complaint is to be taken to the party involved. If a solution cannot be found between the parent and the appropriate party, the complaint should then be taken to the immediate supervisor of said party. If no solution can be arrived at, the complaint should then be brought before the Governing Board. The Governing Board will hear all complaints and make a decision as to whether the complaint should be brought into a formal Board Hearing.

Internet Acceptable Use Policy

Staff members are required to use the Internet in a responsible, efficient, ethical, and legal manner and must sign the Masada Internet Policy Pledge. Violations will result in

loss of access privileges and disciplinary action. Every student and parent are asked to read and agree to abide by the Masada Internet Acceptable Use Policy.

Student, Staff, and Community Use

The Board supports the right of students, staff, and community members to have reasonable access to various information formats and believes it is incumbent upon students, staff, and community members to use this privilege in an appropriate and responsible manner.

Procedures and Guidelines

Permission/Agreement Form For Students

- A written parental request shall be required prior to the student being granted independent access to electronic media involving Masada Charter School technological resources.
- The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the school administrator with a written request.

Agreement For Staff and Community

- A written request/agreement shall be required prior to the staff and/or community members being granted independent access to electronic media involving Masada Charter School technological resources.
- The required request/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural violations must be signed by Staff/User. This document shall be kept on file as a legal, binding document.

Employee Use

- Employees shall have access to electronic mail.
- Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

- On recommendation of the school administrator/designee, the Board shall determine when and which computer equipment, software and information access systems will be available to the community.
- Upon request to the school administrator/designee, community members may have access to the Internet and other electronic information sources and programs available through Masada Charter School technology system, provided they attend any required training and abide by the rules of usage established by the administrator/designee.

Disregard of Rules

- Individuals who violate Masada Charter School rules governing the use of Masada's technology shall not be granted further use of the equipment, software, or information access systems.

Responsibility For Damages

- Individuals shall reimburse the Board for repair or replacement of Masada Charter School property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

- School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Procedure: Electronic Resources - Acceptable Use Procedures

- In the Masada Charter School Network, access to electronic information resources can range from read-only access to instructional software to full search capability of the Internet. For these reasons, Masada Charter School maintains the right to limit access to software and/or documents found either on Masada's network or the Internet, via technical or human barriers.

General Standards -Users

- The following standards are used as a general structure for student, staff, and community member access to electronic resources.

High School Students

- High school students are allowed internet access if it is required for a class or requested by a sponsoring teacher or parent. Student access to the Internet is available only under direct supervision of a teacher, instructional assistant, or other trained adult volunteer. High school students are allowed to have independent access to the Internet at school

only if they have a release form signed by the parent or guardian. (Students with unsupervised Internet access and their parent or guardian must attend a one hour training/awareness session provided by a network administrator or designee prior to being given access.)

- High school students will be given approval to use the internet on a case by case basis where the network administrator, classroom teacher and parent will discuss needs and responsibilities of the students. No computer access will be provided to high school students without a signed acceptable use document on file.

Internet Access Software

- Any software requests should be filed with the Network administrator. Internet access software can be loaded only on student and library workstations with desktop security software. This means that access to the program is limited through filtering software, password protection and requires assistance by a teacher, instructional assistant or volunteer adult.

Right to Privacy

- A Network administrator has the right to access information stored in any user directory, on the current user screen, or in electronic mail. Users are advised not to place confidential documents in their user directory. Network management, monitoring and filtering software packages will be used for random access to student and staff monitors to review progress and for security purposes.

Masada Charter School Network Access Terms and Conditions (including Internet Access)

1. Acceptable Use - Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is not consistent with the purposes of Masada's network and is inappropriate. Illegal activities are strictly prohibited. Using Masada Charter School Internet to play games (including MUDs or multi-user games) is not acceptable use.

2. Rights, Responsibilities, and Privileges - This document of the Terms and Conditions for Use of Masada Charter School Network Access must be signed by-all students and adults. It is designed to enable all users to understand clearly their responsibilities as users of the Internet via the Masada Charter School Net. If you have any questions about these responsibilities, please contact your Network administrator. Violation of the following terms and conditions will result in the immediate loss of network services including, but not limited to, the Internet and could eliminate future access.

Network and Internet Regulations

The use of your internet access must be in support of education and research and consistent with the educational objectives of Masada Charter School.

- You may not break in or attempt to break into other computer networks.
- You may not create or share computer viruses.
- You may not destroy another person's data.
- You may not monopolize the resources of Masada Charter School by such things as running large programs and applications over the network during the day, sending massive amounts of mail to other users, or using system resources for games.
- You may not use MUD (multi-user games) network via the Masada Charter School.
- You are not permitted to get from or put onto the network any copyrighted material (including software) or threatening or obscene material.
- You may not use the computers for chatting or messaging with other students or outside persons.
- Purposefully annoying other Internet users, on or off the Masada Charter School system, is prohibited. This includes such things as continuous talk requests.
- As a user of this community system, users should notify a network administrator of any violations of this contract by other users or outside parties. This may be done anonymously.
- No illegal activities may be conducted via the network.
- All communications and information accessible via the network should be assumed to be private property.

Electronic Mail Regulations

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal the personal address or phone numbers of yourself, students, or colleagues.

Note that electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

Loss of Network Services - The network administrator may suspend computer access at any time as required. The network administrator must notify the user in writing within two weeks of the reason for suspension or termination of an account. The administration, faculty, and staff of Masada Charter School may also request the network administrator to deny, revoke, or suspend specific user access. Revocation of unsupervised network and Internet access will be for a period of not less than one calendar year. Users (students, staff, or community members) whose access is denied, suspended or revoked do have the following rights:

- 1.) To request (in writing) from the network administrator a written statement justifying the actions.

- 2.) To submit a written appeal to the school administrator.
- 3.) Pending the decision of this committee, a user can make a final appeal to the board of education. The decision of the board of education is final.

Reliability – Masada Charter School will not be responsible for any damages or loss of data resulting. This includes but is not limited to delays, non-deliveries, missed deliveries, or service interruptions caused by data provider negligence or user errors or omissions.

Security - Security on any computer system is a high priority, especially when the system involves many users. If any user can identify a security problem on Masada's network, she/he must notify the network administrator. Do not demonstrate the problem to other users.

Vandalism - Vandalism shall result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data, operating systems, or applications of another user or any of the above listed agencies or other networks that are connected to Masada's Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Please note any independent/unauthorized changes to the network will be considered vandalism by Administration.

Masada Charter School Gifted Policy

Masada shall provide a gifted program for students who score at or above the 97th percentile on national norms in any one of three areas – verbal, non-verbal, or quantitative reasoning – on any test from the State Board approved list. Students who score below the 97th percentile also may be served.

Masada shall accept, as valid for placement, scores at or above the 97th percentile on any State Board approved test submitted by other LEA's or qualified professionals.

Masada shall provide information to parents and community about available gifted services through the school handbook and/or Gifted Program Scope & Sequence. This information shall include:

- Definition of a gifted child
- Services mandated for gifted students
- Services available from Masada Charter School
- Written criteria of the LEA for referral, screening, selection and placement

Procedures for identifying and reclassifying ELL students

Identification

- The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
- A student shall be considered as a PHLOTE student if the home language survey or enrollment form indicates that one or more of the following are true:

- a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.
 - b. The language most often spoken by the student is a language other than English.
 - c. The student's first acquired language is a language other than English.
- Masada administers the Standard English Language Proficiency (SELP) assessment to all PHLOTE students within 30 days from the beginning of the school year or 2 weeks from enrollment.
 - A student who does not score proficient on the SELP is identified as an English Language Learner (ELL). Masada will send a parental notification and consent form to the parent or guardian within 30 days of testing. Kindergarten students are tested in the listening and speaking portions of the SELP. Grades 1-12 are tested in all of the domains (listening, speaking, reading, writing).

Homeless Education Policy and Procedures

Policy

It is the policy of the Board of Masada to ensure that homeless children and youth are provided with equal access to educational programs, have an opportunity to meet the same challenging State of Arizona and Masada Charter School academic standards, are not segregated on the basis of their status as homeless, and to establish safeguards that protect homeless from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship.

It includes children and youths who:

- Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- Are living in emergency shelters
- Are abandoned in hospital; or are awaiting foster care placement
- Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings
- Runaway children or children who are abandoned

Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with parents or in the case of unaccompanied youth the local educational agency liaison. Homeless status may be documented through a variety of Masada Charter School forms and/or through direct contact with Masada Charter School staff.

Procedure

School Selection:

Placement in a school shall be according to the child's best interest,

- Continue the child's or youth's education in the school of origin for the duration of homelessness, in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the child or youth becomes permanently housed during an academic year.
- Enroll the child or youth in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
- Parents/guardians may request their child attend any public school in the Colorado City/Centennial Park area and to the extent feasible Masada School will try to comply with these requests.

In determining the best interests of the child or youth to the extent feasible the child or youth will be kept in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian, for the duration of homelessness.

In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.

The school of origin means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

Enrollment

The school shall immediately enroll the child/youth, according to the enrollment policy even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school.

The terms "enroll" and "enrollment" are defined to mean attending school and participating fully in school activities.

Residency

A homeless child or youth is a resident if the child is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently.

The child or youth shall be considered a resident when living with a parent, guardian, or person in loco parentis not solely for school purposes or for participation in extra curricular activities.

Homeless students who do not live with their parents or guardians may enroll themselves in school.

The address listed on the enrollment forms becomes proof of residency.

Guardianship

For the purposes of placement, any parent, guardian or person in loco parentis who has legal or physical custody of a homeless child or youth shall enroll that child or youth directly in Masada Charter School.

Once a child or youth is enrolled in and attending school, Masada Charter School Guardian Responsibilities Form must be completed within a reasonable period of time for those children or youth who are not accompanied by a parent or guardian.

Comparable Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the school selected, such as

- Educational services for which the child or youth meets eligibility criteria such as ESL or special education programs
- Programs for “At Risk” students
- Programs for gifted and talented students
- School nutrition programs
- Title I services
- After School programs

Local Educational Agency Liaison

The School Administrator will be the Local Educational Agency Liaison for homeless children and youths.

The Local Educational Agency Liaison or designee shall ensure that:

- Homeless children and youths are voluntarily identified by school personnel and through coordination with other entities and agencies
- Homeless children and youth enroll in and have a full and equal opportunity to succeed in schools in the district.
- Homeless families, children, and youths receive educational services for which they are eligible and referrals to other appropriate services.
- The parents or guardians of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
- Public notice of the educational rights of homeless children and youths is disseminated in such public places as schools, churches, and other locations frequented by low income families.
- Compliance with all policies and procedures and mediate enrollment disputes.

- The parents or guardians of a homeless child or youth, and unaccompanied youth, are informed of the school's transportation services.
- Coordination of services between Masada Charter School and other homeless family service providers.
- Assistance is provided to children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- Students are not segregated on the basis of their status as homeless.
- Programs for homeless students are coordinated with other federal and local programs.

Disputes

The Local Educational Liaison shall carry out the dispute process as expeditiously as possible after receiving the notice of the dispute. The child shall remain in the school of choice until the dispute is resolved. Appeals will go to the appropriate Administration. The parent or guardian of the child or youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision to the Office of Coordinator for Education of Homeless Children and Youths in the Arizona Department of Education.

Child Find Services

Masada will collaborate with the local school district (CCUSD) to provide Child Find services. These clinics will be held twice a year, in the fall and in the spring. Parents will be notified of these clinics through flyers and posters that will announce dates and times.

Legal Responsibility for Child Find

All staff who work with children and correspond with parents are required to know Child Find procedures. Child Find is the name for the job of identifying, locating, and evaluating children who may have a developmental delay so that services to enhance their development may be provided. Research has proved that working with students at a young age can impact their development and prevent developmental delays from becoming disabilities later in life. This is called "Early Intervention". It is important that teachers, administrators, and secretaries know and follow the Child Find procedures so that children who may need these services not "fall through the cracks".

Masada Child Find Program

Masada Charter School collaborates with CCUSD #14 to identify, locate, and evaluate children in our area, ages birth to 3, and 3 to 5 with developmental delays.

Twice yearly, we work with the CCUSD Preschool team conducting clinics to screen small children for possible developmental delays. These clinics are usually held in October and June of each year. Notices of these clinics are posted in public places, and

phone numbers provided for making an appointment. Notes are sent home at these times with Masada students to their parents to announce the clinics also.

Any parent who calls Masada with questions regarding possible developmental delays of a child should be referred to Anne Dockstader (875-9031) for children ages birth to 3, or 3 to 5, and to Jessikah Timpson for students age 5 to 21.

CCUSD and Masada have contact information for providing the services these children might need.

The state of Arizona has a statewide system for child find, and for tracking the provision of services to children. This is for the purpose of ensuring that they receive the services they need and possibly preventing a developmental delay from becoming a disability later in life.

AZEIP (Arizona Early Intervention Program) is a co-op of 5 Arizona state agencies that provide services for different developmental concerns, and it operates through DES (AZ Department of Economic Security). Those 5 agencies are: Arizona Department of Health Services (DHS), Arizona State Schools for the Deaf and blind (ASDB), Arizona Health Care Cost Containment System (AHCCCS), and the Arizona Department of Education (ADE).

There is a co-op of agencies in Southern Utah who collaborate with AZEIP to identify and track services to children who live in the Arizona Strip Region. CCUSD #14 and Masada Charter School are part of this collaboration.

Referral Procedure for ESS

1. Upon suspecting that a student's progress in the core curriculum/Arizona Standards may be impeded by a disability, a classroom teacher will consult with any member of the Student Study Team, providing 4 work samples demonstrating the student's particular problem or disability.
2. Student Study Team: Jessikah Timpson, LeAnne Timpson and/or Mary Timpson, current teacher of student referred, previous school year teacher of student if the team deems necessary.
3. The ESS administrator provides the list of Student Study Team Referrals for the current year, and the teacher of the referred student enters the student's name and required information on the document (student name, suspected problems/disability, list of types of work samples provided).
4. The ESS Administrator schedules a time for the Student Study Team to meet and decide whether the Exceptional Student Services referral process will be started.

5. Upon studying the student, the team records the decision and the reasons for it on the Study Team Referral Document.
6. If the Study Team decision was to begin Exceptional Student Services referral, classroom teacher contacts parents of the student to inform them of the referral, and ESS teacher gather the documents for Exceptional Student Services Referral Package, issues Prior Written Notice for Identification, and schedules meeting for Review of Existing Data.

Evaluation/Re-evaluation

Before a student with suspected disabilities is placed for Exceptional Student Services (ESS), a full, individualized evaluation shall be conducted for the child. The child's MET/IEP team (Multidisciplinary Evaluation Team/Individual Education Plan team) will review existing evaluation data, and collect additional data if necessary. The team will use the results of the evaluation to determine the category of eligibility and whether the student has a need for special education and related services. After three years of receiving Exceptional Student Services (ESS) another evaluation will be conducted for the student to determine whether he/she is still eligible under a disability category and whether he/she still has a need for special education and related services.

Evaluation Timelines

An initial or re-evaluation for a student with suspected disabilities will be conducted as soon as possible, but will not exceed 60 days from the receipt of informed written consent by the parent. A re-evaluation will not exceed three years from the date of the initial or most recent re-evaluation.

IEP Development

Within 30 days of determination that a child is eligible for and needs ESS, a meeting will be held to develop an IEP (Individualized Education Plan). The meeting will include an administrator, the parents of the child, the special education teacher, the child's regular education teacher, the child if appropriate, and an individual who can interpret the instructional implications of evaluation results.

The IEP will be implemented as soon as possible following the IEP meeting and will be in effect before any special education services are provided. The IEP will be accessible to any teacher or individual providing IEP-related services to the child. Each teacher and service provider will be informed of his responsibilities related to implementing the child's IEP, and of the specific accommodations, modification, and supports that will be provided in accordance with the IEP.

The IEP team will review the child's IEP at least annually to determine whether the child's goals are being achieved. The IEP team will revise the IEP as appropriate to address any lack of progress toward the goals or in the general curriculum, the results of any re-evaluation, any information provided by the parents about the child, the child's anticipated needs, or other matters of concern.

In developing a child's IEP, the IEP team will consider the strengths of the child and the concerns of the parent for enhancing the education of their child; the results of the

most recent evaluation of the child; and as appropriate, the results of the child's performance on any general state of district-wide assessment programs.

Special factors the IEP team must consider in the development of the IEP include: positive behavioral strategies, interventions, and supports for a child whose behavior impedes his own learning or that of others; the language needs of a child with limited English proficiency, instruction in Braille for a child who is blind or visually impaired; the communication needs of the child; all communication needs and possibilities, academic level and full range of needs for a child who may be hard of hearing; whether the child requires assistive technology devices and services; whether the child needs an intervention, accommodation, or other program modification in order to receive an appropriate education.

The IEP document will include:

1. A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum.
2. A statement of measurable annual goals with short term objectives toward its completion that meets the child's needs resulting from the disability.
3. A statement of special education and related services to be provided.
4. A statement of supplementary aides and services provided to or on behalf of the child.
5. A statement of the program modifications or supports for the school personnel that will be providing services for the child to help him/her benefit from and be involved in general curriculum instruction and to participate with non-disabled peers.
6. An explanation of the extent, if any to which the child will not participate with non-disabled children in the regular class and extracurricular activities.
7. A statement of any accommodations or modifications in the administration of state or charter assessments of student achievement that are needed in order for the child to participate in assessment.
8. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
9. A statement of how the child's progress toward the annual goals will be measured.
10. A statement of how the child's parents will be regularly informed of their child's progress toward the annual goals, and of the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
11. The IEP for any disabled student who has reached age 16 will include transition service goals to be updated annually that will aim to develop skills needed for the student to transfer from school performance to performance in the workplace or college.
12. Destruction of Special Education Records: A student's files of Special Education Records are retained for the entire time the student is enrolled

in Special Education, and for 3 years after the fiscal year of final enrollment. After that time, the records will be destroyed.

Delivery of Services in LRE (Least Restrictive Environment)

Exceptional Student Services will be delivered in such a way as to maximize a student's access to the benefits of general curriculum instruction and to participation in academic and extra-curricular activities with other children with disabilities and non-disabled children. Any accommodations or modifications in the administration of State and Charter assessments of student achievements that are needed in order for a disabled student to participate will be provided.

Suspension and Expulsion of Students With Disabilities

Before suspending or expelling a disabled student for more than 10 days, the administration will determine whether such action constitutes a change of placement for the student. If the action *is not deemed a change in placement*, the IEP team will convene within 10 days of expulsion to either develop a functional behavioral assessment plan or review implementation of the existing behavior plan, and services will be provided to the student no later than the 11th day of suspension/expulsion.

If the disciplinary action *is deemed a change in placement*, the administration will conduct a functional behavioral assessment or review implementation of the existing behavior plan and provide the parents with a notice of their procedural rights. They will then determine whether or not the student's offending violation was a manifestation of the student's disability. If it is determined that the offense *was a manifestation* of the student's disability, there will be no suspension or expulsion hearing. The IEP team will convene and consider revision of the IEP or a change in placement for the student. If it is determined that the offense was *not a manifestation* of the student's disability, the administration will conduct a hearing resulting in suspension or expulsion of the student, and the IEP will be revised to continue providing services enabling the student to receive an appropriate education during suspension/expulsion.

Notification of Rights under FERPA For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department Of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Classified and Certified Staff: Network Access Form

I have read the Terms and Conditions for Use of Masada Charter School Network Access and agree to follow the acceptable use of the network and proper network etiquette. I understand that I am responsible for my own personal behavior using Masada Charter School electronic resources.

Teacher's Name (please print): _____

Teacher's Signature: _____

Date: _____

School Year: _____

Employee Commitment

I have read and understand the items listed in this handbook and I agree to these terms of employment as long as I work within this institution. I also understand that the schools policy manual includes a more thorough explanation of employment policies and that I am expected to comply with all employment policies at Masada. I also understand that many of these items are subject to change as the need arises and as the institution grows.

Signature: _____ Date: _____