



**Education Board Special Work Session
September 12, 2022**



The purpose of the Early Childhood Education Center is to prepare enrolled children for success as lifelong learners and strengthen families of enrolled children.

2021-2025 focus areas

- Increase services for guardians
- Increase services for children
- Recruit, develop and retain a highly effective workforce

Increase Services for Parents/Guardians

Objective: Parent/Guardians will receive individualized support based on their needs as measured by Family Individualization Plans.

Action steps for 2022-2023 program year:

- Train all staff on the definition of family engagement and strengths based approach.
- Identify family engagement efforts according to the Head Start Program Performance Standards and how it applies throughout the program system.
- Regular Child & Family team reviews will be conducted for all enrolled children.
- Plan events to introduce families to the Ready Rosie curriculum.



Increase Services for Children



ECEC is using CCDF grant funds to add 6 classrooms, multipurpose space, staff space, and an additional parking lot. Construction is scheduled to be completed by 9/30/2024.



Recruit, Develop, and Retain a Highly Effective Workforce

Objective: Staff will become highly effective as measured by the CLASS, the Teaching Pyramid Assessment for Preschool and Infant and Toddlers, and retention percentages.

Action steps for 2022-2023 program year: Complete a fall and a spring CLASS assessment. Complete one Teaching Pyramid Assessment for Preschool and Infant and Toddlers classrooms.

Teacher Mentors will develop goals and action plans using Practice Based Coaching, a comparison of the fall and spring assessments will be conducted to evaluate classroom progress in improving CLASS scores.

2021-2022 Program Year 7/1/21 - 6/30/22	Vacancies on 7/1/21	Hired	Left	ECEC Retention
Teacher	6	3	2	88%
Assistant Teachers	6	2	0	100%
Teacher Aides	3	3	8	60%
Extended Teacher Aides	15	3	6	45%
Management Team	1	1	3	70%
Support Staff	5	2	5	80%
Total	36	14	24	76%
Total who left			17	

SRES Focus



SRES staff & teachers are focusing the 2022-23 school year on:

- Improvement in core subject areas
- Student Attendance
- Staff & Student Self-Care
- Staff and Student safety

Achievement Data

- SRES staff and teachers analyze Benchmark, DIBELS, NWEA, and BIE Assessment results in reading, math and science (where applicable)
- SRES instructional leaders and support staff use the data to align Governing Board approved curriculum to BIE standards
- SRES teachers consistently adjust instructional practices based on the findings of the assessment data





2022-23SY Theme “Time on Task”

Learning

- Edgenuity is our primary instructional program. This is an online program; our teachers support this program with supplemental resources.
- Certain classes are offered live, including Culture, Art, Careers, and our parenting class.
- Students are provided weekly social-emotional lessons through Franklin Covey’s *7 Habits of Highly Effective Teens*.
- Our new homeroom period this year includes a writing initiative, ACT test prep, and individualized conferences with students.
- Students are provided additional time before and after school as well as up to 18 Saturdays throughout the school year for extra academic support.
- To support literacy, all students receive a monthly culturally rich novel which is theirs to keep.





2022-23SY Theme

“Time on Task”



Support

- Students work individually with their teachers on a weekly basis during homeroom on goal setting, monitoring their own academic progress, and credit counts.
- The daily schedule has been strategically created and changes quarterly to meet students’ needs.
- Each student has a data binder, planner, and journal to help develop and maintain organizational skills.
- ALA partners with various departments within Salt River Schools and within SRPMIC to provide our students with resources they may need.
- Staff meets once per week to progress monitor every student and to determine next steps if there are concerns.
- Staff are provided ongoing PD to help support students academically and emotionally.
- ALA is working on initiatives to increase attendance.



Adult Basic Education/GED

Remote Registration: For the convenience of our students.

Official Testing: Test fees are paid for at the official Salt River testing site for SRPMIC tribal members with referral from the ABE/GED program.

Individualized Instruction Services are delivered by:

- In-Person by Appt.
- Hybrid - both In-Person and Remote delivery of instructional services
- Remote – delivery of instructional services by phone, email, and virtual instruction

Services include:

- Concurrent and post-graduation SCC English and Creative Writing course opportunities
- All graduates are referred to Higher Ed
- College and Career exploration

Remote options expanded services to:

- Those residing in rehab, shelters, adult group homes and transitional facilities
- Those home-bound due to mental conditions (IE: those with severe anxiety and depression)
- Those who work FT, more than one job, and unconventional shifts
- Caregivers, parents of small children and infants, and women on bedrest
- Those without transportation who live out of range of transit, out-of-state (IE: California, Buckeye, Surprise, Peoria, & Oklahoma), and those with limited gas money

ABE/GED Program Updates

ABE/GED Classroom Site Enrollment

- August 2022: **80**
- September 2022: **92**
- 2022-2023 GED Graduates: **2**

HR Underfill Tribal Employees ABE/GED Students: **3**

- Students with one Official Subject Test Remaining: **2**
- Total Official Subject Tests Passed: **12**

Current DOC/GED Enrollment: **20**

- DOC/GED instructional services are one-to-one and resumed through visitor booths in September 2021
- DOC/GED official testing resumed in June 2022

ABE/GED Tribal Government Partners

- Social Services
- HR
- JTR
- DOC
- FAC
- TANF
- Senior Services
- WIOA
- Legal Services Guardian Ad Litem (GAL Division)
- Office of Community Prosecutor
- PALS
- SCC



Indigenous-Informed Adult Education

Indigenous-informed Adult Education acknowledges the relevance and importance of:

- Student experiences within the national and historical context of Native Americans in the United States.
- The broader historical context of Indigenous people related to educational equity.
- Respecting Indigenous ways of learning, knowing, and communicating, along with honoring community value systems and Indigenous student motivators.
- Although all adults take personal responsibility for not completing, they are asked to consider the actual earliest age they each disengaged or got frustrated with the learning process related to experiencing periods of loss, chronic illness, crisis, and transitions to multiple schools.
- Indigenous learning preferences and strengths as foundational to rebuilding and healing student relationships with their own learner-selves and educational advancement.

Students are coached to counter self-doubt and remnants of negative learning experiences that underestimated and/or misunderstood Indigenous potential, learning ways, and motivators with a mindset that:

- Owns their own intelligence
- Owns their ability to reason well even when faced with unfamiliar content
- Works collaboratively with educators and learning community
- Honors each other's civil and human rights for equitable education and educational advancement
- Acknowledges the relevance of all knowledge and skills accrued outside of classrooms
- Doesn't second guess oneself to the point of random guessing, but relies on their strength in reasoning
- Uses all available resources
- Is prepared to debrief and regroup when disappointed by a result with support of educator coaching and collaborative strategizing to learn from experience and mistakes and with targeted instructional support
- Time management for learning is directly impacted by and related to family and community obligations that must be honored in the learning process, testing strategy and social emotional support
- Presumes all learners have strengths, gifts, and talents to explore, develop, and strive to polish



Me, as an Indigenous student, I didn't have hope or think that I would have a GED, but now I put my faith in these educators and feel I can reach my goals.

Daelen Lewis



Higher Education Program Staff

Advising 8 a.m. to 5 p.m. | In-Person, Phone & Virtual

Joyla Gates

- Health & Sciences
- STEM (Science, Technology, Engineering & Math)

Erica Outcalt

- Business, Entrepreneurialism & Management
- Computer & Information Technology

Denelle Prieto

- Behavioral Science & Human Services
- Culture & Society
- SRDOC – Re-Entry Programs




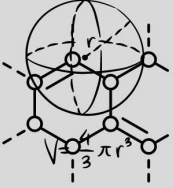





Mario West

- Applied Technology & Vocational Programs
- Education
- Visual & Performing Arts

- ❖ Tonya Coakley, Accountant
- ❖ Davina Leon, Career Guide Coordinator (Early Outreach)
- ❖ Rebeca Ronstadt-Contreras, Higher Education Administrator
- ❖ Andrea Stanley, Secretary



Guided Pathways/ Fields of Interest

 Applied Technology & Vocational Programs	 Behavioral Science & Human Services	 Business, Entrepreneurialism & Management
 STEM	 Computer & Information Technology	 Education
 Visual & Performing Arts	 Culture & Society	 Health Sciences

Types of Financial Assistance

Funded



- Tuition & mandatory fees for most in-state Arizona schools. Out-of-state schools, maximum AZ resident state rate PLUS remaining 75% of tuition
- **Required** books and supplies, as listed on syllabus
- Childcare (during the time that the student is enrolled in courses)
- Credit Hour Incentives

Not Funded



- Housing, rent, dorm rooms, places to live.
- Meal plans
- Phones/Computers/Laptops/Printers
- Certification test fees
- Test preparation fees or classes
- Parking passes, bus passes, transportation
- Health insurance, co-pays
- Late fees/payment plan fees
- Recommended books

Important Deadlines

HIGHER EDUCATION PROGRAM FUNDING APPLICATION DEADLINES



the journey begins here.

Higher Education is there to uplift you every step of the way.

VOCATIONAL SCHOOLS

- APR 30: School start date in May, June & July
- JUL 30: School start date in Aug., Sept. & Oct.
- OCT 30: School start date in Nov., Dec. & Jan.
- JAN 30: School start date in Feb., March & April

COLLEGE/UNIVERSITY

- Fall Semester: JUN 30
- Spring Semester: NOV 30
- Summer Semester: APR 30

If deadlines fall on a weekend, applications will be accepted on the following business day.

480-362-2500 | HE.SaltRiverSchools.org

First Friday Chats



Chat sessions are scheduled the first Friday of every month (September-June) from 10AM to Noon via Microsoft Teams.

Find Applications at

The screenshot shows the homepage of the Salt River Higher Education website. At the top, there is a navigation bar with links for 'Select a School', 'Language', 'Admin Login', and a search bar. Below this is a secondary navigation bar with links for 'Home', 'About', 'Calendar', 'SRHE News', 'Guardian/Student Information', 'Division Site', and 'Our Schools'. The main content area features the Salt River Higher Education logo, the name 'Salt River Higher Education', the address '10005 E Osborn Rd, Scottsdale, AZ 85257', and phone numbers '480-362-2547' and '480-362-2596'. There are also social media icons for Facebook, YouTube, Instagram, and Email. At the bottom, there is a row of five icons with labels: 'Scholarships' (star), 'Eligibility' (exclamation mark), 'Calendar' (calendar), 'Advising' (speech bubbles), and 'Education Board' (group of people).

he.saltriverschools.org





School & Community Relations

Services

- Academic/individual counseling
- School placement assistance
- Student & family advocacy
- Boarding School enrollment assistance
- Parent Toolkit distribution
- Johnson-O'Malley funding
- Student transportation
- Back to school supplies
- Parent Information Nights
- Student attendance monitoring (students 5-17 years old/residing within SRPMIC)
- Receive & review attendance reports from Mesa Public Schools, Scottsdale Unified School District, Noah Webster & Salt River Schools
- Participate in attendance intervention meetings
- Meet with Tribal Prosecution
- Enforce the Truancy Ordinance

Rewards Programs

Quarterly Attendance Incentive: No more than 3 excused absences for the school quarter

Semester Attendance Incentive: No absences for the entire school semester

Semester Academic Incentive

- B average, Principal's List or Honor Roll for elementary
- 3.0 GPA for middle and high school

Implement Interventions

- Phone Calls & Home Visits
- Parent Notification of Attendance
- Schedule Parent/Guardian Meetings
- Attend Intervention Meetings at Schools & School Visits
- Refer to Counselors
- Request SCANS with the FAC



Attendance & Counseling

Voluntary counseling services for enrolled SRPMIC students

Individual Counseling

- Initial assessment of student needs
- Address social emotional concerns
- Address behavioral concerns
- Peer conflicts
- Family conflicts
- Conduct home visits to meet with parents and student
- Refer to BHS or outside counseling, if needed

Academic Counseling

- Review report cards, students progress reports, transcripts
- Review attendance report
- Refer for credit recovery
- Discuss learning deficiencies
- Attend IEP, 504 & CFT meetings

Attendance Monitoring

- Attendance Officers are assigned to Community, MPS, Noah Webster & SUSD Schools
- Visits schools
- Weekly SCR staff meetings to discuss student attendance and academic progress
- Weekly/monthly intervention meetings at Community Schools, MPS and SUSD
- Refer extreme truancy cases to the FAC for discussion
- Phone calls are made to the parent/guardian
- A courtesy warning letter may be provided to the parent/guardian
- A copy of the Truancy Ordinance and student's current attendance profile is provided to parent/guardian
- A confidential referral may be given to SCR Counselor
- A Truancy referral may be generated by the school



Curriculum & Instruction

Purpose: To provide proactive and reflective leadership around curriculum and instruction for the betterment of every child we serve. We do this by...

- Creating, maintaining and improving the Division's curriculum
- Increasing the effectiveness of instruction in every classroom

... so our students will demonstrate high levels of literacy, skills and knowledge in academics, culture, and ethic.

CURRICULUM

- ELA Text Adoption 2018 (Savvas, ReadyGen)
- Foundations of Reading 2018 (Wilson, Foundations & Just Words)
- Math Text Adoption 2019 (Great Minds, Eureka)
- Core Alternative HS Online Adoption 2019 (Edgenuity)
- Science Adoption process currently ongoing
- Social Studies to begin in 2022

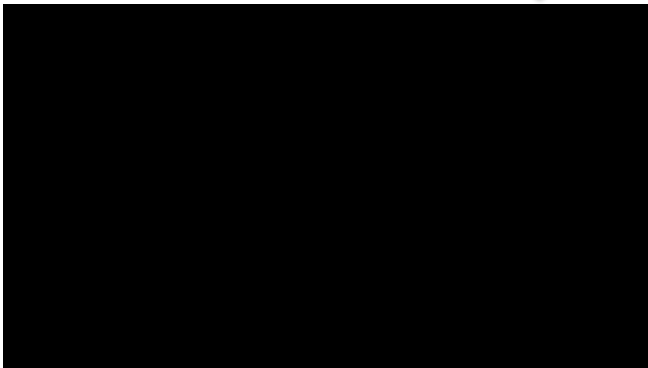
INSTRUCTION

- Danielson Effective Instructional Framework PD 2017-2019
- Trauma Informed Education 2019-2022
- Technology Instructional Tools Plans
- Wilson Reading Presenter and Facilitator Certification

TUTORING

- Down to 3 tutors
- Program Revamp





ENLC YouTube Playlist

Education Native Culture Language

Instruction & Training

ENLC staff provide O’odham language instruction for students at the ECEC, SRES, and ALA. In addition, we provide all Division staff with basic O’odham and Piipaash language instruction. Students at SRES also receive a cultural music class and a Piipaash language class.

Cultural Art

SRES and ALA both offer art instruction with the integration of cultural art.

Family Language & Culture Nights

Vaila, Winter Storytelling, Language Learning events

Resources

Collaborate with surrounding schools to provide resources and support for all Community students.



Native Youth Community Projects (NYCP)

- **Goal 1:** Improve pathway to college and career readiness, emphasizing the jobs within the Community as well as college applications and scholarships.
- **Goal 2:** Instill a self-determined habit of reading from infancy to adulthood through book distribution and literacy training.
- **Goal 3:** Strengthen cultural connections, autonomy and habits of reading in the home through the creation, publication and distribution of culturally relevant books.
- **Goal 4:** Conduct a literacy campaign that educates and engages the Community and employs youth to develop workforce skills.

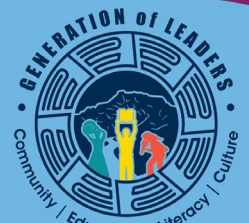


There Was an Old Lady Who Swallowed Fly Guy Read...



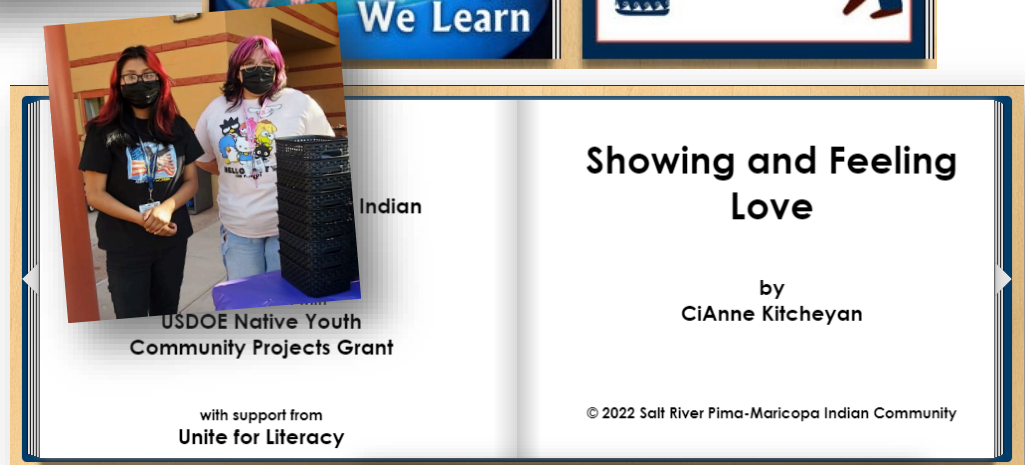
Reading books with children is a great way to connect with them and start conversations. Find books that celebrate language, culture, and community, and share them with others.

SALT RIVER
SCHOOLS
www.SaltRiverSchools.org

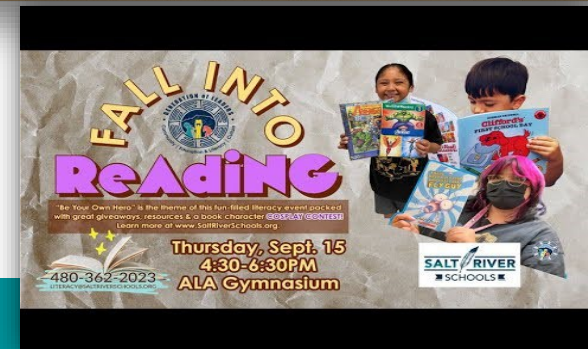
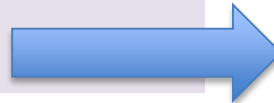




- Salt River Digital Library (<https://www.uniteforliteracy.com/saltriver/library>)
- Book distributions & events
- Unity Conference



NYCP Literacy Champions created a video for upcoming event:





Child Find

During a well-child doctor visit, the doctor has limited time to spend with a child. Our staff has the time to get down onto the floor and play with children to see what milestones they are achieving. We provide materials that help promote a child's development after each Measuring Milestone. Remember, **every child achieves milestones at their own pace** (e.g., some babies walk at 9 months, some at 14 months), Child Find can help to make sure your children are ready for their next Measuring Milestones interval.

Child Find's goal is to provide Measuring Milestones (developmental, hearing, and vision screenings) at regular intervals. This ensures children who may need a complete evaluation or supports will receive them as early as possible to help them thrive alongside their peers.





Child Find

Measuring Milestones

- Developmental, hearing and vision screenings in a play-like format
- Tips and strategies to promote learning through play
- Support families by providing educational materials, referrals and resources
- Home-based early intervention, if qualified

- Provide information about Measuring Milestones to families and service providers in the Salt River Pima-Maricopa Indian Community to gain referrals for families with children birth to 5 years.
- Provide promotional materials that focus on developmental milestones and recommended ages for MM. Schedule ongoing MM events throughout the year in our office and with other Community Programs.
- Provide early intervention services and support to ensure each child achieves their full potential through our home-based program for children that qualify for early intervention services.





Exceptional Student Services

Following the guidelines and mandates of the Individuals with Disabilities in Educations Act (IDEA), Arizona Department of Education, Bureau of Indian Education, as well as other Federal, State, and Tribal practices; the ESS team is meeting regularly at each site to review and staff files and student/child records.

SERVICES

- Communications to and with school staff are also set in place in order to properly meet and maintain the needs of each student/child.
- Each site is focused on developing and integrating organizational practices that will create and maintain compliant and accurate student records AND provide quality, effective, and compassionate individualized educational programming for the students of Salt River





Exceptional Student Services



Salt River Head Start/ECEC

ESS services are completed through an MOU with Mesa Public Schools.

- All Evaluations, Multidisciplinary Team, and Individual Education Plans adhere to both the Head Start Standards and the Arizona Department of Education guidelines.

SRES Kinder through 6th Grade

ESS services fall under the governance of the Bureau of Indian Education.

- Internal systems are in place; staff adhere to those standards to complete all required processes and services.
- Teams hold weekly staff meetings and review services and student progress.

Process Towards Services at the ALA Campus 2022-23SY

We're are reviewing all student files and completing an extensive audit with the Arizona Department of Education. This process has been ongoing and will continue under the supervision and leadership at the campus and Division level.

- Internal systems are in place to complete weekly meetings for efficacy and compliance of the student records. Re-evaluations, MET & IEP meetings are in process.
- We're focused on student services, supports, and post-secondary transitions for students moving forward.



Education Social Services

Mission

Assist and work with children and their families to improve each child's academic success by providing intervention, assistance, and on-going support utilizing a wrap around, strength-based model in coordination with the Community's resources

Wrap-Around Strength-Based Model

We believe families are unique and experience various dynamics that impact them. Salt River Schools Social Services believes in finding and building supports based on the strengths of the family as a whole and its individual members.



Education Social Services

Who do we help?

- SRPMIC Students
- Salt River Schools Students
- Mesa Public Schools
- Anywhere students with connections to the community attend school

What do we provide?

- Advocacy
- Case management
- Academic support
- Family Support
- Referral, Support, and Connection with Tribal and Stateside Resources
 - SRPMIC Child Protection Services and Social Services
 - IHS, Salt River Clinic, Diabetes Program, Phoenix Children's Hospital
 - Touchstone Behavioral Health, Southwest Health Services, Arizona Children's Association



Education Social Services

How do we help?

Strive to work WITH the student AND their families by listening to understand and working to BUILD TRUST

Needs Assessment

- Personal
- Behavioral
- Academic
- Social

Family Support Plan

- Strength-based
- Meet families where they are
- Family resources and supports

Referral Steps

- Fill out a referral form
- Send to Francisca Hernandez or LeRoy Eswonia
- We will staff case
- Case will be assigned and we will make contact w/in 24 hours

CONTACT INFO

LeRoy C. Eswonia, M.S., Social Services Facilitator

Office 480-362-2082 | Cell 480-252-8211

Francisca Hernandez, Social Services Facilitator

Office 480-362-2486 | Cell 480-241-6369



Food Services

Dedicated staff provide nourishment to students and adults at all sites: ALA, ECEC, and SRES.

- School Breakfast Program
- National School Lunch Program
- Afterschool Snack Program

Staff

- Shannon Reina
- Gilbert Reyes
- Jose Hernandez
- Elsie Tso
- Christina Romero



SAVE THE DATE

- October 10-14: National School Lunch Week
- November 9: Kitchen Creations Project- Recipe taste testing. ADE staff & Blue Watermelon Project Chefs will be on site to assist.
- March 6-10: National School Breakfast week
- Friday May 5: School Lunch Superhero Day



Transportation

Safely transport to and from school as scheduled (ECEC, SRES, and Afterschool Programs).

The transportation team includes 4 staff (1 bus driver, 1 bus monitor + 2 administrative staff)

Bus transportation start time: 6AM to 6PM

- ECEC second ECEC route added 9/6/22 (8:10–9AM)

Transportation complies with all Community, state, and federal student transportation policies.

- Meets all required training for bus drivers to maintain CDL
- Annually: Drug screening, First Aid/CPR
- Every 2 years: Refresher course, Physical Performance Test (PPT), physical examination
- Every 5 years: Fingerprint Clearance

Pre/Post-Trip: Regularly check vehicle safety and report any mechanical issues.

Enter mileage and clean/disinfect vehicle at the end of each route.

Salt River Schools operates nine passenger school buses and seven Community cars/vans. Transportation is responsible for the maintenance of all EDU vehicles.

- Transportation would like to say to the parents: “Thank you for your endless support each year!” Parents are always ready to assist when needed and we could not do it without their help.
- Transportation communicates to all sites to help improve and provide great customer service to our students and the Community.
- With teamwork and commitment, the Transportation team maintains and efficiently provides safe services for students to and from school every day.



Transportation

The Bus driver is the authority on the bus and safety is our first priority. Drivers enforce **bus rules**. It is the student's responsibility to:

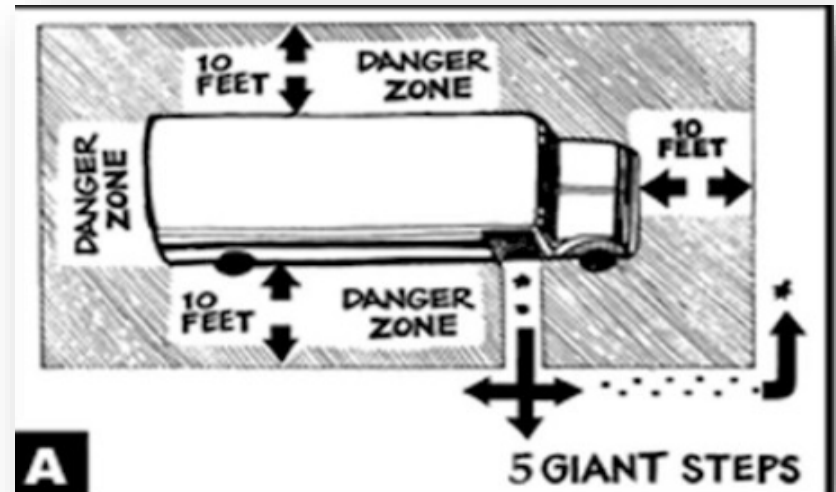
- Keep aisles clear.
- Be on time for the bus in the morning (5 minutes before bus arrives).
- Do not chase the bus down if you are late.
- Line up to board the bus when the bus is approaching. No pushing or crowding.
- Always use the steps and handrails when boarding/exiting the bus.
- Stay seated facing forward in your assigned seat at all times.
- Eating and gum chewing are prohibited on the bus.
- Danger Zones: Walk 10 steps away from the bus
- Bus Evacuation Drills per School Year (ECEC = 3x; SRES = 2x; ALA = 2x)

Yellow and Red Lights on a School Bus

Yellow = Prepare to Stop (If a school bus is approaching a bus stop, light is turned on 100-300 feet.)

Red = Stop

- Red lights on top of the school bus and side stop arm alert drivers that the bus is stopped and loading/unloading students.
- By Arizona law, drivers will be cited if their vehicle passes a stopped school bus with the red lights flashing and stop arm deployed.
 - 1st offense \$250 (minimum)
 - 2nd offense within 36 months \$750 and possible suspension of drivers license up to six months.





Health & Wellness

PUBLIC HEALTH CONNECTS US ALL

- Public health is the science of protecting and improving the health of people and their communities.
- This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases.
- Overall, public health is concerned with protecting the health of entire populations.
- These populations can be as small as a local neighborhood, or as big as an entire country or region of the world.

WHY IS PUBLIC HEALTH IMPORTANT?

- Public health professionals try to prevent problems from happening or recurring through implementing educational programs, recommending policies, administering services and conducting research—in contrast to clinical professionals like doctors and nurses, who focus primarily on treating individuals after they become sick or injured.
- Public health also works to limit health disparities.
- A large part of public health is promoting health care equity, quality and accessibility.

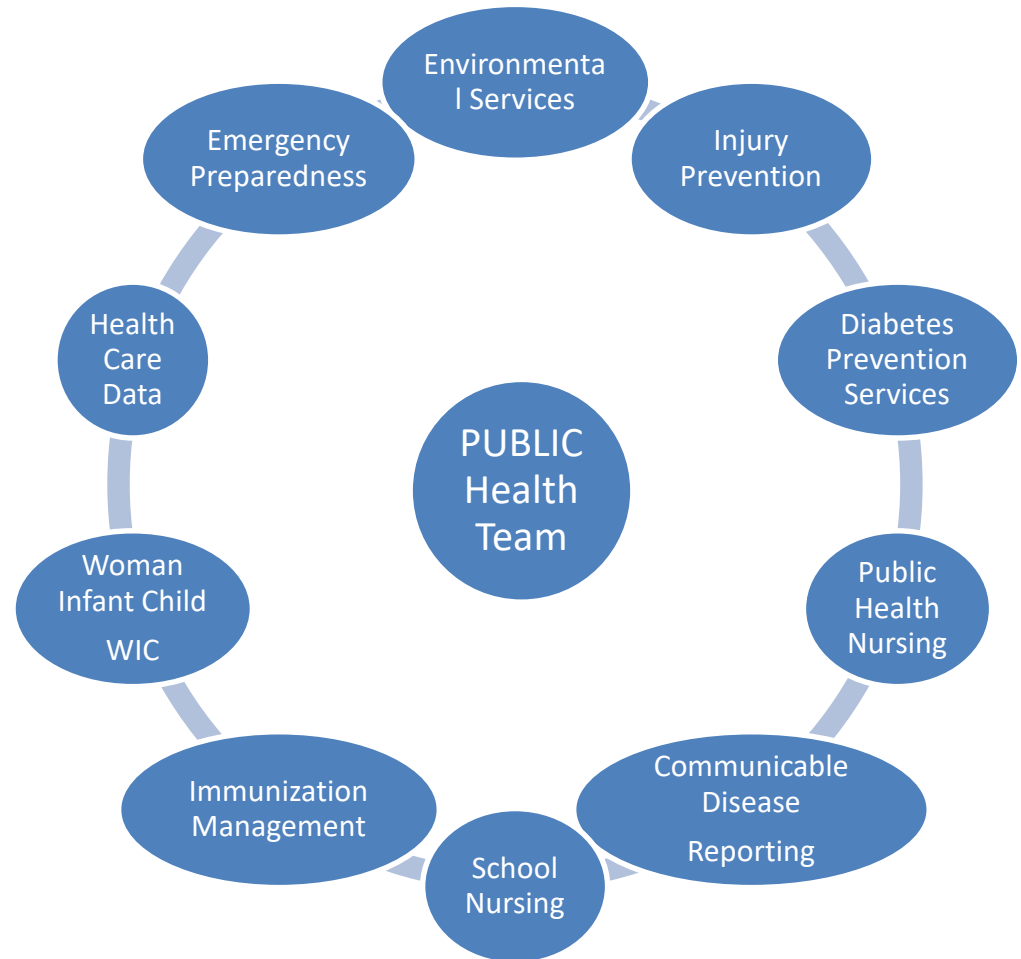


Public Health
Prevent. Promote. Protect.

Health & Wellness

Public Health Focus

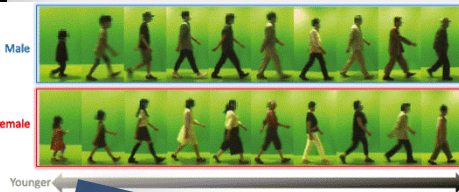
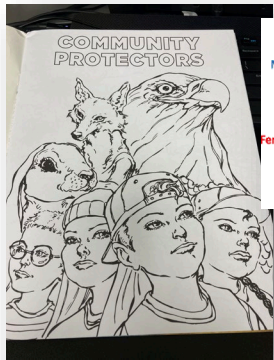
- Population Data collection
- Communicable Disease reporting
- Community Health Assessment
- Public Health Accreditation
- Immunization Resources
- Public Health Information Line
- Community Outreach
- Emergency Support Services 8





Public Health
Prevent. Promote. Protect.

Health & Wellness



Think
FOOD
Safe. 



COVID-19 Vaccination Record Card			
Please keep this record card safe and do not lose it. It contains information about the vaccines you have received. For more details, visit www.cdc.gov/covid19 .			
Patient Name (Last, First, Middle)		Healthcare Professional or Clinic Site	
MANGIERI, Nancy L.		L	
DOB: 5/31/50		Patient number (include area and zip code)	
Vaccine	Product Name/Manufacturer	Lot Number	Date
1 st Dose	PH 1508-89	12-27-20	HH POD
COVID-19	EA 98-89	01-28-21	150229 Pod
2 nd Dose	EL 3247	01-28-21	HH POD
COVID-19	Amor FeSS20	10-27-21	Wipia Blvd
Other	Pizza	6-18-22	CVS 7842
	774.7553	06-18-22	SRP MIC



Internal & External Partners Preventing & Protecting

- Tribal Council
- Government Administration
- Clinic Services
- Community Development Department
- Arizona Department Health Services
- Maricopa County Department of Health
- Salt River Police Department
- Salt River Fire Department
- Geographic Information Services
- Senior Service
- Behavioral Health
- Emergency Management
- Salt River Schools
- T-GEN Labs
- Sonora Quest Labs
- Salt River Department of Corrections
- Center Disease Control
- TAPI
- Tribal Epidemiology Center
- Salt River Information Technology
- Communication Team
- SRPMIC Youth Services
- SRPMIC Senior Services
- SRPMIC Social Services
- SRPMIC Legal Services
- CDC Foundation
- SRPMIC Central Intake
- SRPMIC Public Works
- Arizona National Guard

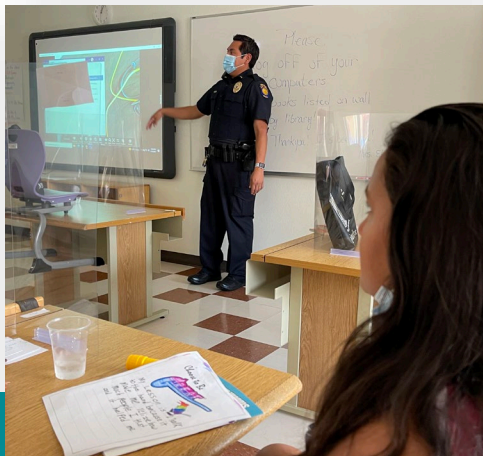


Safe Schools & Security

SCHOOL RESOURCE OFFICER

SRPD Officer Brown is located at SRES and covers ALL Salt River School campuses

- Resource for school staff
- Enforce Community laws on all campuses
- Teach: The GREAT Program; emergency response; and law-related classes
- Guest speakers
- Act as informal counselors/mentors
- Uphold school safety and & emergency operation plans



MISSION

The Salt River Community Schools Safe Schools and Security Department supports the dedication to education and is committed to:

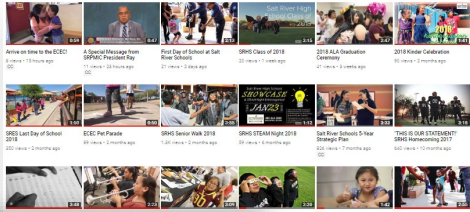
- Empowering every student to graduate
- Create a safe and secure learning environment
- Create a source of pride to our students, parents, staff and community
- Guide our students to become productive members of society

PURPOSE

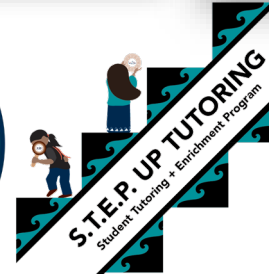
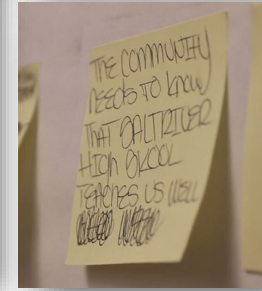
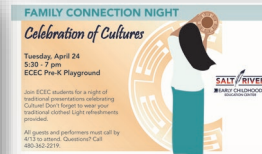
- Ensure a safe learning environment
- Routinely assist teachers and other school staff members in managing disruptive student behavior.
- Maintains campus wide safety and security
- Responds to Emergency Situations, as needed



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Questions

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