



**Seashore Learning Center Charter School  
An Island Foundation Project**

## **Teacher Handbook "The Seashore Way"**

**S**udent-Centered/Self-Esteem

**E**tiquette/Social Skills

**A**ttitude

**S**ervice Learning/Community Connection

**H**ome – School Relations

**O**pportunity for Cooperation

**R**isk – Free/Respectful

**E**nthusiasm!

**2011-2012**

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# **INTRODUCTION**

## ***CHARTER LEGISLATION***

In February of 1995, the Texas Legislature authorized the creation of charter schools in Senate Bill 1. The legislation allows for three types of charter schools. Seashore Learning Center falls into the “Open Enrollment” category of charter schools. Open Enrollment charter schools may be operated by a qualifying non-profit corporation. Island Foundation, Inc. is our qualifying corporation.

Charter schools are public schools and are required to meet state accreditation requirements. In general, charter schools are designed and managed by concerned teachers, parents, and community members. An application for a charter school is submitted to the Texas State Board of Education for approval. Open Enrollment charter schools are directly accountable to the State Board of Education and are monitored by the Texas Education Agency to ensure that they meet both state and federal guidelines. Many rules and regulations that apply to traditional public schools have been removed from charter schools; yet, with this freedom, there is a great deal of fiscal and student academic accountability.

## ***PURPOSE OF HANDBOOK***

The information set forth in this handbook is intended to be informational and to assist teachers in a successful educational experience. It is not intended and shall not be construed to constitute a contract between the Island Foundation, Inc. and any student, prospective student, agency of the local, state or federal government, or any other person or legal entity of any and every nature whatsoever.

Administration hereby reserves and retains the right to amend, alter, change, delete or modify any of the provisions of this handbook at any time, without notice, in any manner that the administration and Board of Directors deem to be in the best interest of the school.

This handbook is revised periodically, and any questions regarding the policies set forth in this handbook should be directed to the school’s administration.

## ***NON DISCRIMINATION STATEMENT***

Seashore Learning Center does not discriminate on the basis of race, religion, color, national origin, sex, disability, academic, or artistic ability in providing education or providing access to benefits of education services, activities, and programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Students may be denied admission or readmission based upon documented behavior problems.

Seashore Learning Center is an equal opportunity employer.

## ***MISSION***

The mission of Seashore Learning Center is to provide an educational facility dedicated to developing self-esteem, confidence, and social skills in each individual student while providing for a child's high level of academic achievement.

As of July 1, 2011, Seashore Learning Center is a site of Seashore Charter Schools. Current operation includes Kindergarten through 4th grade on our campus. Grades 5-8 are operated at Seashore Middle Academy.

## ***ISLAND FOUNDATION'S PHILOSOPHY***

The Island Foundation operates on a community-based philosophy. Our schools were founded using the values that create great neighborhoods and outstanding schools:

- Our staff and faculty members give their best to the school every day.
- Our families are an integral part of our schools and our community programs; they share their expertise and their time to help make education a lifelong, enriching experience.
- Our students are here for scholastic excellence as well as to become part of the fabric of the community through volunteer work and field experiences.

Please contact our campus leaders for more information about our programs.

### **Campus Directors**

Seashore Early Childhood Academy (6 Weeks – 5 Years)

Jessica Walters

(361) 949-1530

[jwalters@seashore.esc2.net](mailto:jwalters@seashore.esc2.net)

Seashore Learning Center (K-4)

Maria Thompson

(361) 949-1222, Ext. 237

[mthompson@seashore.esc2.net](mailto:mthompson@seashore.esc2.net)

Seashore Middle Academy (5-8)

Barbara Beeler

(361) 654-1134

[bbeeler@seashore.esc2.net](mailto:bbeeler@seashore.esc2.net)

### **Campus Liaisons**

Campus Liaisons are Island Foundation board members who, as needed, mediate concerns or disputes on their respective campuses. Preferably, staff members should address concerns to the Director and parents should address concerns first with the teacher and then with the campus Director. Should staff or parents desire a mediator, however, liaisons are available to help.

Seashore Early Childhood Academy: Open  
Seashore Learning Center: Kimberly Grassedonio: [slc.liaison@gmail.com](mailto:slc.liaison@gmail.com)  
Seashore Middle Academy: Kassandra Taylor: [sma.liaison@gmail.com](mailto:sma.liaison@gmail.com)

**Island Foundation Board of Directors**

Unless otherwise posted within required time limits, the Board meets at 6 p.m. the third Monday of each month at Seashore Middle Academy. Prior to each meeting, the agenda is posted at each campus. Approved minutes are posted on the Foundation’s website, [www.islandfoundation.com](http://www.islandfoundation.com). For more information about the role of the Board or about becoming a Board member, please contact Island Foundation Corporate Director, Maryann Carl, at (361) 949-0076 or [mcarl@seashore.esc2.net](mailto:mcarl@seashore.esc2.net).

**Island Foundation  
Board of Directors**

Colleen McIntyre..... President  
Cheryl Standifer ..... Treasurer  
Lisa Scheerer ..... Secretary  
Linda Sharlow ..... Vice President Public Relations  
Garrett Dorsey ..... Vice-President Vision and Planning  
Gayle Mantello ..... Vice-President Fundraising-Annual Campaign  
Sunshine Moore..... Vice-President Fundraising-Special Events  
Sharon Watkins ..... Community Programs  
Open..... SECA Liaison  
Kim Grassedonio ..... SLC Liaison  
Kassandra Taylor..... SMA Liaison

# Seashore Learning Center Faculty

## Administration

Director ..... Maria Thompson  
Administrative Assistant/Safety Officer ..... Juli Chadic  
Secretary ..... Susie Tennison

## Module I

Teacher ..... Peddy Fernandez  
Teacher ..... Catie Hummel  
Teacher ..... Marci Morris

## Module II

Module Leader ..... Traci Copeland  
Teacher ..... Emilee Chadic  
Teacher ..... Mariah Froehlich  
Teacher ..... Jennifer Mons  
Teacher ..... Juli Powell  
Teacher ..... Dawn White

## Module III

Teacher ..... Jason Andrews  
Teacher ..... Pam Manganello  
Teacher ..... Sarah Nelson  
Teacher ..... Laura Richter  
Teacher ..... Jennifer Vernallis

## Fine Arts

Art ..... Aaron Boudreau  
Music ..... Rocio Skinner

Physical Education ..... Gabe Fernandez

Interventionist ..... Cheryl Flores

Dyslexia Program Facilitator ..... Michele Woods

Special Programs Teacher/Coordinator ..... Cheryl Carroll

Instructional Support Staff ..... Susan Vaughn, Brandi Bullis

## Maintenance/Custodial

Custodial Staff ..... Mary Lee  
Maintenance/Custodial Staff ..... Danny Weaver

Volunteer Coordinator ..... Open

**The Role of the *Module Leader* is as follows:**

- Mentor module partners in curriculum issues, assessment methodology, student-led conferences, skills checklists, communication requirements and textbook use
- Oversee module conference arrangements
- Oversee lunch program, field experiences, Winter Tea arrangements, end-of-the year program and snack schedules
- Conduct weekly meetings with module partners addressing curriculum progress, student progress, organized events, and parental involvement; collaborate with Director
- Encourage, model, and maintain a positive, nurturing approach to all student, parent and community members
- Provide opportunities for promotion of modular activities via newsletters and local media
- Complete a monthly summary of module activities

***FOCUSED ON THE STUDENT: "THE SEASHORE LEARNING CENTER WAY"***

*Children learn by doing, not by being told.* Seashore Learning Center teachers recognize that learning takes place only when the student is **actively engaged** in the process. The work of the teacher is great, but it comes to nothing if the student does not exhibit **interest, involvement, concentration**, and a continuity of effort in **actively learning**.

All children are gifted in special ways. **Seashore Learning Center students are not ranked within the group.** Cooperation, rather than competition, sets the tone. All students are guided to perform at their highest level, while respecting and celebrating the good work of others.

Students' needs change as they progress through the stages of life, a progression that is not rigidly dictated by the calendar. Multi-age groupings allow students to progress at their own pace while receiving guidance specific to their unique needs.

Seashore Learning Center realizes that facts are important to the extent they shape ideas, sentences to the extent they advance communication and calculations to the extent they solve problems. Integrated curriculum at Seashore Learning Center uses academic skills to further the acquisition of essential, organized knowledge, to shape ideas and to instill values.

# **THE EDUCATIONAL PROGRAM**

## ***ALCOHOL/DRUG/WEAPON FREE SCHOOL***

Seashore Learning Center is committed to being a drug/alcohol/weapon-free school and to promoting a drug/alcohol/weapon-free lifestyle. In order to accomplish this, Seashore Learning Center has adopted a zero-tolerance program with regards to drugs and weapons. Any student involved in the use, possession, and/or transmittal of any controlled substance or dangerous weapon as defined by state and/or federal law will be recommended for expulsion within state guidelines.

Smoking and drinking on campus or at a school activity is prohibited.

## ***ASSESSMENT***

The Seashore curriculum incorporates skills checklists where all Texas Essential Knowledge and Skills are located for each grade level. All core areas (i.e., reading, mathematics, science, and social studies) skills checklists addressed in each nine weeks are provided to parents for review through student-led conferences.

Instructional improvements and campus planning occur directly from the outcome of the Texas Primary Reading Inventory (K – 2) and Texas Assessment of Knowledge and Skills (3 – 4), to be replaced by the State of Texas Assessments of Academic Readiness (STAAR™) in 2011-12. In addition to state testing, Seashore Learning Center uses performance-based assessments such as in-depth projects, portfolios, presentations, student led conferences, student made products, and teacher observation/judgment. Reading and math assessment tools are used to assess academic readiness at the beginning and end of each year. Pre and post assessments are to be shared with parents at the last conference of the year.

Portfolios should include two to three items the teacher and student select per subject to reflect student growth and accomplishments. In addition to work samples, a printed copy of the skills checklist will be provided to the parents at each student-led conference. Learning center activities will also be available in order for students to directly exhibit some skills during the student- led conference.

Scheduling of conferences is up to each individual teacher, and should be coordinated across their module. A copy of the conference schedule should be submitted to the office.

Various methods are used to identify the educational strengths and needs of individual students, including providing opportunities for students to evaluate and correct their own work. Seashore's focus on mastery allows students and teachers to see errors as opportunities for growth.

While Seashore Learning Center does not use alphabetic grades or cumulative number grades, it is acceptable to use ratios and percentages or other indicators of mastery on

student work to communicate progress. Rubrics and checklists are other evaluation tools suggested to evaluate student products.

Screenings and evaluations related to 504 identification and special education services are conducted in accordance with state and federal law. Students identified as struggling in an academic area are assessed and provided additional services through the Response to Intervention (RTI) process.

### ***CONFIDENTIALITY OF RECORDS***

Records of students are confidential. Such records include e-mail or any internet references as well as homework, assessment, etc. It is the teacher's responsibility to maintain this confidentiality. Use caution when correcting papers or sharing student information when other students or non-school employees are present. When speaking with parents, do not discuss any child other than their own.

### ***CURRICULUM AND INSTRUCTION***

All students are "gifted" in their own way. We believe by providing a **risk-free environment** for students to explore their "giftedness," we will produce a generation of lifelong learners.

"To provide families within our community a high performing, financially stable educational choice in public education, which is focused on curriculum and instructional innovation, parent and community involvement, high academic achievement, and social skills development."

--Seashore Learning Center Vision Statement

#### ***Overview***

Seashore Learning Center (SLC) provides a child-centered curriculum. The core of this curriculum is a developmentally appropriate education, as articulated by the National Association for the Education of Young Children's publication *Developmentally Appropriate Practice*. At the core of developmentally appropriate practice are these three tenets:

1. *Knowledge Must Inform Decision Making*

At Seashore Learning Center, this means that the teacher considers what she knows about child development, the individual child, and the social and cultural background of the child. This picture of the "whole child" informs the teacher's decision making.

2. *Goals Must Be Challenging and Achievable*

Assessment at Seashore Learning Center is ongoing, with teachers taking each child "where they are" and providing the scaffolding needed to help move the child forward at an appropriate pace and level of challenge. The skills checklist, which is based on the Texas Essential Knowledge and Skills (TEKS), is focused on attaining mastery, not a numerical/letter grade. This focus on what the child can demonstrate

promotes a collaborative environment, which in turn encourages cooperative learning as well as risk-taking.

3. *Teaching Must Be Intentional to Be Effective*

The flexible groupings at Seashore Learning Center require extremely thoughtful instructional design. Classroom setup, curriculum pacing, instructional delivery method, and assessment format are all driven by the unique composition of each classroom. Teachers are expected to actively pursue professional development to address the ever changing demands of a developmentally appropriate classroom.

### **Curriculum**

The core curriculum is coordinated to the TEKS in order to assure that all students master the skills necessary for future learning. Using the TEKS as a foundation, the curriculum at Seashore Learning Center acknowledges that the social, cognitive, emotional and physical domains of development are interrelated. In keeping with developmentally appropriate practice, the curriculum:

- Builds on children's experiences
- Is informed by current knowledge of social, cognitive, emotional and physical development
- Follows a coherent progression
- Provides for sustained and thoughtful interaction
- Integrates across content areas, as appropriate
- Provides time for high level play
- Is introduced through a variety of strategies, because no one method is effective for all children at all times
- Is assessed continually through multiple thoughtful methods

The SLC curriculum is a living document, where adjustments and revisions are continually made. It is through this ongoing process of informed evaluation that the curriculum maintains relevance and rigor.

### **Instruction**

Teacher lesson design addresses the Texas Essential Knowledge and Skills (TEKS) along with the level of Bloom's Taxonomy, instructional grouping, cooperative learning, use of technology, assessment, modifications, and evaluation.

Teaching methods are continually refined in order to strengthen Seashore students' instruction. Seashore Learning Center's child-centered curriculum contains active student learning and flexible grouping. Flexible instructional grouping may include multiage grouping of grades, heterogeneous instructional groups, homogeneous interest groups, and individual needs groups such as learning styles groupings. Children work collaboratively and have many opportunities for peer interaction, as well as time to work alone or with the whole group. Instruction is designed with the active learner in mind, with a focus on investigating problems or creating products that are meaningful to the child.

Classrooms are arranged to support flexible grouping and create a child-centered environment. A variety of comfortable work areas, accessible materials, and an orderly, purposeful classroom structure support engaging learning experiences.

Class size does not exceed 20 students at grades K-4. Teachers are aware of the continuum of standards and learning expectations above and below their assignment, and use differentiated instructional strategies to address the wide various ability levels in their classroom. They select instructional strategies that are appropriate to the students and the assigned tasks. Teachers also encourage students to set their standards high by trying challenging problems and activities that test their abilities and persistence.

Instructional strategies may include, but are not limited to: centers, computer technology, conferencing, cooperative learning, demonstrations, direct instruction, discovery lessons, discussions, modeling, peer tutoring, posing problems or complex tasks to be solved, tiered assignments, and use of manipulatives/tools of the discipline.

Physical activities are incorporated into instruction wherever appropriate. Concepts are introduced in a concrete form, with the teacher modeling and multiple opportunities for the child to manipulate/participate. Concrete experiences are followed by pictorial representations by the teacher and the child, ultimately leading to instruction of the concept in an abstract form.

Field experiences, class visitors, and technology-based experiences are regularly used as a means of enriching the curriculum and broadening the children's exposure to new vocabulary and ideas.

## **SAFE SCHOOL**

Safety of Seashore Learning Center children is our number one priority. A safe, clean, orderly environment will be expected at all times. If you have a safety concern, please report it to our Safety Officer. Fire drills will be conducted monthly by Gabriel Fernandez. A schedule will be distributed at the beginning of the school year.

## **SOCIAL SKILLS**

Seashore Learning Center believes students' social skills are as important as their academic skills. We are educating the "whole" child. Teaching children to respect themselves, others, and property is vital in developing these skills.

Meal time is considered an important part of Seashore's curriculum. Students are expected to prepare personal meals utilizing table manners. Personal hygiene is important as well. Washing of hands before lunch and brushing of teeth after lunch are parts of the daily routine.

The following is a basic outline of meal time at Seashore and needs to be followed everyday except Fridays (Friday Lunch Day). **Teachers are required to eat with and**

**assist students as needed during the lunch program. Any other deviations from the lunch curriculum** need to be cleared through administration.

1. Students begin to prepare for lunch by washing hands and unpacking their lunch.
2. No food may be handled by anyone but the student.
3. When each table is ready, they may begin eating.
4. Five to ten minutes of quiet eating with classical music or an appropriate alternative is to be observed. After quiet eating time, students may engage in quiet table conversation with background music still playing.
5. **Clean up!** Children should quietly throw away/recycle their trash and pack up any leftovers to take home, as appropriate. Tables should be disinfected and any debris on the floor should be removed.
6. Students should be encouraged to conduct personal hygiene after lunch everyday.

The most important part of Seashore's lunch program is the teacher modeling appropriate table manners/etiquette. **Teachers are required to eat with the students Monday through Thursday.** Use this time to get to know your students in a different way.

Teachers may leave campus for Friday lunch but only if there is a parent lunch helper. Parent helpers should be left with a class roster, lists of which children have ordered Friday lunch (provided by the School Secretary), teacher contact information (cell phone number) and a written list of expectations for allowable activities during Friday lunch. Modules are expected to work together to develop common expectations appropriate for their grade levels. If the teacher does not have a cell phone with them, they must communicate with the office and their volunteer regarding the time they will be leaving/returning and the location.

**All teachers are responsible for ensuring that Great Rooms (including microwaves, refrigerators, and cabinets) are clean, orderly and well-maintained. This is very important as Seashore Learning Center receives daily visitors to our campus. A neat and tidy Great Room makes a significant visual impact.**

# GENERAL PROCEDURES

## ***ACCIDENT REPORT***

Any accident involving a student, staff member, parent, volunteer, etc. must be documented (**See Attachment A**) and given to administration within 24 hours of the accident. The administration requires immediate notification during or after an accident has occurred; however, the formal documentation needs to be submitted within 24 hours from when the accident occurred.

A faculty injury must be reported to a supervisor/administration on the day it occurs. Regardless of severity, the injury must be documented on an incident form. Injury may include aggressions from students or campus members, accidents, and/or self-inflictions on site.

## ***ATTENDANCE***

Teachers have a critical responsibility of keeping track of student attendance. The attendance forms are official auditable documents. **We receive our funding based on these documents.** If it is determined that our documentation is not reliable, funding can be withheld. Please strictly follow all attendance procedures. (**See Attachment B**) Attendance is to be taken at 8:00 a.m. and again at 10:00 a.m. each school day. All attendance documents provided to the teacher by the office will be filed and retained at the end of the year. Attendance excuses or doctor notes should be provided to the Secretary as they are received.

## ***COLLECTION OF FUNDS***

Any collection of funds for field experiences, fundraisers, school events, and/or any other activity will need prior Administrative and/or budget approval.

All funds received must be documented, and turned in to the Administrative Assistant daily. No cash should be kept in classrooms

## ***DISCIPLINE***

A positive learning environment is vital and must be maintained; however, discipline with dignity is the goal of Seashore Learning Center. Positive discipline strategies will be incorporated into the classroom environment. Teachers must avoid the negative of demeaning student targeting and volume of voice when addressing classroom management. The administration supports teacher-centered discipline that contributes to a positive classroom environment. The Student Handbook outlines general behavior expectations. Please refer to the Student Code of Conduct. (**See Attachment C**)

If there have been numerous documented behavior interventions attempted by the teacher, as well as parent contact and conference with the teacher, and progress with

behavior has not been made, the teacher may refer the child to Seashore Learning Center Administration by using the Behavior Documentation Form (**See Attachment D-Forms A & B**).

### ***DISPUTE RESOLUTION POLICY***

In order to provide a fair and efficient procedure to facilitate the resolution of disputes and to preserve the integrity of Seashore Learning Center, the following guidelines have been established:

A “dispute” may include any disagreement or conflict between individuals or with the policies of Seashore Learning Center or any disagreement with actions or decisions of administration.

A student who has a dispute with another student or with a teacher has the following options:

- Resolve the dispute in an amicable manner with the other person
- Bring the dispute to the attention of the teacher
- Discuss the dispute with his/her parent
- Hold parent, student, and teacher meeting
- Parent and/or student may discuss the dispute with administration

A parent who has a dispute with a teacher, administration, or a parent who disagrees with a policy of Seashore Learning Center should bring the matter to the attention of the teacher or administration, if appropriate, and attempt in good faith to work out the dispute directly with the person in question. If the dispute remains unresolved or if the dispute relates to a policy of Seashore Learning Center, then the matter should be brought to the attention of the Seashore Learning Center administration.

Should the parent of a student of Seashore Learning Center or any member of the staff or administration of the school have a dispute, or should any such person disagree with the decision or conduct of the school with respect to his resolution of disputes between others, or should any such person disagree with the policies of the school or the action or decision of administration after consulting with administration, then such person may communicate the dispute or disagreement orally or in writing to the Seashore Learning Center Liaison on the Island Foundation Board .

The Seashore Learning Center Liaison may either resolve the matter or refer the matter to the Island Foundation Board for resolution. If the Seashore Learning Center Liaison does not resolve the dispute to the satisfaction of such person, he/she may request that the dispute be referred to the Island Foundation Board.

Any member of the staff, administration or parent of a student of the school who has a dispute with administration, or who otherwise disagrees with a policy of the school after consulting with administration, must communicate directly with the Seashore Learning Center Liaison in accordance with the foregoing procedures and not with any individual Board member, community member, or parent.

## ***EDUCATIONAL EXCURSIONS***

Field experiences are an exciting aspect of discovery learning. Field experiences need office approval **15 calendar days** prior to the trip. **NO TRIPS** will be approved without this notice. Parent coordinators need time to line up drivers if the vans are not available. Library field experiences should be planned at least two times per school year. Lead teachers should review all field experiences pertinent to their module.

Students are to wear collared uniform shirts on any class trip.

## ***EMERGENCY LESSON PLANS***

Each teacher will have on file in the office by the end of the 2<sup>nd</sup> week of school a folder containing the basic procedures for conducting class. Please include any pertinent information (known medications and modifications) for your substitute. The substitute folder should contain emergency lesson plans, seating chart, classroom management procedures, daily schedule, and any other items needed to effectively run your classroom in your absence.

## ***EMPLOYEE APPEARANCE***

A professional instructional atmosphere is created when staff is concerned about personal appearance. All staff will be neatly and professionally attired at all times. Absent specific policy, the school Administrator may prepare, communicate and implement an employee dress code.

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image that the Island Foundation presents to the community and visitors. During school and activity hours or when representing the Island Foundation, you are expected to present a clean, neat, and tasteful appearance. An employee should dress and groom himself/herself according to the requirements of the position and accepted social standards. When necessary, reasonable accommodation may be made for a person with a disability.

Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

1. Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs are not professionally appropriate and must not be worn during school and activity hours.
2. Torso body piercing with visible jewelry that can be seen through or under clothing must not be worn during school and activity hours.
3. Visible tattoos and similar body art must be covered during school and activity hours.

## ***INTERNET USE***

All staff have unlimited internet access in the pursuit of their professional duties. Personal internet use is not permissible during the contractual hours and is monitored. Staff will also be bound by our acceptable use policy that will be filed in the personnel records.

## ***LEAVE AND ABSENCE FROM DUTY***

### ***Philosophy***

Island Foundation (Seashore Learning Center, Seashore Middle Academy, Seashore Early Childhood Academy) believes that regular, punctual attendance provides an appropriate model for our students and is essential to providing a stable, consistent and nurturing learning environment. We expect our employees to respect the children in their care and their co-workers by reporting to duty as scheduled. The foundation recognizes that staff members will have illnesses, emergencies and duties that will require their absence from the workplace. Island Foundation will provide leave to its employees as outlined below.

### ***Definitions***

Contract Employees: Employees who have an employment contract that outlines the duration and conditions of their employment. Contract Hourly Employees: Hourly employees who have an employment contract that outlines the duration and conditions of their employment. Non-contracted Employees: Employees whose job duties and conditions of employment are outlined in a job description. Independent Contractors: Individuals who provide goods and services on a fee for services basis as outlined in a contract.

### ***Restrictions***

Employees taking leave or absence from duty shall do so only in compliance with policy and procedure. Failure to return to duty promptly after an approved leave of absence shall be cause for action up to and including termination of employment. PTO may not be taken (without medical documentation) during the following times: first or last week of school; the week before school starts; the week after school ends; or the day before a holiday break. Employees must notify supervisor, in advance when possible. PTO days may not be taken during an employee's introductory period or any probationary period or in advance of earning of them without medical documentation. Twenty-five (25) is the maximum allowable paid time off per year whether with full or partial pay. Only one extended medical leave will be granted to an employee per year. Independent contractors are not eligible for any employee benefits including those outlined in this policy.

## ***I. PAID TIME OFF***

### ***Contract Employees***

All Contracted Employees will receive 5 days of PTO per school year, unless otherwise stated in the employee's contract. After all PTO days are exhausted, the following four

(4) days of PTO time will be charged at the cost of a full-day substitute or ½ of employee's daily rate, whichever is higher. Any other time off will be charged at the employee's daily rate. Unused PTO days will roll over to the following school year or may be given to a fellow employee who may need them for a medical condition. Any employee leaving Island Foundation in good standing after 3 years of service may be paid unused PTO days, not to exceed 15 days.

### ***Non-Contract Employees and Hourly Contract Employees***

All non-contracted and hourly contracted employees will accrue 5 days of PTO during the first, second and third year of employment starting the date they are hired. After three years of employment, all non-contracted and hourly contracted employees will receive 10 days of PTO and after six years, employees will receive 15 days of PTO on their anniversary date. PTO follows the employee's anniversary date and any unused PTO days will roll over to the following year or may be given to a fellow employee who may need them for a medical condition. Any employee leaving Island Foundation in good standing after 3 years of service may be paid unused PTO days, not to exceed 15 days. In addition to PTO, non-contracted and hourly contracted employees whose contract dates include the following days, and have completed their introductory period and are not in any probationary period, will receive the following six holidays off each year, with pay:

New Year's Day  
Memorial Day  
July 4th  
Labor Day  
Thanksgiving  
Christmas Day

PTO and Holiday pay is calculated from regular scheduled work hours. You will be paid only for hours you would normally work.

### ***II. Extended Medical Leave***

An employee may request extended medical leave for personal disability. Extended leave to care for any other family member will follow the Family Medical Leave procedures. An employee will be required to exhaust all allowable sick/personal days, followed by 5 days of unpaid leave before they will be granted up to 20 days off with pay reduced by the local substitute rate or by ½ of the employees daily rate if no substitute is required. The employee must provide the employer with a medical certificate verifying medical necessity and an estimation of the duration of absence.

Elective and cosmetic surgeries are not considered medically necessary. We expect elective procedures to be scheduled during non-academic periods of time. This benefit applies to employees only. Extended leave requests to care for family members will follow Family Medical Leave Act procedures.

### ***III. Family Medical Leave Act***

Qualifying employees shall be entitled to leave in accordance with the Family Medical Leave Act of 1993. The following policies and procedures apply regarding FMLA leave: Leave requested under the FMLA shall be granted to employees with one or more years of employment and the leave shall be unpaid.

#### ***IV. Bereavement Leave***

In the event of the death of an employee's immediate family member, the employee will be granted up to (3) three days off with pay. With approval, an employee may take additional time off without pay if needed or may choose to use PTO, if available, for any additional days. Please inform your supervisor of the situation and the length of time you are expected to be absent from work. "Immediate Family Member" is defined as: an employee's spouse, children, step-children, parents, step-parents, parents-in-law, grandparents, siblings, siblings-in-law, son-in-law, daughter-in-law or grandchild.

#### ***V. State Military and Armed Forces Reserve Short-Term Leave***

An employee who is a member of the state military forces (the Texas National Guard, the Texas State Guard, and other active militia or military forces organized under state law), or a reserve component of the Armed Forces, is entitled to a leave of absence from his or her duties on a day on which the person is engaged in authorized training or duty ordered or authorized by proper authority. During a leave of absence, the employee may not be subjected to loss of time, efficiency rating, vacation time, or salary. Leaves of absence may not exceed 15 days in a Federal fiscal year. An employee returning from such leave shall be returned to the position that employee held when ordered to duty.

#### ***VI. Federal and State Military Long-Term Leave***

An employee who leaves employment to enter active military service is entitled to be re-employed in the same position held at the time of the induction, enlistment in, or order to, active military service or to a position of similar seniority, status, and pay. To be entitled to such re-employment, the employee must be (a) discharged, separated, or released from active military service under honorable conditions not later than the fifth anniversary of the date of induction, enlistment, or call to active military service, and (b) physically and mentally qualified to perform the duties of that position. An employee who cannot perform the duties of his original or similar position because of a disability the employee sustained during military service is entitled to be re-employed in a position that the employee can perform, and that has like seniority, status, and pay as the former position, or the nearest possible seniority, status, and pay to the former position. An employee veteran eligible for re-employment under the foregoing conditions must apply for re-employment not later than the 90th day after the date the veteran is discharged or released from military service under honorable conditions. An employee re-employed under this policy may not be discharged from the position without cause before the first anniversary of the date of re-employment. An employee veteran re-employed under this policy is considered to have been on furlough or leave of absence during the time the individual was in military service and may participate in retirement or other benefits to which a public employee may be entitled.

#### ***VII. Religious Leave***

Leave requests for religious observances and practices shall be granted except when such requests cannot be reasonably accommodated without undue hardship on the conduct of the school's operations. Such leave shall be unpaid unless other paid leave is available to and requested by the employee.

### ***VIII. Compliance With Subpoena***

No employee shall be discharged, disciplined, or penalized in any manner because the employee complies with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. A copy of the subpoena shall be given to the employee's supervisor when notifying.

### ***XI. Jury Duty***

It is your civic duty as a citizen to report for jury duty whenever called. If you are called for jury duty, the Island Foundation will permit you to take the necessary time off without pay. You must notify your supervisor within forty-eight (48) hours of receipt of the jury summons.

References:

29 U.S.C. 2601 et seq; 42 U.S.C. 2000(e)(j). 2000e-2(a):

29 C.F.R. 825.100 et seq:

Texas Labor Code 52.051:

Texas Government Code 431.005: 613.001-613.005

### ***LESSON PLANS***

Lesson plans are to be turned in electronically to the Director each **Friday by 4:00 p.m.** for the upcoming week. **(See Attachment E)** Each lesson plan should contain: content/objective, research-based instructional strategies, instructional skills, product, assessment, cooperative learning, and technology. One formal cooperative learning lesson and one technology lesson are required per week and should be clearly identified on plans.

Lessons will be read by the administrator, who will follow up on facilitation of lesson plans and feedback regarding effectiveness of lesson plans.

### ***MAINTENANCE***

**The teacher is responsible for maintaining his/her classroom and the Great Room.** Part of Seashore's philosophy is to develop a family type environment in which children learn. This family environment includes the student assisting the teacher in the daily maintenance of the classroom and Great Room. **Rooms should be thoroughly cleaned at least once a week.** Tasks may be distributed to cooperative learning groups. Please set up a schedule for classes to clean the Great Room weekly.

When a repair issue arises, please refer to the following sequence.

1. Try to fix problem within the classroom.
2. If it is not an emergency, please bring your maintenance requests to a staff meeting, as this will be a standing agenda item.
3. The Director will notify the appropriate person.
4. If it is a problem that needs to be addressed immediately, notify Maintenance personnel and the Office.

## ***MEDICINE POLICY***

Each teacher will dispense and log (**See Attachment F**) medication to students, as prescribed by doctors and directed by parents/guardians. All medicine must be in its original container. Prescribed medicine must be labeled with student's name, dosage, physician's name, pharmacy, and date filled.

Before any medication will be administered, the parent will need to complete the Request for Administration of Medication form (**See Attachment G**) in the office. A copy of the completed form will be sent to the teacher along with the medication. Parents may request that a student carry inhalant medication(s). This request must be given to the teacher and filed with the student's medical records. Teachers will notify the office of any medication dispersion requests.

Parents should schedule the administration of student medicine so that medication brought to school will be kept to a minimum.

## ***MORNING GREETING***

Children are to be greeted by a staff member each day. Morning greetings will take place from 7:30 a.m. to 7:45 a.m. This procedure fosters the nurturing relationship between teachers, parents, and students, which is the foundation of "The Seashore Way."

## ***OFFICE HOURS***

The office will be open Monday to Thursday 7:25 a.m. - 4:00 p.m. and Friday 7:25 a.m. - 3:00 p.m. The Office hours will vary on days when faculty meetings are scheduled as well as any unexpected situations arise. If the Office needs to close early unexpectedly, staff members will be contacted via e-mail of the change.

## ***PARENT COMMUNICATION***

All parent notes/emails relating to classroom activities (i.e. field trips, special event days, culminating activities, newsletters, etc.) **must** be approved by administration **prior** to dissemination and a copy given to the school Secretary after approval.

## ***PROFESSIONAL CONDUCT***

The reputation of SLC is created through excellent professional behavior. Seashore Learning Center staff personnel are valued professionals of the school as well as the community. On and off campus, a Seashore Learning Center employee is expected to exhibit professional behavior with students, parents, Island Foundation board members, other staff, administration, and the community. This professional conduct expectation includes correspondence through personal contact, e-mail, text messages/phone calls

and any internet site regarding any reference to Seashore Learning Center matters, named or unnamed.

### ***PROFESSIONAL DEVELOPMENT***

Seashore Learning Center pursues new and innovative instructional strategies and pedagogy that support the philosophy of our school. Promoting the continual improvement of this learning environment includes pursuing professional development opportunities from the Educational Service Center along with in-house and regional staff development. Teachers are encouraged to attend state conferences, TEA sponsored staff development, and join professional organizations.

While at times administration will assign professional development activities, it is expected that teachers and staff will actively pursue professional growth.

Each teacher will be responsible for tracking all completed staff development on log sheet. **(See Attachment H)** This log will be turned in at the end of the school year and should include any summer staff development attended in the summer prior to the beginning of the school year. Staff development needs to be logged, as it is a state regulation. From September to August, staff members are required to have 10 - 15 hours of staff development.

### ***STAFF MEETINGS***

Staff meetings are necessary for effective communication and will be held on a bi-weekly or monthly basis. For this reason, all faculty members are expected to attend. Meetings will be scheduled in advance, and if for any reason you cannot attend, please notify the administration prior to your absence. Please reserve Tuesday afternoons in your schedules for possible staff meetings. A variety of meetings will be held each month including: campus (all faculty), and modular (module team).

### ***STUDENT PICK-UP DURING SCHOOL DAY***

Only persons appearing on the student's emergency list (which you must print out from RSCCC) may pick him/her up during school hours. Any other person must have a note from the parent. Anyone not listed on the emergency list or not having a note from the parent should be referred to the office. **Please have the appropriate person sign the student out at the office.**

### ***SUBSTITUTES***

If you know you are going to be absent, a substitute request form is required. **(See Attachment I)** If you become ill at home or decide that you cannot report to work for some reason, **contact the Director and Secretary as soon as possible** so that substitute arrangements can be made. Please call before 9:00 p.m. at night or between 6:15 and 6:30 a.m. in the morning.

Seashore Learning Center will provide every employee with 5 sick/personal days per school year. After all sick/personal days are exhausted, the following four (4) days of sick/personal time will be charged at the cost of a full-day substitute or ½ of employee's daily rate, whichever is higher. Any other sick/personal days will be charged at the employee's daily rate.

Unused sick days will roll over to the following school year or may be given to a fellow employee who may need them for a medical condition. Any employee leaving Seashore Learning Center in good standing after 3 years of service may be paid unused sick days, not to exceed 15 days.

Family Medical Leave Act – Refer to policy and procedure manual.

### ***SUPPLIES AND REIMBURSEMENTS***

A stock of standard supplies will be kept in the office. When specific items are needed for a special project, a teacher can send a note home to request items needed. **Please remember all notes home must be approved by the administration prior to distribution.** If there is not enough of a response, complete a supply request form and turn into administration. (See Attachment J) If you prefer to purchase the item yourself, complete a Request for Reimbursement form with prior administrative approval. (See Attachment K) Each teacher will be provided with a classroom materials expense allotment for the year to use for the learning needs of the students.

### ***TEACHER / ADMINISTRATION WORKDAY***

**The teacher workday is from 7:25 a.m. to 3:25 p.m.** Monday through Thursday (excluding staff meeting days) and 7:25 a.m. to 2:45 p.m. (or until your last student is picked up) on Fridays. All teachers must be in their respective classrooms by 7:25 a.m. **A schedule of each teacher's daily routine should be on file in the office and should not be changed without consulting the administration.** Tutoring and team planning times should be included. Please reserve Tuesday's after student dismissal for staff meetings. Unless they have received permission from administration, teachers are expected to remain on campus during the workday.

### ***TECHNOLOGY***

Technology is a key component of instruction at Seashore, with technology TEKS integrated across the curriculum. Teachers are expected to use computers and other technologies such as cameras, video cameras, and interactive whiteboards to provide children with additional opportunities to acquire information, solve problems, and understand concepts.

## ***TELECOMMUNICATIONS***

Each classroom has a phone so that teachers can be reached in case of an emergency through the school phone system. Therefore, while staff is permitted to have a cell phone on campus, they are not permitted to use them during student contact times.

## ***TUTORING***

Each teacher will offer tutoring to his or her students, based on assessed need, on a weekly basis. Traditionally, this has been done after school one day a week from 2:45 p.m. to 3:25 p.m. Ending time will vary depending on grade level. This provides an opportunity for more individualized instruction as needed. Your tutoring log folder provided by the administrator must be completed and turned in to the administrator at the end of the year checkout. (See **Attachment L**)

## ***UNIFORM POLICY (STUDENTS)***

Please be familiar with the student uniform guidelines (See **Attachment M**) and enforce it at all times.

## ***UNIFORM POLICY (TEACHERS)***

Everyone employed at Seashore Learning Center is encouraged to wear clothing reflecting the colors and atmosphere of the school. Walking shorts are fine but should be a least mid-thigh in length or longer. Please use your professional judgment. Shirts must cover the mid-drift as well as sleeves must be at least two to three inches wide (cap sleeves). No tank tops are permitted. Jeans with an approved collared SLC shirt may be worn any day of the week.