EMPLOYEE HANDBOOK

Educational Harbor Christian School



EDUCATIONAL HARBOR CHRISTIAN SCHOOL 415 49th St. East Palmetto, FL 34221



Educational Harbor Employee Handbook

2021-22 School Year

**Mission:** Our mission at Educational Harbor is to provide quality Christian education that is individualized, research-based, and community driven.

**Vision:** Our vision is to become a leader in alternative education in Manatee County and surrounding areas. Note: most of our documents and forms can be found at [www.educationalharbor.com/4teachers2](http://www.educationalharbor.com/4teachers2)  **Services we offer:**

* Private school
* Consultation on home school and local private schools
* Tutoring
* Umbrella school

# Non-Disclosure Agreement

Educational Harbor does not withhold information about our private school to other private schools or parents regarding curriculum choices, structure of the school, and how we work towards our mission. This is to spread and inspire the idea of individualized choice in education. We do withhold information about specific students or their families.

**Non-Discrimination Policy:**

Educational Harbor does not discriminate based on a person’s race, color, religion, sex, national origin, disability, age, genetic, veteran’s status, or on the basis of any other category protected under federal, state and local laws, in regard to admissions, employment, programs and activities.

# Americans with Disabilities Act

Educational Harbor does not discriminate on the basis of peoples with disabilities. Assuming the person has the personality and qualifications necessary to fit with the Educational Harbor team, certain accommodations will be made available to employees with disabilities.

**Philosophy:** Every child is an individual and deserves a curriculum tailored to their unique learning style. At Educational Harbor Christian, every single student is accommodated to the best of our abilities. We do this through small class sizes, tutoring, close relationships with families, a variety of curriculum, and a hunger to find how each student learns best. Our classes strive to be project-based, engaging, and influenced by student and teacher passions.

**Matthew 18:15**

**If your brother sins against you, go and rebuke him in private. If he listens to you, you have won your brother. But if he won’t listen, take one or 2 more with you, so that by the testimony of 2 or 3 witnesses every fact may be established. If he pays no attention to them, tell the church, but if he doesn’t pay attention even to the church, let him be like an unbeliever, and a tax collector to you.**

# Job descriptions

**Director/Administrator/Principal:** In a small school such as EHCS it is common for the School Administrator to assume multiple roles. At EHCS the School Administrator is also the Director and Principal. The Administrator’s role is to set the tone in the school and for representing that tone throughout the community. The Administrator also ensures the school follows all protocols and abides by all local, state and government agencies. They work to establish learning objectives for classrooms and implement practical applications of those objectives, as well as approve and implement programs that safeguard students while at school. They also actively promote policies that directly affect the success of students.

The Administrator also acts as Principal and oversees all the daily operations at the school. Ensuring all educators in elementary, middle, and high school levels have what they need to successfully educate the students. They are also responsible for ensuring curriculum standards are met and teachers and staff are meeting the needs of the students. The school administrator is also responsible for overseeing the finance department and having an understanding of the school finances. Other duties of the EHCS school administrator:

* Develops the class schedules and student calendars.
* Gives the final approval for all potential students.
* Short- and long-term planning.
* Hires educational staff.
* Plans and conducts all staff trainings and staff meetings
* Providing professional development opportunities for teachers and staff.
* Monitor’s student success with test results and other data submitted by teachers.
* Oversees the school budget.
* Collaborates with outside agencies in regard to school safety and maintains an up to date emergency plan for any unexpected situations that should arise.
* Communicates with parents as needed.
* Handle all behavioral or discipline issues at the school
* The administrator may seek assistance from an assistant principal and may delegate some of the duties mentioned.
* Works closely with the school accountant on all finance related tasks and ensures all of the schools finances are in proper order.
* Meets quarterly with the Board of Directors to update and make changes, and or brainstorm ideas for short- and longterm plans to better the school.
* Meets weekly with the school accountant to go over any pressing finance issues.
* This person may oversee multiple locations.

**School Accountant:** The school accountant is the individual who manages the finances at the school under the supervision of the Board, and the School Administrator. At EHCS, the school accountant is responsible for anything that affects the school budget such as:

* Payroll and employee benefits, contracts, and policies
* Purchasing, setting up accounts with vendors, negotiating discounts
* Tutoring agreements with parents utilizing and allocating their students scholarship funds
* Student enrollments and scholarship management
* Field trip budgets and requests
* Budgeting enrichment classes

It is important for the school accountant to have an intimate knowledge of any area that impacts the budget, to properly be able to allocate every dollar that comes into the school and goes out and the reason for it. The school accountant is required to provide full disclosure of school financials to FCCPSA, the offsite Auditor and Step Up For Students. They are also responsible for creating the school budgets, budgeting, and balancing all the funds accounts that the school utilizes as well as ensuring all student accounts are well documented. The school accountant also manages the collections of funds, processes all the purchase orders, orders all the supplies, and pays all the bills. In addition to payroll processing, the school accountant is responsible for filing all payroll taxes timely and administering and managing employee benefits. As the school grows, this position will actively seek out new employee benefits, always exploring opportunities to enhance the employee benefits package for the staff.

The school accountant will manage all workers compensation payments and claims and keep detailed financial records of all of the above.

**Lead Teacher:** This person oversees final decision making at their site. Teachers can ask this teacher about curriculum, students, and what to do in specific situations that lead up to our mission and vision. This person also teaches at least one class, has a teaching certificate, and keeps up with said certificate. They go out of their way to read articles and learn about new ways of teaching. This is a salaried position. Lead Teachers will need to obtain at least 20 continuing education credits during each year.

**Classroom Teacher:** This person is responsible for lesson planning, is the first communication with parents, and teaching lessons in class with a pleasant attitude. They are responsible for maintaining proper classroom management, records, rubrics, and other paperwork related to students in a neat and organized manner. This person must keep record of all books assigned to each student. This is a salaried position. This person may be certified or not depending on training, experience, background, and personality. Classroom Teachers will need to obtain at least 20 continuing education credits during the course of each year. This position will receive 156 paid workdays for the 2021-22 school year. Of those days each classroom teacher must sign up for 2 club days, plan for 6 students works from home days, and plan and execute 1 field trip.

**Tutor:** Each tutor will be provided the list of students that have been assigned to them. This list will include the student’s name, and grade, any area of concern by the parent, and which one of the 4 tutoring sessions the parent chose when signing up their child for tutoring. In order to remain in compliance with the Department of Education and the other educational agencies, EHCS must ensure that all one on one sessions that a parent signed up for is performed outside of the classroom instructional hours. This person is also responsible for supporting teachers to ensure that each student is getting what they need.

* Tutoring logs.Must maintain accurate tutoring logs of students daily and turn in on a bi-weekly basis for payment. The tutoring log of staff hours will match the tutoring hours that are also charged to the student’s invoice. All tutoring logs should be documented daily and made available upon request. Please ensure the student’s name, date of session, total time spent per session and a brief overview of the subject material is all included in the log each session. Maintaining this log is critical and will enable us to abide by the scholarship requirements and the FCCPSA standards and will allow us to properly report the data on students that received private tutoring with dates, times and content covered. This will also allow the school to properly invoice the parent and or scholarship program whomever is responsible for the cost the school incurs for tutoring.

* Pay Dates. All tutoring hours that are turned in by the Thursday before the “PPE” (Pay Period Ending) date will be scheduled to be paid on the next paycheck date. The tutoring log of hours can be found in the employee handbook. The 1st PPE for tutoring hours is September 5th, 2021. Therefore, the 1st date to submit tutoring hours by is August 26th, 2021.

Tutoring Agreements. In order to remain in compliance with the Department of Education guidelines when providing private tutoring, the school has implemented a policy to have a Tutoring Agreement on file for every student that is to receive private tutoring. EHCS is not permitted to invoice any students’ scholarships for tutoring services where there is not an established tutoring agreement in place. Therefore, Educational Harbor will only provide tutoring wages to cover sessions that are in an established and signed tutoring agreement. Please notify the accountant tina@educationalharbor.com, if it is realized that a student does not have a tutoring agreement in place.

* When a student is absent, or no-shows it is recorded on the tutoring log and the school accountant would need to be notified so that they can send a formal email reminder to the parent regarding their signed agreement. Maintaining impeccable records is extremely important. If a student does not show up for tutoring, you will still be paid out of that students tutoring funds. However, EHCS cannot tutor another student at that time and charge a different students account. If this should happen and there is a student that needs assistance, you can perform this service to help the student, but we cannot bill for it.

* Qualifications – Any one of the 3 below qualifies a staff member to be eligible to tutor a student.
* 4-year bachelor degree
* 3-year classroom instructional experience.
* Specialized training or qualifications in a given area.
* Tutors will need to obtain at least 20 continuing education credits during the course of each year.

**Background checks:** All school personnel must be cleared through a background check using Educational Harbor’s VECHS identity number: E41040049 or the BEC program through the Florida DOE. Educational Harbor has access to background checks that employees may have had at previous schools in the state of Florida.

* Employees with criminal background relating to children or money will not be hired.
* I will immediately be disqualified from employment if I am convicted of any offense - past, present, or future - identified by: F.S. 435.04, 1002.421, 1012.315 and or 1012.795
* I will face suspension without pay indefinitely if under investigation for any items identified by F.S. 435.04, 1002.421, 1012.315 and or 1012.795; if I am a state certified educator, I may face additional sanctions as they apply to my educator certificate(s).
* Employees with other backgrounds may be hired on a case-by-case basis as determined by the board of directors.

**Necessary Training for new staff:**

Child abuse training – online

Ed Harbor safety Training

Ed Harbor teacher training 1

Blood Borne Pathogens Training – online

## Teacher / Family Relationships / Social Media

One of the main components of Educational Harbor is the personal relationship formed between the teacher and the family. These relationships help drive the student’s education, interests, and buy-in by the student and family.

Employees are expected to act in a manner befitting a private Christian school. We also expect our teachers to be able to relate to students to gain their trust, as this makes teaching easier. Teachers are encouraged (on their own time) to watch TV shows and read books recommended by students. Teachers are encouraged to chat with students about popular shows, games, and books during class breaks. Teachers should be wary of popular teen media and if a student is watching or participating in media that is dangerous or clearly out of their age limit, the teacher should speak to the director to determine if it is necessary to discuss the media with the parent. First and foremost, teachers should protect students by forming close bonds with them and their families.

Teachers may also share books, TV shows, music, and movies with students if the media is beneficial, educational, or within the age range of the student. The teacher should consider the family’s Christian convictions such as not allowing magic in their home. On a case-by-case basis, Teachers might obtain phone numbers, email addresses, or Facebook handles of students to better communicate work with them. Teachers should NOT engage in Snap Chat with their students. Personal electronic devices are subject to search and seizure by Educational Harbor in the event of an allegation. Most interactions should be in school, school related, or when the parent is present. All interactions should be done through official school email accounts for accountability purposes.

Educational Harbor does not encourage personal outpouring of information from teachers to families. Please keep your personal life to yourself. Be wary of “friending” parents or students on social media as everything you post could be viewed by them. If you are interested in or believe something against our mission or vision and a parent calls you out on it, it may affect your relationship with that family, and, more importantly, Educational Harbor. Teachers also must not disclose information about a student outside of the family. This includes, but is not limited to, behavior and grades of a student outside of the family. Teachers should use care when talking to a parent about their own student in the presence of other students or parents. When necessary, teachers should tell the parent that they will call later. Teachers are not to be alone with parents of the opposite sex at any time. All meetings with parents of the opposite sex should include at least one other teacher. Teachers are not to engage in romantic relationships with parents. Illicit romantic relationships are against our code of conduct as we are a Christian school following Christian values.

Teachers are encouraged to give parents daily and weekly updates depending on the student. This can be done through text, email, or in person during drop off or pick up.

If a teacher has a behavioral issue with a student, please include the director or administrator in formal contact with the parent. This might include CCing them on emails. Please follow the behavior plan listed in the student handbook utilizing the training of Conscious Discipline.

Teachers should avoid driving students whenever possible. If driving a student is necessary, they should not be alone with the teacher. Students should always ride in the back seat, preferably in the middle seat if possible. Teachers should never drive a student without written permission (text is not a permissible means of communication) from the parent.

## Code of Conduct

We are a Christian school following Christian values. Teachers do not have to be “saved” to work for Educational Harbor, but they must be willing to uphold the values of the Bible. This means:

* Endeavor to have a pleasant attitude in all interactions with parents, students, and staff. Remember God loves a cheerful sower.
* Teachers should model ~~relative~~ modesty as dictated by current culture – we live in Florida, and it does get hot. Sleeveless shirts are permitted if the upper chest is well covered. Shorts are permitted if they are fingertip length or longer. Teachers are encouraged to dress professionally as often as possible. We understand that sometimes teachers do yoga, dance, or PE with their students and will dress appropriately for these activities.
* If you plan to “friend” parents, you should consider creating a second account on whatever social media platform you use to do so thus establishing a professional boundary in relationships with parents and students. If you prefer not to

“friend” parents, then make your page private so that parents and students cannot find you. Any post you make while working for Educational Harbor reflects on our school. Please post accordingly.

* Be willing to discuss both creation and evolution and teach Christian curriculum
* Be able to uphold the teachings of the Bible
* Be careful about discussing students or families in a public setting like a restaurant, you never know who may be listening!
* Do not speak about inappropriate topics to the teenagers. We do not teach “sex ed” we believe that is the responsibility of the parents. Even in discussing relationships and friendships, for example how to choose good friends, etc. subjects like intimacy, protected sex, or other subjects of the like are not to be discussed.
* If a student comes to you with a problem and you are uncomfortable with the topic at hand and don’t know how to respond, refer them to the principal.
* If a student is in danger, you must report it immediately to DCF. You are a mandated reporter. Please also report to the principal or vice principal.
* Please see the Code of Ethics Policy for further guidelines on the Code of Ethics policy, This can be found on [www.educationalharbor.com/4teachers2.](http://www.educationalharbor.com/4teachers2) **Cell Phone Usage**
* Teachers and staff may not use cell phones for personal use when they are in front of students
* If there is an emergency, teachers and staff are expected to call the sheriff's office or 911 depending on the situation
* Teachers and staff may find themselves texting or calling parents in front of students – this is allowed, within reason. It is preferred to respond to non-emergency parent texts during breaks like recess or lunch
* Teachers and staff may use their cell phones at any time as an educational tool. Some examples might be to show a

video (hooked up to the TV), to print a worksheet, to check a student’s work, or to email or text work to a student or parent.

## At-Will Workplace / Terminations

Florida is an at-will workplace. All teachers will receive an offer under a “School Year Term Agreement” This means that when you receive an offer for employment it is for that school year. Educational Harbor is a small but growing private school and cannot guarantee employment outside of the current school year. At-Will Workplace also means employees can leave whenever they want, and Educational Harbor has a right to let go of employees whenever they want, for any reason. With that said, Educational Harbor will go to great lengths to correct a situation and to avoid the termination of a contract.

## Performance Evaluations

Performance evaluations will be conducted on a bi-yearly basis. Performance will be casual and include a letter placed into the employee’s file that includes positive things the employee did throughout the year, any corrections that still need to be worked on. Consistent and constant communication will be a cornerstone of our team. This means the principal and vice principal may stop in at any time, check out your room, read your lesson plans, and check out what you have got going on. We will do our best not to interrupt your class, and you are always welcome to ask us anything about what we have observed before or after school. Please check the performance evaluation sheet to see what we are looking for. We focus on whether you are incorporating the 5 tenets, whether you are just “teaching the book” or have included hands-on projects, creativity, problem solving, and critical thinking along with a solid curriculum based on the standards and data. Teacher and staff evaluations can be looked up at [www.educationalharbor.com/4teachers2](http://www.educationalharbor.com/4teachers2)

## Training for Leadership

Staff is encouraged to try and climb the leadership ladder as Educational Harbor does have plans to expand within the next few years. Some ways that you can do this are as follows:

* Read books on leadership such as “Lead Like a Pirate,” “What Great Principals do Differently”
* Ask for more responsibility. Learning how to take are of administrative tasks is one step toward leadership
* Be open to constructive criticism in teaching
* Model Educational Harbor tenets, philosophy, and ideals
* Offer to help other teachers
* Be flexible, open, and fall in love with what you are doing
* Introductory trainings are power points that can be found online at [www.educationalharbor.com/4teachers2](http://www.educationalharbor.com/4teachers2)

## Formal Process for Leadership

Based on yearly observations and leadership / growth evaluation, administration will follow up with those staff members who lend themselves to taking initiative at being a team player and problem solver.

## Beliefs About Teaching and Learning

* We believe the God created this school to serve the needs of the community, bring students to Christ, and assist us in educating them.
* We believe that each child blossoms at their own pace.
* We believe that the teacher cannot change the child, they can only change their own approach and attitude to inspire the child.
* The goal is to inspire the child to be a life-long learner, teach them how to collect information and data, disseminate truthful information from false, consider information critically, and communicate it effectively.

## Communicating with parents

* Teachers must write four report cards per student per year, minimum.
* Teachers must meet with parents at least 2x per year to inform parents of updates, goals, and achievements of their student.
* Teachers are expected to update parents on achievements, behavior, and academic issues as needed.
* Read the Communications Policy for more details on this matter.
* Keep a record of parent communication. There is a form on the following page to use a guide for parent record keeping.
* Keep a record of student behavior. Keep a copy of the student code of conduct so you can refer to it when necessary.
* Teachers receive a stipend for conferences.

## Classroom Supplies

1. Bi-Annually, the stock room will be refilled with copy paper, pencils, dry erase markers, highlighters, and other items found on the “Educational Harbor School Provided Supplies List”. Please check the School Provided List to see what items are covered by the school.

1. If an item you are needing is on the list but is not available in the stock room; please email Tina to request that item be added to the next order. Tina@educationalharbor.com

1. When money is available and based on student enrollment. Each teacher will receive $50.00 per month (to be used for supplies only). You will receive these funds “nontaxed”. All receipts must be turned in at the end of the month for any funds spent. No additional funds will be given until the full $50 has been spent and accounted for by receipts. These funds are for materials that you may need immediately such as consumable science materials, crafting materials, poster board, treasure box, things like this as well as to cover items that the school would not typically keep in stock.

4. When money is available, teachers may receive a stipend for ink and copy materials to be used at home. It is assumed that teachers will make copies and compile work at home, so this stipend is for that purpose.

\*DISCLAIMER. In the event the school stock is out of an item that you need and you use $20.00 of your $50.00 for that item that is perfectly acceptable you can do that. If you use your allotted supply funds to purchase an item that is a standard stock item EHCS purchases in bulk, tax free, with bulk discounts, additional funds will not be given to replace funds for items you purchase that are standard items the school purchases. Therefore, best practice is to send an email to stacey@educationalharbor.com to order the item.

## School Printers

The school has 2 community printers, 1 for upstairs and 1 for downstairs. The school provides the ink and the copy paper. In the event that you install the spare ink cartridge, in either of the 2 community printers it will be your responsibility to email Tina tina@educationalharbor.com to let her know, so she can place the next order.

All curriculum, student and teacher workbooks, textbooks, teacher keys etc. will be ordered through the school. Email the PO Request Form that can be found at [www.educationalharbor.com/4teachers2](http://www.educationalharbor.com/4teachers2) to the principal stacey@educationalharbor.com. This will be reviewed by the principal to make sure we do not already own the item and the school accountant to find the best way to purchase it. Additional Readers for your class are not purchased by the school; you may use your Supply allotment for items such as this.

Requests for Technology need to be written on a “Technology Request” form and turned into the principal.

We have most furniture you might need. Ask before you purchase furniture as you will not be reimbursed for furniture purchases. You can also text parents as sometimes families have extra desks, chairs, and couches that they are no longer using. Furniture may not be an allotted purchase, and if needed will be evaluated on a case-by-case basis.

Teachers are responsible for tracking all the texts, or workbooks that each student uses on the “**Class List Template**”. This is necessary for determining the costs per student for scholarship itemization.

We are unable to reimburse employees for any school related purchases. Therefore, if you purchase something for your classroom you own it, so please tag it with your name so that it is known by anyone that should be in your room and wish to borrow it.

**Field Trip Logs**: All classroom teachers are responsible for planning and executing 1 field trip each year. Teachers are also responsible for keeping their own log for any of their students that are attending a field trip and recording the cost of the field trip. To plan a field trip, we have a field trip budget request form for the teachers to fill out and send to the accountant.

**EMPLOYEE BENEFITS**

Full-Time Salaried Employees that meet the Criteria as indicated below

## Time Off

* *Paid holidays*. EHCS does not offer paid holidays at this time.
* *Hourly Employees (Non-Exempt).* EHCS does not offer non-exempt employees paid time off.
* *Medical insurance*. EHCS does not offer medical insurance at this time.
* ***PTO*** *(Paid Time Off)*. PTO is for full time salaried staff only.
	+ All salaried employees or hourly employees who teach regular daily classes are entitled to receive twenty-five (25) hours of PTO banked and set aside for illness and/or personal time to use throughout the year.
	+ If you are absent for one (1) full day or more, your PTO bank will be deducted in full day increments.
	+ Partial Days. EHCS does not offer partial day pay for salaried employees. If you must take time off, the time you are away will be deducted from your 25 allotted hours in your PTO bank and therefore you will still be paid.
* ***UTO*** (*Unpaid time off*). EHCS understands there are times when you may need to be out for only an hour or two due to illness or a doctor’s appointment. If your PTO allowance has been depleted, you will see a deduction to your pay in full day increments only for the number of days you are out.
	+ It is the teacher’s responsibility to arrange coverage when you are away from your class. A staff member that is already in school and / or teaching a class does not constitute proper coverage for your class unless deemed an emergency situation.
	+ If an employee exceeds the PTO allowable hours, any additional leave days will result in a deduction of the daily rate, which is the base salary divided by the number of paid workdays for the school year.
	+ EHCS PTO plan does not carry forward or “bank” from one year to the next. Additionally, if an employee is terminated or resigns, EHCS does not provide compensation for any unused days of absence or leave.

## Simple IRA

• Offered to any full-time employee who meets the following eligibility requirements; at least three (3) years of employment, must have earned at minimum $28,000 in the previous year and the upcoming year must be at minimum $28,000 as well.

## Tuition Assistance

• If you have a child (or more) that will be attending the school and you do not qualify for a scholarship, you will receive 50% off the tuition fee. If your scholarship does not cover your tuition. You will receive up to 50% off the tuition fee; this is the only fee that can be discounted. Books / materials, enrichment programs and tutoring sessions cannot be discounted; these fees go to pay for your student’s materials as well as to pay for the instructors. Example: Your tuition fees are $5,750, so your discount would be $2,875.

## Attendance / Pay Checks

* Hourly staff will turn in timesheets biweekly, on Thursday to the assistant principal. Stephanie will then submit all timesheets together to the accountant to process payroll. Can be emailed or put in her box. Failing to submit your timesheet by this date could result in delaying your paycheck to the following pay period.

* If you know you will be late or you will be absent you must email assistant principal with the word absent in the subject line. In the body of your email, your name, the date of your absence (s), the substitute name, and the reason of your absence. when you are arriving or leaving and how your class will be covered or if you are going to require a substitute. The assistant principal will be responsible for forwarding this information to administration and the staff member by the end of the same day to ensure the event is properly recorded in the employee’s file.

* Hourly staff must turn in a time sheet to the assistant principal for approval by Thursday, otherwise it is understood that you may not get paid that week and will have to wait until the next pay period.

## Accident Reporting - Student or Staff Member

* Please fill out an incident report when a student injures himself within your sight. Notify the parents as soon as possible, by text is ok, but in addition to that, be sure to notify Stephanie Assistant Principal so that a parent is also notified by email for the school to maintain proper records. Record the communication in your parent communicator. Always call 911 first.
* Wear gloves when dealing with blood. Act as if all blood is contaminated.
* If the mess is too big or you need assistance, please call Stacey and she will deal with the mess.
* We do not have a custodian, so if you are unwilling or unable to clean something, please notify Stacey. (You are NOT expected to clean up bodily fluids)
* If YOU injure yourself, please notify the Assistant Principal or Principal right away, you will need to fill out an accident report so that the school can file a worker's comp claim if necessary. If this becomes necessary, you will need to email Tina@educationalharbor.com with the details of the accident to the best of your ability. Include date, time and location, this is information that she will need to give to your claim adjustor.
* If you are sent home or are off for any length of time, there are certain stipulations in regard to how and when you return. Therefore, it is the school’s policy that you remain home and not return to work until we have confirmation from the representative that is assigned to your claim that it is permissible to do so. This policy is in place to avoid the payroll reimbursements that may be due to you to from being denied by Workers Comp.

**EVEN IF YOU ARE BETTER AND ABLE TO WORK, PLEASE WAIT TILL YOU ARE NOTIFED.**

## STUDENT DATA MANAGEMENT Annual Audit

What will we need from teachers?

During the 1st 30 days of every school year, we have our annual audit when all of our records are inspected, please make note of this time frame.

* Lesson Plans - you will be asked to provide your lesson plan book; it will be returned to you the same day.
* Progress Reports – The Auditor will request these, we will need 4 for each student, 1 per quarter, October, January, April, and June. Please be sure that these are uploaded digitally for the previous year before the 1st day of school, these will be needed for our meeting. If you have already turned yours in from 2020-21 school year, then you are good ☺
* Attendance - Please be sure that these are uploaded digitally for the previous year before the 1st day of school, these will be needed for our meeting. If you have already turned yours in from 2020-21 school year, then you are good ☺

## Lesson plans and Records

* Teachers and tutors are expected to take notes as to what they cover, who they work with, and what they plan to do.
* Lesson plans should be easily accessible should the teacher be absent. Consider having “sub plans” out in case of emergency.
* Keep attendance daily. If a student misses too many days, we need to address it. 10 days is the max allowed if on scholarship.
* Lesson plans should be stored in one book and be up to date at all times.
* Progress Reports - Due October, January, April, and June each year. These are also needed for our Step-Up audit.
* **Week of June 6 – 10th** – Lesson plan books will need to be turned over to the school by the last week of school.
* Keep some sort of notes on student work or a gradebook. We do not offer formal letter grading for students in grades K-8 (unless they need a formal report card for an outside sport or project). However, there should be notes on whether they are passing their math curriculum, reading on grade level, books read, writing samples, and pictures of projects for science and history.
* Formal letter grades for high school should be based on a rubric created before class starts. If the rubric is adjusted at any time, it must be communicated to students immediately.
* Please refer to the lesson plan training presentation and quiz for more information on how to formulate your lesson plans.
* Teachers should have printed copies of the standards that are used for lesson planning. Twice per year, teachers are expected to ensure that their curriculum aligns with the Florida State Standards for the grade-levels they teach. Minimum subjects are mathematics and English (grades K-8) and ALL classes in high school. It is expected that most standards (shoot for 80% minimum) are taught within the course of the year, and if the standards were not all taught, it was due to prioritizing standards as recommended by administration and/or teaching to mastery on other standards and/or environmental disaster that prevented teaching of all standards (examples include 2 weeks off for hurricane Irma in 2017 and 3 months learning-from-home during spring of 2020 for coronavirus). It is assumed that certain mathematics will meet the minimum curriculum standards (such as Abeka mathematics) and utilizing the scope-andsequence is sufficient for this task.

**Classroom expectations.** Teachers should have the following items easily visible and accessible in the room:

* Usable classroom posters that display concepts being taught in the class
* Positive messages about learning
* First Aid Kit (by the door) - it is your responsibility to notify Administration when you are running low. This kit must be stocked at all times per FCCPSA Accreditation requirements therefore please check often.
* Map of the building displaying the fire exit (by the door)
* Student work (or a place to hang it)
* Examples of exemplary work somewhere in the room that is referenced
* Books and materials neatly organized
* Student materials neatly organized and easily accessible by students
* Lesson plans out and accessible in case of emergencies
* Teachers are NEVER allowed to approach the Building and Use Committee or ANY church members regarding classroom changes. Only administration can speak to the Building and Use Committee.

## Collecting Student Work

* Elementary: Student files in your classroom should include writing samples, math tests, and reading dataOfficial academic files include the 4th quarter report card stapled to their IOWA test score
* Middle: Student files in your classroom should include writing samples, math tests, and reading data. o Official academic files include the 4th quarter report card stapled to their IOWA test score
* High School: There are One Drive files for each high school student. They are shared both with the high school teacher and with the student. The student should have the One Drive app on their phone. They can then scan and submit homework and other documents to the file.

 o Official academic files include the 4th quarter report card stapled to their IOWA test score.

## Other Job Duties

* Evaluate the administrators twice per year using the “administrator observation form.” This will help the administrators to adjust their behavior and leadership focus to best help you and the school.
* Collect and analyze data: Once per quarter, in grades 3-12, administer a practice IOWA test to students in mathematics computation. Grade the tests and turn them into the principal, who will analyze school strengths and weaknesses. Your job is to look at classroom strengths and weaknesses in order to direct your teaching.
* Once per quarter, collect writing samples from students and have them compare their work to the writing rubric. This will help students analyze their own writing strengths and weaknesses and can help you as the teacher to decide what to focus on in writing. Always prioritize writing in this way: Ideas and organization of the paper, grammar / sentence structure / readability, creativity, and voice.
* Professional development / Continuous Improvement: Identify your strengths and weaknesses and choose professional development to support what you need to become a better teacher. Request permission to complete the professional development by completing a “Professional Development Request.” Every teacher needs 20 CEUs of professional development per year. Professional Development must be aligned with our Mission, Tenets, and Philosophy. Professional development can be completed in a variety of ways:
* Books and responses
* Workshops through the Homeschool Network
* Workshops through Manatee County
* Workshops through Step Up for Students
* Workshops through FCCPSA or affiliates
* Online classes
* College courses

## Culture of the Classroom

* Teachers in all grade levels should focus on the atmosphere and culture of the classroom. Create a safe space for students to share ideas and give answers.
	+ First, refrain from allowing students to make fun of anyone, even characters in pictures. Model empathy for all people at all times.
	+ Use “how would you feel if…” to help students empathize with others
	+ Utilize Conscious Discipline to create a feeling of unity o Play games together for bonding, celebrating winners together
	+ Model celebrating someone’s best effort and illicit other student’s help “Wow, Elizabeth, didn’t Jane’s paragraph about ice cream sound delicious?”
* Teachers should be open to student suggestions whenever possible. We are a project-based program that highly values playing. Whenever a student could create a project, sing songs, or play a game to learn a concept, the opportunity should be given. Some students do prefer tests, and you can go ahead and offer those as well if you can.
* Periodically check the 5 tenets while lesson planning to ensure that you are involving a wide variety of communication techniques, using technology on occasion, allowing students to create projects to solve potential problems, etc.…
* Use surveys to ask students which activities they enjoy the most and why. Ask for suggestions on the types of activities that they prefer. Once, I even had students build an ancient Greek village on Minecraft for a project – so the possibilities really are endless.

## IDENTIFYING STUDENTS NEEDS FOR POSSIBLE ADDITIONAL ASSISTANCE

Sometimes you will find a student in your class that does not have an IEP or 504 or SLP who none-the-less needs additional assistance in understanding material OR that finds the materials too easy and needs to be challenged.

Here is a list of services available for students:

* We can supplement the curriculum, adjust the pacing, or change the curriculum if necessary
* We can assign the student to work with a tutor
* We can have the student work with another class for certain subjects
* You can tutor the student during academic enrichment
* You can adjust the student’s small group in the class
* You can change the student’s seating

Begin in the classroom adjusting pacing and curriculum to see if you can help the student to be slightly challenged, but not frustrated or bored. Be sure to make note of it in your lesson plans

If you reach a wall where the student is not making progress and you are unsure of what to do next, then you may begin speaking to colleagues such as the principal, vice principal, or someone whose specialty is ESE. Feel free to go to someone with whom you are most comfortable. (this should be more defined – there should be a single designated person that they are to go to, Stacey for K-8 and Stephanie for 9-12 leaving it open ended could present danger)

## Complete a student academic needs form ([www.educationalharbor.com/4teachers2)](http://www.educationalharbor.com/4teachers2)

Go through the student’s record and speak with their last teacher if possible. See if it is a pattern or something specific to this year or this topic.

Speak to the parent about the student’s strengths and weaknesses and ask if they have noticed the same thing

## WHEN A STUDENT IS NOT MAKING PROGRESS

When a student is starting to show signs of working too quickly or acting out of boredom here are some guidelines to follow:

* Document what changes you have made in class – adjusting curriculum, changing small groups, assisting one-on-one
* Discuss the issues you are noticing with the parent. Take notes on what the parent says. Chances are they may have said something at the initial action plan meeting. The parent may know what helps the student learn.
* Fill out a Student Academic Needs form
* Check previous school records for information.
* Check the student’s last IOWA scores and Developmental Reading Assessment. If they are new this year, ask administration to complete a DRA for the student. If the deficiency is in math, do Abeka placement tests at lower and lower levels until you find the level the student is currently at.
* Talk to the administrator to see if the student’s scholarship covers tutoring:

* + If so, find out from the accountant what their available funds are. o Discuss with parent to see if they would like to sign the student up for tutoring for the 2nd semester.
	+ \*Remember, if the student is on McKay and wishes to use tutoring funds for the 1st time, the deadline to notify McKay is December 10th and tutoring will start January 18th, 2022.

* Talk to other teachers about possibly pairing the student up with other students who may be at their level.
* Begin Response to Intervention paperwork: if we cannot help the student, that information could be used at the student’s next school.
* Begin interventions – see interventions list for ideas. You can also speak to administration about interventions.
* Record interventions on RTI paperwork and in lesson plans.
* If, after the year is over, you, the tutor, administration, and other teachers have done our best to help the student make progress, but they are still not making progress, AND the student does not have any formal evaluation, AND the parent is not assisting the student or scheduling formal evaluations, then the student may be dismissed from the program.

Educational Harbor is unable to diagnose learning disabilities.

1. Student Growth

1. Academic growth: Academic growth is monitored in the following ways:
	1. Teacher observation
	2. IOWA scores
	3. Other standardized scores (SAT / ACT / PERT / TABE)
	4. Success in other accredited programs (FLVS grades, SCF grades, etc.) v. Parent observation
2. If not making academic growth, the teacher should fill out the “academic needs form”
3. Social / Emotional Growth is monitored in the following ways
	1. How students interact with teachers
	2. How students interact with peers
	3. How students interact with other adults
	4. How students handle change
	5. Teacher observation
	6. Parent observation
4. Students who struggle in this area will be assisted in the following ways
	1. Assignment to a non-academic teacher for social support
	2. Assignment to an older student as a mentor
	3. Meeting with the parents regarding support and assistance
	4. Assignment to a counselor on campus if possible
	5. Referral for parents to off-campus counseling
5. Physical growth and development are monitored in the following ways
	1. Physicals given by the child’s doctor
	2. Scoliosis checks in 6th grade
	3. Teacher observation
6. Students who struggle in this area may be assisted in the following ways
	1. Assignment to PE or Gymnastics or dance depending on the student
	2. Assignment to Ms. Jessica for Dianne Craft program iii. Suggestion to parent for occupational therapy

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* Each quarter, collect writing samples from students and have them compare their work to the writing rubric. This will help students analyze their own writing strengths and weaknesses and can help you as the teacher to decide what to focus on in writing. Always prioritize writing in this way: Ideas and organization of the paper, grammar / sentence structure / readability, creativity, and voice.
* Professional development / Continuous Improvement: Identify your strengths and weaknesses and choose P.D. to support what you need to become a better teacher. To schedule P.D. submit a “Professional Development Request Form.” Every teacher needs 20 CEUs per year, and it must be aligned with our Mission, Tenets, and Philosophy and can be completed in a variety of ways:
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* Surveying students periodically to assess classroom atmosphere, obtain student suggestions, and improve lesson planning
* Attend staff meetings as requested. Teachers are paid to attend meetings, regardless of whether there is a meeting that week or not.

Educational Harbor Employee Handbook

2021-22 School Year Signature Page

Please complete and return.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the Employee Handbook, the Communications Policies, and Code of Ethics that guide Educational Harbor Christian School.

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Teacher Signature Administrator Signature Date