



EMPLOYEE HANDBOOK 2023-2024

Sault Ste. Marie Area Public Schools

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NOTICE OF NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The Sault Ste. Marie Area Public School District does not discriminate based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category (collectively, "Protected classes"), in its programs and activities, including employment opportunities.

The Board of Education designates the individuals named below to serve as the District's Compliance Officers, also known as Civil Rights Coordinators. The Compliance Officers are responsible for coordinating the district's efforts to comply with applicable Federal and State laws and regulations, including the district's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation, or denial of equal access.

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Welcome!

Welcome to our school district and the Sault Schools family! We are happy to have you as a member of this staff, and we are confident that you will find your employment here both challenging and rewarding.

Our goal is to give our students and community high quality service in a friendly and professional manner. This requires that each of us cooperates with fellow employees and performs our duties cheerfully, faithfully, and diligently.

This handbook has been prepared to help answer new employees’ as well as current employee’s questions. Please feel free to ask your building principal or supervisor if you have any specific questions that are not addressed in the Handbook.

We are proud of our past and present success. We are certain that you will share this pride with us and do your part to ensure our continued success in making Sault Ste. Mare Area Public Schools a great place to learn! We want to make your job as pleasant and efficient as possible, so your ideas and suggestions are always welcome.

Sincerely,

Amy Scott-Kronemeyer
Superintendent

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Directory of Schools

Washington Elementary School

1200 Ryan Avenue
Sault Ste. Marie, MI 49783
Phone: (906) 635-6629
Principal: Dr. Sheri McFarlane

Lincoln Elementary School

810 5th Avenue East
Sault Ste. Marie, MI 49783
Phone: (906) 635-6626
Principal: Carl McCready

Sault Area Middle School

684 Marquette Avenue
Sault Ste. Marie, MI 49783
Phone: (906) 635-6604
Principal: Jessica Rondeau
Assistant Principal: Bill Schomberg

Sault Area High School & Career Center

904 Marquette Avenue
Sault Ste. Marie, MI 49783
Phone: (906) 635-6605
Principal: Jeanine Sherman
Assistant Principal: Scott Menard
Career Center Director: Jo Anne Lussier

Malcolm High School – Alternative Education

5788 South M-129
Sault Ste. Marie, MI 49783
Phone: (906) 635-6638
Principal: Sandy Sawyer



SECTION 1: GENERAL INFORMATION

**We are excited to welcome you to
Sault Ste. Marie Area Public Schools
*A Great Place to Learn***

MISSION

The Sault Ste. Marie Area Public Schools, in partnership with students, parents, and the community, will provide all students with opportunities to attain a high-quality education in a safe, positive environment and to maximize their intellectual, physical, emotional, and social skills, preparing them to be productive, responsible citizens.

LAND ACKNOWLEDGEMENT

Sault Ste. Marie Area Public Schools acknowledges with respect and gratitude that we occupy Bahweting, The Place of the Rapids, Anishinaabe territory also known as Sault Ste. Marie. We gather on the land of the Three Fires Confederacy, an honored alliance of the Ojibwe, Odawa, and Potawatomi, the Indigenous nations of the Great Lakes region. We give thanks to all the ancestors, nations, and traditional keepers of the land for the opportunity to gather, learn, and work here.

OVERVIEW

Sault Area Public Schools District Employee Handbook has been created to provide general guidelines about Sault School's policies, responsibilities, and expectations. It is a guide to help you become familiar with who we are, what we do, and share some of the culture, privileges, and obligations of your employment with our district.

THE SCHOOL DISTRICT

The District of Sault Ste. Marie Area Schools has two Title I elementary schools – one for grades K-1, and one for grades 2-4. We have the region's largest Title I middle school servicing grades 5-8, and the largest high school serving grades 9-12 attached to a career center serving students in the Eastern Upper Peninsula. A second alternative high school services approximately 100 students to provide an alternative complete high school with credit recovery, Title I interventions, and graduation options for return to high school students. The district staff consists of 135 teachers, 200 support staff, and 11 administrators. The 2021-22 enrollment was 1,846 students, with a budget of over \$25 million dollars.

Our students score above the state and national averages on standardized tests. The district meets or exceeds all State Board Guidelines on curriculum, graduation requirements, class ratios, and scholastic eligibility. Advanced placement courses are available to students in four different disciplines, with many



additional opportunities to take course work at Lake Superior State University through programs including Early/Middle College, dual enrollment, and concurrent enrollment. In addition, the district is known for its extraordinary opportunities for professional learning, individual teacher coaches, and is organized in professional learning communities by grade level or subject area. New teachers are highly supported with strong mentors and guidance from the administrative team. Every effort is made to help new teachers qualify for tuition or loan forgiveness.

Sault Area Public Schools is a leader in computer-aided instruction. All classrooms are equipped with instructional technology. All elementary students have access to computers in their classrooms and/or in computer labs. Sault Area High School and Middle School each have computer labs in addition to classroom computer units. The Career Center uses technology in many of the career and technical programs including the business services cluster, which has three individualized computer labs for student access, and drafting and design with CAD-CAM software identical to that used in industry. Students interested in career-technical education can choose from 17 in-house programs or additional off-campus specializations available in business and industry throughout the community. In addition, several cooperative articulation agreements with Lake Superior State University, Ferris State University, and Bay Mills Community College are presently in effect.

Sault Ste. Marie participates in the Straits Area Conference. Presently there are 30 teams' grades 7-12 participating in the interscholastic athletic program. Baseball, basketball, cross country, football, golf, hockey, soccer, softball, track, volleyball, swimming, diving, and wrestling are offered, as well as an array of other extracurricular activities.

THE COMMUNITY

The District of Sault Area Public Schools is located at the northernmost end of I-75 on the Canadian border in the Eastern Upper Peninsula. With its proximity to Ontario and the rivers and lakes of the Upper Peninsula, the district is known as a vacation and sports person's paradise. Encompassing 314 square miles, the district is geographically one of the largest in Michigan. Professional planners predict that the area will continue to grow as an attractive, low-tax area for retirees and vacationers.

The twin cities of Sault Ste. Marie, Michigan and Sault Ste. Marie, Ontario provide the urban hub for eastern Chippewa County and Northern Ontario. While continuing to retain its rural/small town atmosphere, the area still offers a wide variety of cultural and recreational facilities. The St. Mary's River, world famous Soo Locks, Lake Superior State University, and numerous inland lakes are all located within the geographic district. In addition, Algoma College in Sault, Ontario, offers reciprocal agreements to Michigan residents encouraging participation in their many different vocational programs.

NEW HIRE ORIENTATION

Upon your hire, you will be expected to complete a new hire orientation. Information will be available on dates and times of orientation



SECTION 2: PROFESSIONAL EXPECTATIONS

CUSTOMER SERVICE

Our families and community are our customers, and they are very important to us. It is the expectation of the district, that every employee represents SAPS in a positive and helpful manner at all times. When working with students, parents, guardians, co-workers, and community members, we are to always be courteous and patient. Occasionally, a situation may arise that is unique. In such cases, inform the individual that you will contact your principal or supervisor and get back to them promptly.

CONFIDENTIALITY

In the course of employment, employees may have access to information about the district, students, their parents, and other employees. This information must be kept confidential. If you are uncertain about whether information is confidential, check with your principal or supervisor before discussing it with anyone. Any violation of this policy may result in disciplinary action.

USE OF SOCIAL MEDIA BY EMPLOYEES

An employee's personal or private use of social media may have unintended consequences. While the District respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the district's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities. Employees should refer to Social Media Board policy 7544.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

DRESS AND GROOMING

All employees are expected to dress appropriately for work. Your supervisor may assist you in determining what attire is appropriate. Some jobs may have additional restrictions for safety reasons. Please refer to Dress and Grooming Board Policies 1616, 3216, 4216, and 5216 for more information.

ATTENDANCE

Regularity of attendance and punctuality is essential to the performance of your work. Employees are expected to be punctual and regular in attendance. You are expected to report to work on time and be prepared to start work at your regularly scheduled starting time. You are also expected to remain at



work through the end of your schedule except for regularly scheduled breaks or authorized leaves. Excessive absenteeism is not acceptable. Each situation of excessive absenteeism or tardiness will be evaluated on a case-by-case basis.

Proper reporting of absences using established procedures is required of all District employees. This includes entering absences into the online absence management system, providing proper notification to a supervisor, and any additional protocols established by the supervisor.

CORE VALUES

Sault Ste. Marie Area Public Schools and its employees have a commitment to the Michigan Code of Educational Ethics:

1. Responsibility to the profession
 2. Responsibility for professional competence
 3. Responsibility to students
 4. Responsibility to the school community
 5. Responsibility to the ethical and responsible use of technology
-
1. **Responsibility to the profession – Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.**
 - a. Demonstrates responsibility to oneself as an ethical professional by:
 - i. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not a defense to a charge of unethical conduct;
 - ii. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;
 - iii. Holding oneself responsible for ethical conduct;
 - iv. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and responding appropriately when personal or health-related issues may interfere with work-related duties;
 - v. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
 - vi. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
 - vii. Taking responsibility and credit only for work performed or produced, and acknowledging the work and contributions made by others.
 - b. Fulfills the obligation to address and attempt to resolve ethical issues by:
 - i. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 - ii. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;

- iii. Neither discriminating nor retaliating against a person based on having made an ethical complaint;
 - iv. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
 - v. Cooperating fully during ethics investigations and proceedings.
 - c. Promotes and advances the profession within and beyond the school community by:
 - i. Influencing and supporting decision and actions that positively impact teaching and learning, educational leadership, and student services;
 - ii. Engaging in respectful discourse regarding issues that impact the profession;
 - iii. Enhancing one's professional effectiveness by staying current with ethical principles and decision from relevant sources including professional organizations;
 - iv. Actively participating in educational and professional organizations and associations; and
 - v. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.
- 2. **Responsibility for professional competence – commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.**
 - a. Demonstrates commitment to high standards of practice through:
 - i. Incorporating into one's practice state and national standards, including those specific to one's discipline;
 - ii. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame education decision-making;
 - iii. Advocating for equitable educational opportunities for all students;
 - iv. Accepting the responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one's position;
 - v. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
 - vi. Committing to ongoing professional learning.
 - b. Demonstrates responsible use of data, materials, research, and assessment by:
 - i. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 - ii. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 - iii. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 - iv. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 - v. Creating, maintaining, disseminating, storing, retaining, and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
 - vi. Using data, data sources, or findings accurately and reliably.
 - c. Acts in the best interest of all students by:

- i. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
 - ii. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 - iii. Protecting students from any practice that harms or has the potential to harm students.
- 3. **Responsibility to students – A primary obligation to treat students with dignity and respect, including promoting the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.**
 - a. Respects the rights and dignity of students by:
 - i. Respecting students by considering their age, gender, culture, setting, and socioeconomic context;
 - ii. Interacting with students with transparency and in appropriate settings;
 - iii. Communicating with students in a clear, respectful, and culturally sensitive manner;
 - iv. Considering how appearance and dress can affect one's interactions and relationships with students;
 - v. Considering the implication of accepting gifts from or giving gifts to students;
 - vi. Engaging in physical contact with students only when there is clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
 - vii. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
 - viii. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and
 - ix. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.
 - b. Demonstrates an ethic of care through:
 - i. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);
 - ii. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
 - iii. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
 - c. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
 - i. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;



- ii. Upholding parents'/guardian's legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
 - iii. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.
- 4. **Responsibility to the school community – promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.**
 - a. Promotes effective and appropriate relationships with parents/guardians by:
 - i. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests.
 - ii. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
 - iii. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
 - iv. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
 - b. Promotes effective and appropriate relationships with colleagues by:
 - i. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
 - ii. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;
 - iii. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
 - iv. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
 - v. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
 - vi. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;
 - vii. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience to maximize students' opportunities and achievement; and
 - viii. Working to ensure a workplace environment that is free from harassment.
 - c. Promotes effective and appropriate relationships with the community and other stakeholders by:
 - i. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.
 - ii. Collaborating with community agencies, organizations, and individuals to advance students' best interests without regard to personal reward or remuneration; and



- iii. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.
- d. Promotes effective and appropriate relationships with employers by:
 - i. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws.
 - ii. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);
 - iii. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
 - iv. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.
- e. Understand the problematic nature of multiple relationships by:
 - i. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
 - ii. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
 - iii. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
 - iv. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.
- 5. **Responsible and ethical use of technology – consideration of the impact of consuming, creating, distributing, and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.**
 - a. Uses technology in a responsible manner by:
 - i. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology one's interactions with students, colleagues, and the general public;
 - ii. Staying abreast of current trends and uses of school technology;
 - iii. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
 - iv. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
 - v. Understanding and abiding by the district's policy on the use of technology and communication;
 - vi. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the

- implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
- vii. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.
- b. Ensures students' safety and well-being when using technology by:
 - i. Being vigilant in identifying, addressing, and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
 - ii. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evident of a risk of harm to the student or others; and
 - iii. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.
- c. Maintains confidentiality in the use of technology by:
 - i. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
 - ii. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
 - iii. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
- d. Promotes the appropriate use of technology in educational settings by:
 - i. Advocating for equal access to technology for all students, especially those historically underserved;
 - ii. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
 - iii. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

GLOSSARY

Boundaries:

The verbal, physical, emotional, and social distances that an educator must maintain to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time, and place. By respecting contract roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the school community.

District/School District:

This is often referred to as a local education agency (LEA). A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either

administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional education school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.

Educator:

Educators are the target audience for the MCEE and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

Ethic of Care:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.



Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professional competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual, or emotional harm.

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information:

This includes, but is not limited to, student information and educational records, including medical or counseling records.

Student:



A learner attending a P-12 school.

Technology:

Tools, systems, applications, and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as a computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions, and communications as an educator.

SECTION 3: HEALTH AND SAFETY

HAZARD MATERIALS-RIGHT TO KNOW

The State of Michigan has adopted the federal OSHA Hazard Communication Standard, which covers all employers in the State of Michigan. This standard requires manufacturers and importers of hazardous chemicals to evaluate the health and physical hazards of those chemicals which may pose a threat to exposed employees. The result of these is to be listed on a Material Safety Data Sheet (MSDS), along with all other necessary information needed by an employee to work safely with the chemical. The intent of this standard is to provide additional information to employees on the physical characteristics and adverse health effects of the chemicals they are exposed to in the workplace.

In addition, the Hazard Communication Standard requires employers to survey the work areas to identify and list known hazardous materials; acquire and maintain Material Safety Data Sheets (MSDS's) for these materials; label all containers of hazardous materials; train and educate employees on the law, the information contained in an MSDS, and how to work safely with the chemicals they are exposed to; identify non-routine hazardous tasks which require additional training on protective/safety measures, chemical hazards and measures the employer has taken to lessen the hazards associated with the particular task; inform outside contractors of chemical hazards their employees may be exposed to on the employer's property; and develop a written program stating how they intend to comply with the requirements of the Hazard Communication Standard.

The Sault Ste. Marie Area Public School district has complied with the above requirements and provides the information contained in this Handbook to assist in employee training programs. Further, all employees are required to complete mandatory training as determined each year by the district using Safe Schools.

UNIVERSAL PRECAUTIONS AND BLOOD-BORNE PATHOGENS

Bloodborne Pathogen training is required annually for each employee using Safe Schools.

WORK RELATED ACCIDENTS AND INJURIES



Employees are to report an injury or accident to their supervisor immediately. If the supervisor is not on duty, the injury or accident must be reported to the Human Resources Office. An Employee Injury/Accident Report is to be filled out in its entirety and requires your signature and the signature of your immediate supervisor. If your supervisor is not available, it may be signed by the next available administrator on duty. The form must be completed, and copy left at the school office staff before you leave work after the incident. If you feel that medical treatment is needed, you must obtain an Authorization for Treatment and Billing form from the Human Resources Office. You must then report to one of the two authorized district medical clinics:

MyMichigan Health – Community Care Walk-in Clinic

509 Osborn Boulevard Suite #160

Sault Ste. Marie, MI 49783

Phone: (906) 635-4401

Employees receiving medical treatment must present a doctor's release before returning to work. Follow-up treatment must be authorized by CCMSI. You must make sure that you have a doctor's note indicating the diagnosis, current treatment, follow-up treatment, and the length of time you are expected to be off work. It is to your advantage that all items of concern related to your injury/accident are in writing.

If the injury or accident is serious enough to prevent you from driving yourself to the medical clinic, an EMS unit will be called (911 or the Sault City Police Department at (906) 632-5744). In no case shall an employee drive an injured employee to the medical clinic for treatment.

All billings related to the workplace injury or accident are sent directly to CCMSI, 2364 Woodlake Drive, Suite 100, Okemos, MI 48864. If you are billed directly, please forward to the Human Resources Office. Do not pay any billings without prior advice from the Human Resources Administrative Assistant or the workers' compensation insurance company. The only time you will be responsible for payment of a bill will be if the insurance company finds that the injury is not work-related. At that time, you may submit your personal insurance card and the doctor and/or medical facility may bill your personal insurance plan.

Payment of workers' compensation claims are set according to a payment schedule developed by the State of Michigan. Although doctors and medical facilities are prohibited from billing the patient for approved treatment of work-related injuries, this does occur from time to time. You are not responsible for the difference paid by the insurance company and what the doctor and/or medical facility charges.

Worker's Compensation will be paid according to the State of Michigan Worker's Disability Compensation Act and the master agreement between your bargaining unit and the Sault Ste. Marie Area Public School district Board of Education.

Employee injuries are to be treated in a serious manner regardless of observable severity. The above procedure is to be followed in a prompt manner following the injury or accident.

CRIMINAL CONVICTION REPORTING



All school staff employed by a school or school district are required to undergo a criminal history records check conducted by the Michigan State Police and the Federal Bureau of Investigation. The criminal history records check will generate a fingerprint search response. The response will include arrest, arraignment, and conviction data for any crime, misdemeanor, or felony.

School employees are required by law to self-report to both the district and the Michigan Department of Education when arraignment has been conducted for crimes identified in Section 1535a of the Revised School Code, Michigan Compiled Laws 380.1535a. The reporting must be provided within three business days of arraignment.

If an employee is convicted of an offense which requires registering as a sex offender, upon verification of the conviction, employment shall be terminated and employment (in any capacity) in a Michigan K-12 school, public or non-public is prohibited. If an employee is convicted of a felony other than a listed offense, the Superintendent and the Board of Education are required by law to agree, in writing, to continue the employee's employment. The same applies to offering employment to an individual with a felony conviction other than a listed offense. Conviction for a listed offense requires termination of Michigan K-12 employment and action against an educator's certificate.

Listed Offenses:

- Accosting, enticing, or soliciting a child for immoral purposes.
- Involvement in child sexually abusive activity or material.
- A third or subsequent violation of any combination of engaging in obscene or indecent conduct in public, indecent exposure, or a local ordinance substantially corresponding to either offense.
- First, second, third, or fourth degree Criminal Sexual Conduct (CSC).
- Assault with intent to commit CSC. If the victim is less than 18 years of age, the crime of gross indecency (except for a juvenile disposition or adjudication), kidnapping, sodomy, or soliciting another for prostitution.
- Leading, enticing, or carrying away a child under 14 years of age.
- Pandering.
- Any other violation of state law or local ordinance constituting a sexual offense against an individual less than 18 years of age.
- An offense committed by a sexually delinquent person.
- An attempt or conspiracy to commit one of the offenses listed above.

Convictions subject to action against an educator certificate:

- Any felony.
- Any of the following misdemeanors:
 - Felonious assault on a child, child abuse in any degree, or an attempt to commit child abuse in any degree.
 - Cruelty, torture, or indecent exposure involving a child.
 - Delivery of a narcotic to a minor student or within 1,000 feet of school property. (MCL 333.7410)
 - Breaking and entering. (MCL 750.115)
 - Knowingly allowing a minor to consume or possess alcohol or a controlled substance at a social gathering. (MCL 750.141a)



- Accosting, enticing, or soliciting a child for an immoral purpose. (MCL 750.145a)
- Larceny from a vacant dwelling. (MCL 750.359)
- Assault; assault and battery. (MCL 750.81)
- Selling or furnishing alcoholic liquor to a person less than 21 years of age. (MCL 436.33)

Convictions requiring immediate suspension, upon conviction, of an educator certificate:

- Any crime that is a listed offense (see above).
- Manufacturing/delivering a controlled substance. (MCL 7401(2)(a)(i))
- Possession of a controlled substance. (MCL 7403(2)(a)(i))
- Recruiting, inducing, soliciting, or coercing minors to commit a felony. (MCL 333.7416)
- Assault with intent to commit murder. (MCL 750.83)
- Assault with intent to rob and steal armed. (MCL 750.89)
- Attempt to murder. (MCL 750.91)
- First degree murder. (MCL 750.316)
- Second degree murder. (MCL 750.317)
- Armed robbery aggravated assault. (MCL 750.529)
- Misdemeanor-Delivery of a narcotic to a minor. (MCL 333.7403)

SECTION 4: EMPLOYEE RECORDS

DOCUMENTS REQUIRED FOR EMPLOYMENT

The documents described below must be completed by each employee as part of the hiring process for Sault Ste. Marie Area Public School district.

Policy Review Form: Employees must sign an acknowledgement of district new hire requirements to be fulfilled to be added to the district payroll system.

Online Application: A completed application using our online system must be on file.

State and Federal Income Tax Withholding: If your tax status changes because of marriage, divorce, or dependent status, at any time, please advise the Business Office so that new forms may be provided for completion.

Immigration Form (I-9): The United States Department of Justice requires every employee to complete an I-9 form to verify employment eligibility. Supporting documents are required, customarily consisting of a photocopy of a driver's license and social security card.

Authorization and Release of Personnel Record Information: Pursuant to MCL 380.1230(b) and MCL 423.506, all employees must provide authorization for release of personnel record information from prior employer(s) regarding any misconduct, acts of immorality, moral turpitude, or inappropriate behavior.



Criminal Conviction History: As of January 1, 2006, in accordance with Michigan Safety Initiative legislation, all school district staff must undergo a criminal history check which requires fingerprinting. School staff may not start work until a clear fingerprint report is received in the Human Resources Office. It is the responsibility of the employee to pay the cost of fingerprinting.

Direct Deposit Form: All employees are required to authorize their paycheck to be automatically deposited into any financial institution that will allow withdrawal of funds.

Technology Acceptable Use Policy: All employees are required to read the Technology Resources and Acceptable Use Policy and sign the Staff Technology Resources Acceptable Use Agreement.

District Purchase Card Policy: All employees who are provided a district purchasing credit card are required to read the District Purchase Card Policy and Acceptable Use Policy and sign the Purchase Card Acceptable Use Agreement.

PERSONNEL FILES

You have a right to examine your personnel file or to obtain a copy of your file upon a written request to the Human Resources Office. If you wish to examine your file, you may do so during normal office hours provided it does not interfere with your assigned duties. Arrangements to view your file may be made by contacting the Human Resources Office to make an appointment.

SOCIAL SECURITY NUMBER CONFIDENTIALITY

Pursuant to both state and federal law, it is the policy of the district to protect the confidentiality of social security numbers. Access to documents containing social security numbers shall be restricted to those employees who have a need to know that information or access those documents. The district will not permit the release of the social security number of an employee, student or other individual except as authorized by law.

PERFORMANCE EVALUATIONS

During your employment, you may receive periodic performance evaluations. Typically, your supervisor will conduct your evaluation and discuss it with you. Please visit the appropriate bargaining agreement for further information pertaining to your specific position.

SECTION 5: COMPENSATION AND BENEFITS

GARNISHMENTS

Sault Ste. Marie Area Public Schools must comply with all writs of garnishment it receives. You will be notified before any deductions are taken from your paychecks if we receive a writ of garnishment requiring us to withhold and pay a portion of your wages to a court. Information about the garnishment will be held in confidence.



PAYROLL CALENDAR

Please visit the Sault Ste. Marie Area Public School district website at www.saultschools.org and use the Staff link to view the most current payroll calendar.

EMPLOYEE ACCESS CENTER

Employees may view their bi-weekly payroll information through the Sault Ste. Marie Area Public School district website at www.saultschools.org using the Staff link.

FAMILY MEDICAL LEAVE ACT (FMLA)

The Family and Medical Leave Act (FMLA) requires covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to eligible employees for the following reasons: incapacity due to pregnancy, prenatal medical care or child birth; to care of the employee's child after birth, or placement for adoption or foster care; to care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or for a serious health condition that makes the employee unable to perform the employee's job. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period.

Employees are eligible if they have worked for the district for at least one (1) year, for 1,250 hours over the previous 12 months. The 12-month period for determining hours worked and use of leave is defined as the twelve (12) month period measured forward from the date the staff member's first FMLA leave begins (i.e., the "leave year" is specific to each individual staff member). For Service Member FMLA leave, the use of the twenty-six (26) weeks of leave will be measured forward from the first date on which the employee takes leave.

When planning medical treatment, the staff member must consult with the Human Resource Office and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the district, subject to the approval of the healthcare provider. The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation leave, personal leave, or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the birth, adoption, or foster care placement of a child, or qualifying exigency for a Service Member Family Leave. The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation, personal leave, or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition.

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) or twenty-six (26) week period off FMLA leave, any additional weeks of leave to which the staff member is entitled to shall be unpaid. Whenever a staff member used paid leave for a qualifying leave under this



policy such leave will count towards the maximum allowable leave, the paid leave, and FMLA/Service Member Family Leave to which the staff member is entitled will run concurrently.

The district may allow a staff member to take FMLA leave intermittently or on a reduced-leave schedule for the birth, adoption, or foster care placement of a child. A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parent, or dependent child with a serious health condition. The taking of such leave results in the total reduction of the 12 weeks only by the amount of leave taken. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one-hour increments. Leave entitlement will not be reduced by more than the amount of leave taken. If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment, the district may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. Instruction staff members (i.e. individuals whose principal function is to teach and instructs students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment, or transfer temporarily to an available alternative position offered by the district for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff members regular position.

The staff member will be notified when the district intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing. When verbal notice is given, it will be followed by a written notice within ten (10) business days. In the case of intermittent or reduced-leave schedule leave, only one such notice is required unless the circumstances regarding the leave have changed. If the district does not have sufficient information about the reason for an employee's use of paid leave, the Superintendent or designee may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent or designee learns that a paid leave is for an FMLA leave-qualifying reason, the staff member will be notified that the paid leave will count towards the staff member's 12-week FMLA-leave entitlement.

In cases in which the district employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child, or twenty-six (26) weeks of FMLA leave for Service Member Leave.

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition, the staff member must provide medical certification from the healthcare provider of the eligible staff member or his/her immediate family member using the U.S. Department of Labor forms available from the Human Resource Office.

The staff member may either submit the completed medical certification to the Human Resource Office or direct the healthcare provider to transfer the completed medical certification directly to the Human Resource Office, which will generally require the staff member to furnish the healthcare provider with



a HIPAA-compliant authorization. In the event the staff member fails to provide medical certification, any leave taken by the employee will not qualify for FMLA Leave/Service Member Family Leave.

When the need for FMLA leave is foreseeable and at least 30 days' notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Human Resource Office within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

The district reserves the right to obtain, at its expense, the opinion of a second healthcare provider and, in the event of a conflict, the opinion of a third healthcare provider whose decision shall be binding and final.

A staff member who takes leave for his/her own serious health condition prior to returning to work, must provide the Human Resource Office with a statement from his/her healthcare provider that s/he is available to resume work. Upon return from any FMLA leave, the district will restore the staff member to his/her former position with equivalent employment benefits, pay and conditions of employment. During FMLA leave, the district shall maintain the staff member's current coverage under the group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent or designee to minimize disruption to the students' program. Special rules under the FMLA may apply to instructional staff.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition of the staff member or of the staff members' immediate family member, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board of Education for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

In any areas where discretion is allowed in the implementation of this policy or its guidelines for implementation, such discretions shall be exercised in a non-discriminatory manner. Similarly, situations persons shall be treated similarly.



RETIREMENT

As a member of the Michigan Public School Employees Retirement System (MPERS), you can look forward to someday qualifying for a pension yourself and enjoying protection for your loved ones as you move through your career. With trends toward retiring earlier and living longer, you will be spending a significant portion of your lifetime in retirement. The earlier you begin your personal retirement planning, the more rewarding and financially secure your later years will be.

The Office of Retirement Services (ORS) is in Lansing at the State Secondary Complex, General Office Building – 3rd Floor, Lansing Road, South of I-69 at Canal Road, Phone: (800) 381-5111. The ORS staff will respond to your questions or set up an appointment to visit you at one of their offices.

The Michigan Public School Employees Retirement System is a statewide retirement plan. Full-time, part-time, teaching, and non-teaching public school employees, including short term and interim employees, are members, except for a few specific groups exempt by law. If you work for several different MPERS schools during your career you remain covered by the same retirement system and your years of service, whether a full year or partial year, are cumulative.

The retirement law is under continuous review, and the Legislature has established an impressive record for improving benefits while maintaining the financial soundness of the plan. Benefits are safeguarded by the State of Michigan Constitution (Article IX, Section 24).

If you first worked for a Michigan public school on or after February 1, 2018, you will need to choose the retirement plan that fits your needs. You will be given resources from ORS to help you make your decision. You will need to choose a plan within 75 days of your first payroll end date. If you make no election, you'll become a participant in the DC Plan. You can learn more about the plans available to you at www.PickMiPlan.org and talk about your plan options with the people in your life affected by your decision. Elect your retirement plan anytime within the 75-day window by logging into miAccount at www.michigan.gov/ors. You will need your Member ID to register.

Each new employee must complete a Member Enrollment Form, R226C. This form is used to designate your beneficiary. The beneficiary you designate will receive a refund of your contributions and interest if death should occur while still working and there is no one eligible to receive a survivor's pension. It is important that you keep your beneficiary designation up to date. The annual Member's Statement of Account indicates your current beneficiary designation.

MILITARY LEAVE

The Board of Education provides military leave, reemployment, and other rights as established by the Federal Uniformed Services Employment and Reemployment Rights Act (USERRA) and State law. To qualify:

- The employee (or an appropriate officer in the uniformed service in which the employee's military service is performed) gave advance written or verbal notice of his/her military duty unless excused;



- The cumulative length of all periods of military service with the employer do not exceed five (5) years, except as provided under State statute;
- The employee timely reports to work after the period of military service ends;
- The employee has not separated from service with a disqualifying or other than honorable conditions.

The Superintendent shall post notices of employee's rights under USERRA at conspicuous locations within the district.

Employees may contact the U.S. Department of Labor or the Michigan Department of Military and Veteran's Affairs to obtain more information regarding their rights under these statutes.

This policy is intended to comply with and explain the service person's rights under USERRA and State law. To the extent there is any conflict, the USERRA, State law and their regulations prevail.

SCHEDULING OF VACATION/PAID TIME OFF/PERSONAL DAYS

Employees eligible for the benefit of paid vacation, paid time off, and/or personal business/personal leave days will find specific provisions regarding this time off outlined in their collective bargaining agreement or their individual employment contract. In addition to those provisions, employees assigned to school buildings and instructional programs with students are strongly encouraged to use this type of time off when school is not in session, such as during regular school breaks and the summer recess. This type of leave shall be taken at a time agreeable to the district and supervisor, and employees should be aware of particularly busy times in their school or program. Use of vacation/PTO/personal leave is discouraged during periods including, but not limited to, the beginning and end of the school year, professional development/PLC days, the state assessment window, student enrollment periods, or other critical times identified by the district or supervisor. Reporting the use of time off shall be pursuant to the district's absence management and reporting system.

SECTION 6: LEGAL NOTICES AND EMPLOYEE PROTECTIONS

TITLE II OF THE AMERICANS WITH DISABILITIES ACT (ADA)

Title II of the ADA applies to State and local government entities, and, in subtitle A, protects qualified individuals from discrimination based on disability in services, programs, and activities provided by State and local government entities. Title II extends the prohibition on discrimination established by section 504 of the Rehabilitation Act of 1973 to all activities of State and local governments regardless of whether these entities receive Federal financial assistance.

TITLE VI AND VII OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment based on race, sex, national origin and religion.



TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972

Title IX protects student, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, failure to conform to stereotypical notions of masculinity or femininity, sexual harassment, or sex violent. All persons at Sault Area Public Schools are protected by Title IX regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin in all aspects of a recipient's educational programs and activities.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Individuals with a disability, as defined in Section 504 of the Rehabilitation Act of 1972 shall not, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The law requires that the district provide a reasonable accommodation to a qualified employee with a disability so that the employee may perform the essential functions of a job or may enjoy the benefits and privileges of employment equal to those enjoyed by employees without disabilities, unless doing so would cause significant difficult or expense ("undue hardship") for the district. An employee with a disability who believes that a job accommodation is necessary must notify the Human Resource Office in writing of the requested accommodation.

A person who believes that he/she has been discriminated against on the basis of disability may file a complaint through the district's grievance procedure. A complaint may also be filed with:

Office for Civil Rights (OCR)
U.S. Department of Education
600 Superior Ave. East, Suite 750
Cleveland, OH 44114

AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1975

The Age Discrimination Act of 1975 prohibits discrimination based on age in programs and activities receiving federal financial assistance.



EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

I hereby acknowledge that I have receipt of the Sault Ste. Marie Area Public School District Employee Handbook and further acknowledge that I am responsible for understanding and adhering to the contents of this handbook and School Board policies.

I understand that this document will be placed in my electronic and/or central office personal file. An electronic version of the handbook can be access online at www.saultschools.org. I further understand it is my responsibility to notify the Human Resources Office and request a printed copy of the Employee Handbook should access to the electronic version not be personally acceptable.

The information in this handbook is subject to change. I understand that changes in the Sault Ste. Marie Area Public School District Board policies or procedures may supersede, modify, or render obsolete the information summarized. As Sault Area Public Schools provides updated policy information, I accept responsibility for reading and abiding by the changes. The most current version of this handbook will always be posted at www.saultschools.org. I understand that failure to abide by Sault Area Public Schools Board policies may subject me to disciplinary action leading up to and including dismissal.