

Employee Handbook

Excerpt - Ethical Standards



The Kane/Karp Educational Center
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Section 5 - General Standards of Conduct

5-1. Workplace Conduct

Hershorin Schiff Community Day School endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing Hershorin Schiff Community Day School property or a co-worker's property, and/or disclosure of confidential business information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Fighting, threatening or disrupting the work of others or other violations of Hershorin Schiff Community Day School' Workplace Violence Policy.
6. Failure to follow lawful instructions of a Supervisor.
7. Failure to perform assigned job duties.
8. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
9. Gambling on School property.
10. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
11. Wasting work materials.
12. Performing work of a personal nature during working time.
13. Violation of the Solicitation and Distribution Policy.
14. Violation of Hershorin Schiff Community Day School' Non-Harassment or Equal Employment Opportunity Policies.
15. Violation of the Communication and Computer Systems Policy.
16. Unsatisfactory job performance.
17. Violation of our Drug and Alcohol Policy.
18. Any other violation of School policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and Hershorin Schiff Community Day School reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, Hershorin Schiff Community Day School will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

5-2. Interaction, Conduct, and Ethics Standards Required of All Employees

All employees are required to ensure the health, safety, and welfare of the School's students at all times. The following sets forth some examples of inappropriate and prohibited behavior. Any similar behavior that creates even the appearance of impropriety must be avoided and must be promptly reported as outlined below:

As employees of an educational institution, you are held to a higher standard by parents, students, colleagues, and members of the public. We support and endorse a strict policy of respect toward students and expect employees to act at all times as adult role models. In addition, students typically respond better to faculty and administrators and evidence greater levels of respect when appropriate expectations are established right from the beginning of the relationship. Therefore, you should ensure that you do not engage in any interaction or communication that may reflect even the appearance of impropriety or make students feel uncomfortable in your presence. If you are not sure whether a particular comment or action may be appropriate, it is far better to avoid the behavior than risk negative consequences.

The following are examples of inappropriate interactions and communications with students. This list is not all inclusive and other, similar activities should also be avoided:

- Calling students at home for non-school related matters;
- Encouraging or allowing students to call you by an inappropriate nickname;
- Touching students or their clothing in non-professional ways or inappropriate places, or touching a student with aggression, in frustration, or when you are highly emotional;
- Giving your phone number or asking for other students' phone numbers for use in situations other than for legitimate school reasons;
- Making too personal comments to students (about their clothing, hair, nail polish, personal habits, etc.)
- Being alone with a student in a room, vehicle, or other area;
- Sending e-mails or writing notes to students of a personal nature;
- "Friending" or "following" a student on a social networking site;
- Giving students rides, except in emergency situations;
- Engaging students to complete personal errands for you;
- Suggesting or permitting student to sit on your lap at any time;
- Creating a social networking site and then inviting students to view or permitting them to participate in the site;
- Discussing the personal affairs of other students or your colleagues;
- Speaking with innuendo to suggest a relationship or sexual subjects;
- Using the boys' or girls' restroom when any students are present;
- Flirting with a student;

- Visiting students to “hang out” in their hotel rooms when on Learning Expeditions or sporting events;
- Swearing, making inappropriate sexual, racial/or ethnic comments;
- Yelling or abusive actions toward a student;
- Drinking or using illegal drugs at school, around or with students, or at any school-related event when students are present;
- Telling off-color or other inappropriate jokes; and
- Dating or engaging in consensual relationships with students.

In addition, employees must adhere to the following additional guidelines:

- Employees should never physically move, grab, touch, or hit a student, or grab something from a student, with aggression or because of frustration. You should never physically threaten a student with words or objects. You should never treat a student with anything less than respect and dignity. If a student does not follow directions as expected, you should communicate clearly your instructions and, if the student does not listen or respond appropriately, you should take appropriate action, seeking assistance from the administration as necessary.
- Employees shall maintain the highest level of honesty, integrity, and professionalism in their dealings with students, parents, their co-workers, and the public.
- Employees must ensure that all standard safety rules and guidelines are followed, whether in the classroom, on a field trip, on the bus, or at any school-related event.
- Employees shall not share with persons who do not have a legitimate need to know information regarding the personal lives of students and their parents. This includes information relating to a student’s disability, impairment, medical condition, medications, grades, and disciplinary actions; or a parent’s financial condition, marital problems, etc. Employees should note, however, that to the extent any personal information potentially pertains to a concern of abuse, abandonment, or neglect, such information must be promptly reported as discussed in our Child Abuse Reporting Policy.
- Employees shall comply with applicable laws, school policies, regulations and related rules and are prohibited from engaging in any activities that could involve the School in any unlawful practice.
- Employees have an obligation to keep children and our campus safe. If you have information reflecting that any person who may regularly or periodically visit the school’s campus (student, employee, parent, spouse of an employee, family member, volunteer, or contractor) has been accused, arrested, or convicted of any type of potential abuse or sexual misconduct toward any other person, you must immediately report such information to the Head of School.

- Employees must promptly report any concerns relating to child abuse, abandonment, or neglect in accordance with the School's Child Abuse Reporting Policy.

Disciplinary and Other Related Action: The School will discipline any individual found to have engaged in inappropriate behavior or misconduct that may affect the health, safety, or welfare of students. In addition, the School will discipline any person whom it determines was aware of the circumstances and failed to report it. Moreover, to the extent that the individual who knowingly failed to report such misconduct holds a Florida teaching certificate, the Florida Education Practices Commission may suspend the educator's certificate for such failure.

Reporting Procedure: If you have information that raises the possibility that an employee has engaged in inappropriate behavior or misconduct that might affect the health, safety, or welfare of a student, you must notify one of the following individuals immediately. If you are unsure whether a particular action or comment is inappropriate, you should err on the side of caution and report the concern.

1. Dan Ceaser, Head of School
2. Jocelyn Ozan, Business Manager
3. Robin Sweeting, K/8 Director or Vickie Inglese, Preschool Director

Do not attempt to resolve the situation yourself. It is vital that one of the individuals above be notified so that the School can handle the situation appropriately. Failure to report inappropriate behavior or misconduct that may affect the health, safety, or welfare of a child may result in discipline, up to and including termination.

If you have information that raises the possibility that an employee has engaged in child abuse, you must report such concerns as set forth in the school's Child Abuse Reporting Policy. Failure to do so may result in discipline, up to and including termination.

You will not be retaliated against or disciplined in any way for making a good faith report of misconduct. If you believe that any employee has retaliated against you for such good faith report, you must immediately report that concern to one of the above individuals. In addition, you should note that Florida's child abuse reporting law (Fla. Stat. 39.203) provides immunity to persons who report actual or suspected cases of child abuse in good faith.

Timing of Reports: Reporting of complaints or concerns should be made promptly so that rapid and constructive action can be taken. Therefore, while no fixed reporting period had been established, we expect employees to make reports as soon as they have reason to believe that an employee's conduct may affect a student's health, safety, or welfare. In addition, even if you are currently hearing about an employee's alleged past misconduct, you must report your concern so that the School can investigate the situation and ensure that appropriate action, if any, has been taken. If the information that you have to report involves the potential of child abuse, please refer to the reporting guidelines under the separate Child Abuse Reporting Policy in this handbook.

Investigatory Process and Confidentiality: The administration will assess the information provided and will investigate reports of misconduct. The investigation will be tailored to the report and may include individual interviews with the complaining individual, the person accused of inappropriate conduct and, where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. The School will attempt to maintain confidentiality of the information to the extent possible, consistent with the School's obligations to properly investigate.

Disciplinary and Other Related Action: The School will discipline any individual found to have engaged in inappropriate behavior or misconduct that may affect the health, safety, or welfare of students. In addition, the School will discipline any person whom it determines was aware of the circumstances and failed to report it. Moreover, to the extent that the individual who knowingly failed to report such misconduct holds a Florida teaching certificate, the Florida Education Practices Commission may suspend the educator's certificate for such failure.

Employer References: Only authorized management personnel of the School are permitted to respond to requests for references from potential employers regarding a current or former employee. Any person authorized to respond to such references who does so at the request of a prospective employer or the current or former employee will be immune from liability pursuant to Fla. Stat. 768.095, as long as such response is truthful and not intended to violate the current or former employee's civil rights.

Employer immunity from liability; Disclosure of Information Regarding Former or Current Employees: An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under chapter 760.

5-3. School's Duty to Report Wrongs by Certified Teachers

Section 1012.796(1)(e) requires a private school that has received state scholarship money to file a "legally sufficient complaint" with the Education Practices Commission within 30 days of the school becoming aware of actions by an educator holding a Florida teaching certificate and working in an educator-certified position that would reflect a violation by the educator of any of the provisions outlined in Section 1012.795. A "legally sufficient complaint" is a complaint outlining ultimate facts that would evidence a violation of Section 1012.795. Section 1012.795 has numerous provisions that address educator personal and professional misconduct, as follows:

Section 1012.795, Education Practices Commission; authority to discipline, provides: (1) The Education Practices Commission may suspend the educator certificate of any person as defined in s. 1012.01(2) or (3) for a period of time not to exceed 5 years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the holder may return to teaching as provided in subsection (4); may revoke the educator certificate of any

person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for a period of time not to exceed 10 years, with reinstatement subject to the provisions of subsection (4); may revoke permanently the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; may suspend the educator certificate, upon order of the court, of any person found to have a delinquent child support obligation; or may impose any other penalty provided by law, if the person:

- (a) Obtained or attempted to obtain an educator certificate by fraudulent means.
- (b) Knowingly failed to report actual or suspected child abuse as required in s. 1006.061 or report alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student as required in s. 1012.796.
- (c) Has proved to be incompetent to teach or to perform duties as an employee of the public school system or to teach in or to operate a private school.
- (d) Has been guilty of gross immorality or an act involving moral turpitude as defined by rule of the State Board of Education.
- (e) Has had an educator certificate sanctioned by revocation, suspension, or surrender in another state.
- (f) Has been convicted or found guilty of, or entered a plea of guilty to, regardless of adjudication of guilt, a misdemeanor, felony, or any other criminal charge, other than a minor traffic violation.
- (g) Upon investigation, has been found guilty of personal conduct which seriously reduces that person's effectiveness as an employee of the district school board. (h) Has breached a contract, as provided in s. 1012.33(2).
- (i) Has been the subject of a court order directing the Education Practices Commission to suspend the certificate as a result of a delinquent child support obligation.
- (j) Has violated the Principles of Professional Conduct for the Education Profession prescribed by State Board of Education rules.
- (k) Has otherwise violated the provisions of law, the penalty for which is the revocation of the educator certificate.
- (l) Has violated any order of the Education Practices Commission.
- (m) Has been the subject of a court order or plea agreement in any jurisdiction which requires the certificate holder to surrender or otherwise relinquish his or her educator's certificate. A surrender or relinquishment shall be for permanent revocation of the certificate. A person may not surrender or otherwise relinquish his or her certificate prior to a finding of probable cause by the commissioner as provided in s. 1012.796.
- (n) Has been disqualified from educator certification under s. 1012.315.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

3. Obligation to the student requires that the individual:

- a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
- b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
- c. Shall not unreasonably deny a student access to diverse points of view.
- d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
- e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- f. Shall not intentionally violate or deny a student's legal rights.
- g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- h. Shall not exploit a relationship with a student for personal gain or advantage.
- i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. Obligation to the public requires that the individual:

- a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- c. Shall not use institutional privileges for personal gain or advantage.
- d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
- e. Shall offer no gratuity, gift, or favor to obtain special advantages.

5. Obligation to the profession of education requires that the individual:

- a. Shall maintain honesty in all professional dealings.
- b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e. Shall not make malicious or intentionally false statements about a colleague.
- f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- g. Shall not misrepresent one's own professional qualifications.

- h. Shall not submit fraudulent information on any document in connection with professional activities.
- i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

5-4. Job Descriptions

All Community Day School Employees

*1. Attitude is everything. Put your best foot forward. **YOU** are the face of our school. Greet both parents and children warmly in and around the school. Introduce yourself. Remember that not all parents know who **you** are. Attitude includes being a team player; supporting school values; respecting colleagues; treating all parents equally; having a "can do" attitude/perspective; professionalism and being a role model by supporting students, parents, colleagues, leadership, and administration.*

2. All Community Day School staff and faculty are expected to promote the school as one school preschool through 8th grade to all currently enrolled families (those in their immediate

classrooms as well as within the school population). All Community Day School faculty and staff are expected to know general school and program information about the preschool – 8th grade and participate in marketing the school internally as well as externally in the school community.

3. *Observe professional ethics at all times*. **Do not** talk unnecessarily about one another, the children, the parents or administration (around the school **or** around town). **Consultations** with other staff members are allowed **if** they are held with the express intent of gaining helpful information. **Be sure** these consultations are held in private. *Consult, don't gossip*. Take care not to allow a parent to trap you into talking about another child, staff member or parent. It's okay to remind the parent that you can't talk about another child, staff member or parent because it is unprofessional.

4. Staff members are expected to share their concerns or complaints with the Director, Business Manager or Head of School as appropriate, so that we can understand where problems exist and make adjustments that may be appropriate. *Staff is also expected to maintain confidentiality over all issues relating to program, students, and parents*. Failure to do so will be considered a breach of confidentiality. Feel free to share your compliments with anyone.

5. *Promote, foster and consistently maintain a positive relationship with parents*. You are expected to be proactive in your communication with parents including but not limited to phone calls, emails, scheduling meetings, appointments, etc.

6. *Please dress the part*. Your clothes, shoes or nails shouldn't inhibit you from doing your job, nor should they distract others from doing theirs.

7. Never smoke, curse or forget you are a role model while performing your job duties.

8. Continually strive to improve your skills. Attend classes and workshops, read books and learn from each other. It is your responsibility to continually seek continuing education opportunities for yourself. It is also your responsibility to keep your certification/license/accreditation current.

9. Attend all Staff Meetings and Professional Development Days (half day/full day); attendance is **mandatory**.

10. All written and electronic communications (letters, lesson plans, newsletters, emails, Ren Web parent correspondence, blogs, etc should be proofed before being released.

Preschool Head Teacher

1. Plan and implement a *developmentally appropriate curriculum* using the High Scope Curriculum in order to provide a balanced program in all skill areas.

2. Incorporate the *Project Based Learning Approach* and emergent project based learning in the classroom curriculum (documentation panels, as well as, components of the Reggio Emilia philosophy. Encourage positive, cooperative and interactive play among children.

3. Observe *professional ethics* at all times and maintain confidentiality with respect to children, staff members and parents.
4. *Create a classroom environment, which is aesthetically, pleasing and age appropriate and Reggio- inspired.* Classrooms must have designated center areas for: blocks, books, science/discovery, art, dramatic play, language and literacy/communication, and fine motor/manipulatives. *Classrooms should always be clutter free, organized, and reset daily, including teacher work areas.*
5. Maintain *adequate observation and consistent record keeping system* to chart student growth throughout the year using the Online COR Assessment as well as student portfolios. Schedule two parent/teacher conferences for each family during the year to share student progress as charted and outlined in the Online COR Assessment.
6. Maintain and be proactive in communication with parents through daily drop off and pickup, home visits, classroom blogs, phone calls, emails, bulletin boards, articles for newsletters, parent-teacher conferences twice a year (more if necessary). Maintain current blogging as well as Ren Web tools as determined by School (ex: announcements, email letters, parent documentation, etc.). *Communicate daily and weekly with parents about children's positive interactions and milestones. **Support and encourage parents.***
7. *Fulfill classroom and school wide responsibilities* including classroom, level team meetings, Judaic, early morning care and stay and play; staff meetings; early morning care/snack/kitchen duties; Shabbat; and all school events and programs as outlined in school calendar but also any additional events and programs scheduled; any other duties as clarified by Director. **Share in all school responsibilities as needed.**
8. Support and encourage fellow staff members - *be a team player!!*
9. Submit lesson plans to Director for approval and then post for parents to see.
10. Supervise, mentor, and train assistant teacher - work with Director/Director in orienting new staff to the school.
11. Seek out continuing education and professional growth opportunities through workshops, seminars, education journals, publications, etc.
12. Set yearly goals in the areas of curriculum, parent communication and professional growth.
13. Fulfill all other responsibilities and job requirements set by the Director.

Preschool Assistant Teacher

1. Work with Head Teacher to meet all the duties as outlined in above section.
2. Participate in curriculum planning.

3. Create classroom environment that is aesthetically pleasing and age appropriate.
4. Assist in student observations, Online COR assessments, verbal/written/electronic communication to parents, student portfolios.
5. Participate in setting up and keeping classroom organized at all times.
6. Assist with creation and carry out lesson plans.
7. Maintain warm contact with parents and children.
8. **Share in all school responsibilities as needed.**
9. Observe professional ethics at all times and maintain confidentiality with respect to children, staff members and parents.
10. Support and encourage fellow staff members - be a team player!!
11. Fulfill all other responsibilities and job requirements set by the Director.

K-8th Grade Head Teacher

1. *Plan and set up classroom environment in an aesthetically appealing and academically inviting way. Must be aware of grade appropriate classroom requirements. Classrooms should always be clutter free, organized, and reset daily. Classrooms should reflect K-8th grade academic goals and curriculum across content areas, student work should be displayed and rotated and environment should be print rich.*
2. Observe professional ethics at all times and maintain confidentiality with respect to children, staff members and parents.
3. Plan and implement curriculum that meets or **EXCEEDS** Community Day School, Sarasota County, State of Florida and national educational objectives.
4. Use an *integrated, project based learning approach* that incorporates all the disciplines (Language Arts, Math, Science and Social Studies) into one flowing unit in addition to teaching subject area skills and concepts individually. Plan and implement school determined number of project-based units that clearly match curriculum objectives and PBL understandings.
5. Create a classroom environment that promotes affective, cognitive, and social learning; implement a classroom environment that encourages positive peer relations, constructive conflict resolution, teamwork, collaboration, and promotes higher academic learning.
6. Keep anecdotal, portfolios and other records to chart student's academic and social growth through the year.

7. Maintain current and accurate electronic grade book via Ren Web- prepare formal report cards at the end of each trimester.
8. Fulfill classroom and school wide responsibilities including grade, team, content, and staff meetings; lunch/recess/carline/afterschool help duties, Panther Pride, Shabbat, and any other duties as clarified by Director.
9. Maintain and be proactive in regular and frequent communication with parents through consistent classroom blogs, phone calls, emails, bulletin boards, and conferences twice a year (more if necessary). Maintain current Ren Web tools as determined by School (ex: attendance, grade book, lesson plans/homework). Communicate daily/weekly with parents about children's positive interactions and milestones. Support and encourage parents.
10. Support and encourage fellow staff members - be a team player!!
11. Supervise and train assistant/associate teacher. Work closely with Associate, Assistant or Co-Teacher to meet all Head Teacher Responsibilities.
12. Share in all school responsibilities as needed, including but not limited to lunch, recess, carline, etc.
13. Fulfill all other responsibilities and job requirements set by the Director and Head of School.

K-8th Grade Assistant/Associate Teacher

1. Work with Head Teacher to fulfill ALL duties outlined above.
2. Participate in setting up classroom.
3. Fulfill all other responsibilities and job requirements set by the Director and Head of School.
2. Participate in curriculum planning.
3. Carry out lesson plans as directed by Community Day School head teacher.
4. Assist in keeping anecdotal records or updating portfolios.
5. Assist with duties as assigned by Director which may include, but not limited to carline, recess, and lunch.
6. Share in all school responsibilities as needed.
7. Observe professional ethics at all times and maintain confidentiality with respect to children, staff members and parents.
8. Fulfill all other responsibilities and job requirements set by the Director and Head of School.

School Specialists

- 1. Plan and set up classroom environment in an aesthetically appealing and academically inviting way. Be aware of grade appropriate classroom requirements, when planning and setting up your classroom Classrooms should always be clutter free, organized, and reset daily. Classrooms should reflect academic goals and curriculum across content areas, student work should be displayed and rotated and environment should be print rich.*
2. Observe professional ethics at all times and maintain confidentiality with respect to children, staff members and parents.
3. Plan and implement curriculum that meets or **EXCEEDS** Community Day School, Sarasota County, State of Florida and national educational objectives.
4. Plan and implement school determined number of *project based learning units* or that clearly match curriculum objectives and PBL understandings.
- 5. Create a classroom environment that promotes affective, cognitive, and social learning; implement a classroom environment that encourages positive peer relations, constructive conflict resolution, teamwork, collaboration, and promotes higher academic learning.*
6. Keep anecdotal, portfolios and other records to chart student's academic and social growth through the year.
7. Maintain current and accurate electronic grade book via Ren Web - prepare formal report cards at the end of each trimester.
8. *Fulfill classroom and school wide responsibilities* including all applicable grades , content, specialists and staff meetings; lunch/recess/carline/afterschool help duties as applicable or needed, Panther Pride, Shabbat, and any other duties as clarified by Director.
9. *Maintain and be proactive in regular and frequent communication with parents* through consistent classroom blogs, phone calls, emails, bulletin boards, and conferences twice a year (more if necessary). Maintain current Ren Web tools as determined by School (ex: attendance, grade book, lesson plans/homework, etc.). Communicate regularly with parents about children's positive interactions and milestones. **Support and encourage parents.**
10. Support and encourage fellow staff members - be a team player!!
11. Share in all school responsibilities as needed, including but not limited to lunch, recess, carline, etc.
12. Fulfill all other responsibilities and job requirements set by the Director and Head of School.

5-4. Communication with Parents

Effective schools involve parents in the educative process. Teachers are requested to establish a friendly rapport with the students' parents. The school is responsible for reporting student progress to the parents on a timely and regular basis. Reports to parents will be provided in a variety of forms that will keep parents aware of each student's skills, abilities, and overall progress in school.

In the event the parents of a student are separated or divorced, they shall provide a certified copy of any temporary or final order of the court, if any, respecting legal custody of said student. Upon a request of the non-custodial parent, the School, absent a proscription contained in the court order, shall have the right to furnish or provide the non-custodial parent with copies of all status reports which are mailed home and report cards relating to such student. In these instances, the administration shall advise the custodial parent of the request and of the fact that such reports will be so furnished or provided.

Methods of Communication

The following methods of communication are required:

- 1. Communication Log:** *Parents should receive regular and consistent telephone calls from teachers highlighting some of the positive aspects of the student's work and behavior.* Each teacher is to log all parent phone calls. Conference forms will be collected during the course of the year. *Preschool teachers* should take advantage during preschool parent drop off and pick up to communicate positive aspects of the student's day. If someone other than the parent is dropping off or picking up (or parents are utilizing early morning care), it is the teacher's responsibility to maintain regular and frequent communication with parent via phone calls and/or emails – these communications should be logged.

Only if the call is urgent should a teacher call a parent at work. Try to avoid "telephone tag" over an extended period of time, as it is a very unnerving experience for a parent who is anticipating a call from a teacher. Messages about the student should not be left on an answering machine.

- 2. Parent/Teacher Conferences:** Formal conferences are held twice annually, in the fall and in late spring. Fall conferences should be scheduled by appointment for the day designated on the school calendar especially for that purpose. If the class size does not permit meeting all the parents on that day, the rest of the conferences can be scheduled at a mutually agreeable time.

On occasion, teachers need to confer with parents either prior to or after the designated conference for the purpose of discussing new concerns that may arise about the student. Do not let problems build up or go on for a long period of time without communicating. *The Director and the parents need to hear about issues as soon as you become aware of a pattern.* All conferences are to be documented and the documentation placed in the communication log (Ren Web).

3. **Back-to-School Night:** Within the first two weeks of school, an evening will be set aside for parents to visit the school and the classrooms, and to meet all of the teachers. The evening is set up to teach about the curriculum and for the parents to see the materials and resources used by the students. Since you will have just met the student, it will be impossible for you to provide informed assessments of the students; therefore, all conversations should be kept general. That night is a good time to arrange appointments for the subsequent parent conferences, if needed.
4. **Email Communications:** Note that email may be used for limited, brief communications to parents. Use email to advise that the child was late to school again, failed a quiz, forgot his/her homework, or to note that an event has been scheduled or rescheduled. ***Do not use email as a substitute for phone or face-to-face dialogue with a parent.*** Email communications can be problematic because, without the voice or face-to-face interaction with the parent, the teacher often does not realize that a communication may be misunderstood or surprising. In addition, we all have made the mistake at times in reacting to a parent issue in haste and pushed “send” only later to wish we could retract it. Finally, remember email is a written form of communication that can be misdirected or undeleted years from now. **For those reasons, we prohibit dialogue with a parent by email (outside of general/broad, regular class wide email communication/updates – preapproved by Director) unless you have received specific permission from the Director and the Director has reviewed the email.** In addition, for these same reasons, we prohibit teachers from communicating with parents from the teacher’s home email system. We must have an accurate and appropriate record of all communications.
5. **Classroom Blogs:** We expect *all* Community Day School teachers and specialists to “blog” on a regular and consistent basis in order to share all the amazing teacher-student, student-student interactions, curricular content and happenings, special events, field trips/learning expeditions, etc.

Expectations of Faculty Members Who Have Children at the School

When faculty members have students who attend our School, we ask that, as professionals, each faculty member refrain from the following:

1. Dropping into your child’s room unannounced;
2. Discussing your child with his/her teacher during the day unless during a scheduled conference;
3. Allowing your child in the faculty lounge;

4. Allowing your child to come to your room during the school day;
5. Allowing your child to play on the grounds and in the halls unsupervised before and during After Care;
6. Prior to dismissal, removing your child from the classroom or class line. All faculty members will pick their children up from the designated pick up area.

5-5. Behavior Incident Policy

On rare occasions it is necessary to circumvent the classroom consequences and immediately remove a student from a situation. These serious infractions include, but are not limited to; purposely physically injuring, threatening to injure or verbally abusing another student and/or adult, having weapons or dangerous instruments, or other similar serious actions. The following steps will be taken:

1. Immediate removal from situation
2. Student conference with Director or Director Head of School
3. Phone call to parent(s) of student(s) involved
4. Arrangements will be made for student to finish out the school day or to be picked up from school
5. Mandatory Parent, Teacher, Director Conference before student is allowed to return to the classroom
6. A phone call will be made to the parent(s) of the offended student(s) and an Accident Report will be filled out and sent home with any student receiving an injury.

In addition to this Behavior Incident Policy, the school has the discretion to take other actions, including sending a student home immediately and repeatedly suspending, or expelling the child if s/he is causing physical harm/injury to child(ren) and/or teachers in the classroom.

If any Community Day School Schools staff member is finding that a particular student is evidencing specific academic or behavioral concerns, please communicate with the Director so that we can work with you on a plan of action to address the issues and communicate appropriate information to the parents.

Hazing/Bullying/Harassment among Students

Although we encourage students to participate in School-related athletics, clubs, associations, organizations and other groups, the School prohibits all forms of hazing. Hazing refers to any activity expected of a student to join or to continue membership or participation in any group where the activity produces or could be expected to produce mental, emotional or physical

discomfort, humiliation, embarrassment, harassment, or ridicule to the student, regardless of the student's willingness to participate. If you are not sure whether something constitutes hazing, then you need to ask the Administration.

Similarly, we also prohibit any type of bullying or harassment type activity among our students. The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Harassment includes, but is not limited to, slurs, jokes, and other verbal, graphic, or offensive conduct relating to race, religion, color, sex, sexual orientation, national origin, citizenship, or disability. Bullying includes, but is not limited to, physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), emotional aggression (teasing, threatening, intimidating others). The School also prohibits cyber-bullying (creating websites, instant messaging, e-mails, using camera phones, or other forms of technology to engage in harassment or bullying). Any of these types of offensive conduct can create an uncomfortable School environment.

All School employees are required to immediately report any actual or suspected hazing, bullying, or harassment activity among the students to the Administration. The failure to make such a report could result in disciplinary action in accordance with the School's disciplinary procedures. When the School administration becomes aware of any actual or planned hazing, bullying, or harassment activity, the situation will be promptly investigated. No adverse action will be taken against any person who makes a good faith report of hazing or suspected hazing activity.

5-6. Discipline in the Early Years

Discipline comes from the word disciple - to teach. Discipline is not a punishment; it's our way of teaching children to make proper choices. We believe children are creative problem solvers. We facilitate conflict resolution skills by guiding the children to define the problem and find solutions with which everyone can be happy. Classroom rules will be determined during the first week of school. The children and teacher will work together to develop rules, which they feel are necessary for their class. The rules will be role-played and discussed during "what-if" scenarios. A copy of the rules will be sent home.

- 1) We anticipate problems and redirect whenever possible
- 2) We use a 3-part reminder
 - a) What you can do
 - b) Why you can't do it
 - c) What you can do instead
 - d) For example:

“No hitting with blocks”

“Hitting hurts”

“You can build with blocks or play with something else”

3) We praise the deed not the doer

“Wow, great block building!” not “Good boy”

4) We offer appropriate choices. At center time a child can choose between art, housekeeping, blocks, table toys, and water play. When a child can't handle the number of choices, we narrow the choices. “Let's paint a picture or do a puzzle.” When a child can't handle those choices, we make the choice for the child. “It's time to do a puzzle.” In the blocks scenario, if the three-part reminder does not work, and the child continues to use the blocks inappropriately (i.e. hitting) it becomes time for the teacher to make the choice – “It's time to do a puzzle.” We do not single out one activity (like puzzles) to be the only last resort activity used, or that activity may be considered a punishment.

5) We use logical consequences

If we don't clean up the blocks, we can't use the blocks.”

6) We rely on natural consequences

Oh look, there's no more sand in the table, you'll have to pick it up if you want to play more.”

7) “We encourage children to express themselves verbally.

“Tell Johnny you don't like it” and we give them words if they need them – “Say ‘NO don't push me!’” Teachers express their feelings too. “That screaming hurts my ears.”

8) Occasionally, in order to break a pattern of inappropriate behavior, a child needs to be removed from the classroom. Teachers may bring a child into the Director's Office at such times.

9) We believe that time-out in a group setting is more humiliating than helpful. For this reason, ***Community Day School does not use time-out.*** We may remove a child from a situation *to protect the child, the teacher, or the other children*, but it is within the parameters of narrowing (eliminating) choices, not punishment. Needless to say, we will not subject a child to humiliation, ridicule, or frightening threats. Spanking or other forms of physical punishment are prohibited. For further clarification of our discipline policy, please speak to one of our Directors.

10) We communicate with parents. We work together as a teaching team.

As our students develop and mature we continue a respectful approach to discipline using natural logic and consequences.