



**Seaside Schools
Parent and Student Handbook
2021-2022**

Revised June 2021

Welcome

Dear Seaside Families,

Welcome to Seaside Schools. It is going to be an exciting year, with several new curricular offerings! The school staff understands that you have chosen to enroll your child in our school. We appreciate the trust you have given us to educate your child.

Our staff has also chosen to be at Seaside School, because we believe in educating the whole child...head, heart, and hands. We strive to engage your children in joyful learning that challenges their thinking and creativity. We provide our students with opportunities to explore the world, develop healthy relationships, to work hard and to play hard every day.

Our school will become our Seaside family and we will all learn and grow together by following the school's three golden rules:

Be kind and respectful
Be honest, always tell the truth
Everyone belongs, we are a family at Seaside

It is a pleasure to be a part of a school where the parents, staff, and children work together to make our school successful for all of our students.

We look forward to getting to know each child and every family at Seaside Schools this year. We encourage you to contact us if you have questions or concerns this year.

Contact Information:

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With gratitude and kindness,

Richard Pinchot
Superintendent – Seaside Charter Schools

“Receive the children in reverence, educate them in love, and send them forth in freedom.”

-Rudolf Steiner

History and Growth Plan

Seaside Schools (SEASIDE SCHOOLS) was approved by the Duval County School Board in December 2012 and opened its doors for grades K-2 in August 2013. This year, we offer grades K-8 at our Beach Location, K-7 at our San Jose Location and K-4 at our North Location (adding a grade each year until 8th grade).

The Sea Turtle Early Learning Center at our Beach and San Jose location offer a full-day Waldorf- inspired program for children ranging from ages 3 to 6. Our teachers and assistants attended Steiner College Early Learning Training this summer and will continue their training in the coming years. The VPK program incorporates state-approved curricula taught through Waldorf- inspired and evidenced-based instruction.

Location

Seaside opened in 2013 at the Rhoda L. Martin Cultural Heritage Center in Jacksonville Beach, moving in August 2014 to 2630 SR A1A, Atlantic Beach, FL 32233. In 2016 we opened Seaside Charter San Jose at 8727 San Jose Boulevard, Jacksonville, FL 32217, in 2018 Seaside Beach moved to their permanent location at 2865 Mayport Road, Jacksonville, FL 32233 and in 2019-20 we opened Seaside North Campus located 1429 Broward Road Jacksonville, FL 32218.

At Seaside Schools, we believe that all children can learn. Our Vision for All Students:

Seaside's shared vision is to foster each student's intellectual, social, emotional, and physical development in a nurturing, Waldorf-inspired public charter school setting that inspires deep learning, a sense of environmental stewardship, and an appreciation for all cultures, the arts, and the ever-changing world.

At the heart of this approach is the recognition that curriculum and instruction must be presented to children in a way that fills them with wonder, reverence, and enthusiasm. By teaching children to care for and respect their physical environment and the earth it instills global responsibility and promotes environmentally conscious living. We strive to build a deep and meaningful community full of students, staff, and parents who are committed to the development of head, heart and hands through our shared values and sense of responsibility to each other and the world around us.

Seaside strives to be a full member of the Alliance for Public Waldorf Education.

Our Mission is to:

At Seaside Community Charter School, we provide a rigorous, arts-integrated educational program guided by the Core Principles of Public Waldorf Education to meet and exceed the Florida State Standards. By cultivating the Head, Heart, and Hands our school:

- Provides a joyful, safe, compassionate, and creative environment for learning.
- Nurtures the intellect, imagination, and emotional life of each child.
- Provides a joyful, safe, compassionate and creative environment for learning.
- Nurtures the intellect, imagination, and emotional life of each child.
- Provides a rigorous Waldorf-inspired curriculum aligned to Florida state standards that is approached through excellent, well-planned teaching resulting in deep-rooted learning.
- Benefits students of a variety of backgrounds.

- Nurtures students' environmental stewardship and civic responsibility.
- Inspires children to live engaged and successful lives, prepared to meet the demands of their world.

Goal:

In sum, teachers and staff at Seaside Schools foster lifelong learners by integrating creativity and artistic expression with scientific inquiry, intellectual curiosity, and critical thinking in a well-designed environment. The environmental science focus ties in with the environmental sensitivity of the North Florida area and the arts-infused curriculum provides opportunities for students with diverse learning styles to experience success.

The educational plan and mission align with research that reveals that children learn best in “literacy-rich, active, purposeful, joyful learning environments that are culturally-sensitive, that nurture children’s social-emotional as well as cognitive or intellectual development, are supportive of their interests and needs, and use assessment and accountability measures as part of a feedback loop for continuous improvement” (Falk, 2012, p. 248)¹.

¹ Falk, B. (2012) (Ed.). *Defending childhood: Keeping the promise of early education*. New York: Teachers College Press.

Curriculum

Kindergarten – 5th Grade

Our instructional program, rooted in Waldorf education, is designed with child development in mind. At each grade level, the curriculum themes are designed to help meet the children in their social and emotional development and the instructional techniques match their cognitive development. Much of our curriculum is hands on and movement based which helps promote healthy physical development, stimulates the brain, and makes learning fun! Of course, we still meet all state standards and children are assessed for progress towards mastery of state standards using formal and informal assessments. Families can monitor students grades by utilizing the Focus platform and receive written narrative reports for each quarter.

In kindergarten, our focus is on foundational reading skills and phonics. Students are introduced to these concepts via imaginative letter stories and fairy tales and use play and movement to stimulate phonological awareness and work towards becoming readers. In math they practice counting, sorting, and explore addition and subtraction within 10, as well as two dimensional shapes.

In first grade, our focus is on fairy tales around the world, seasons, and nature. First graders are captivated by the beauty within the world and see the world as a good and true place. We want to harness that love by connecting them with nature and learning to care and respect nature as well as exploring how people live differently in places and cultures around the world via the fairy tales. In math they continue working with addition and subtraction within 100, explore foundations of measurement and work more with 2 dimensional shapes.

In second grade the curriculum continues with a focus on nature studies but also has stories featuring fables and hero biographies from around the world. As second graders mature, the duality and contradiction between the trickster characters in the fables and the courageous biographies offer opportunities for students to begin to explore their own moral compass and deepen their own sense of what is right. Exploration of addition and subtraction continues through 1000, students study more complex forms of measurement and 2 and 3 D shapes, as well as lay the foundation for multiplication and division.

In third grade, students often experience a significant developmental shift known as the nine year change. Third graders are increasingly aware of the larger world and have complex inner thoughts separate from others around them. As they become more aware of problems and conflict, they need curriculum that gives them a sense of empowerment through doing. Third graders hear legends from around the world, they study farming, shelters, and animal adaptations. Third grade curriculum is full of hands-on projects, also giving them a sense of more responsibility for their work and performance. In math they work within all four operations and focus on multiplication. They study perimeter and area in geometry and begin to explore fractions. In third grade (and fourth grade) students are introduced to cursive writing which continues through fourth and fifth grade.

In fourth grade the student's confidence is arising and a new ego is emerging. Fourth graders possess a zest for life, strive to learn new things, and maintain an intense desire to socialize. The fourth-grade curriculum provides the child with many examples of conflict and separation, of confrontation, indicating paths for resolving problems and providing justice. The curriculum focus is on state history, including a deep native American study and the impacts of the first settlers. Additionally, they study Norse mythology and the Vikings. In math fourth graders focus on fractions and how parts are related to the whole. Students continue working with more complex multiplication and geometric shapes.

Fifth grade is often referred to as the "golden year" or year of balance in which students have come into their maturity of childhood and approaching puberty. Fifth graders can show an intense need for justice and making things right. They quest for the truth and question ideas. The fifth-grade curriculum focuses on ancient cultures and how civilizations have developed over time. They study Ancient India, Mesopotamia, Egyptian Mythology and History, Greek Mythology and History. Greek History leads them into the foundations of a democracy which is a perfect transition to end the year with studies of north American geography and the age of exploration. In math they study fractions and explore the metric system and decimals. They dive into three dimensional shapes and learn about volume. Fifth graders work with the coordinate plane and explore data in a more complex way. Fifth graders are challenged to be more responsible and take charge over their learning. They act as safety patrols for our campus and help remind students to follow our golden rules. This sense of empowerment prepares them to middle school where they will be held to higher expectations and have to take more independent responsibility for their own learning.

Middle School 6th – 8th Grade

In Middle School, the teaching changes considerably to address new conceptual capabilities that are awakening as the child is approaching adolescence.

One aspect that sets our middle school apart is our instructional program. Like our K-5 program, our middle school program is rooted in Waldorf education and designed with child development in mind. Instead of sitting and getting lectured from textbooks, our students are assigned cross curricular projects with hands on learning opportunities. As a part of a small learning community, teachers collaborate with one another to ensure students social and emotional developmental needs are met and that all students have an opportunity to be successful. Each grade level's themes are specifically designed to match the students' developmental level and peak their interest for study.

6th Grade

The instructional program shifts in the sixth grade to address new conceptual capacities that are developing in the children as they approach adolescence. In 6th grade students step firmly out of the protected experience of the lower grades into an outer world where their individuality can mature and be asserted socially and academically. As students approach age 12, major changes in their physical bodies can be seen as their limbs begin to grow and seem heavier as hormones begin to impact development more significantly. The curriculum themes explored in 6th grade are chosen expressly to assist both the inner and outer questing of these young people to find balance in their rapidly changing bodies. Students study Roman History, Medieval History, Islam and Muhammed, The Crusades & The Plague, World Literature, Informational and Argumentative Writing, General Mathematics, Business Math, Geometric Drawing, Physics, Magnetism, Forces of Motion, and Geology.

7th Grade

The seventh-grade year is one of great change and challenge for the students as they explore limits and express their own opinions. Students begin to question more authority and assert their independence. The children are focused both out into the world that they are moving quickly towards and on themselves and their growing and deepening emotional and intellectual inner life. This requires a curriculum that echoes the energy of the seventh grader, mirroring their own self-discovery with an historical age of remarkable discovery, the Renaissance, as a parallel to the child's adolescence experience. The Renaissance, The Reformation, African History & Geography, Civics, Creative Writing and Formal Writing/Research Papers, World Literature, Pre-Algebra, General Mathematics, 2-D Geometry, Chemistry, Astronomy, and Human Body Systems.

8th Grade

Eighth graders are filled with ideals and opinions; they offer unsolicited judgments and are eager for opportunities to test their powers. Here we are making the end of childhood and an entrance into a new phase of young adulthood as a high school student. The curriculum needs to offer hope and empower students to view themselves as capable changemakers in the world. Because of this, students study Revolutions, Economic Geography, US History, Creative Writing and Formal Writing/Research Papers, American Literature, Algebra 1, General Mathematics and 3-D Geometry, Biology, Chemistry, Meteorology and Human Physiology.

Enrollment and Admissions

Application, Admission, and Enrollment

Seaside School Consortium Inc. does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in Seaside Schools.

Seaside Schools are controlled open enrollment schools. Controlled open enrollment allows any Florida student to enroll in the school, provided that the parent provide transportation and that the school is not at capacity. Applicants must indicate this in the county field.

When the number of applications for a particular grade at a specific campus exceeds the capacity of the available openings, applicants have an equal chance of being admitted through a random selection process. Seaside Schools may give enrollment preference to the following student populations: 1. Students who are siblings of a student enrolled in Seaside Schools. 2. Students who are enrolled in a Preschool (Sea Turtle) program operated by the same governing board as Seaside Schools. 3. Students who are the children of an employee of Seaside Schools. 4. Students of a military family, and 5. Students who are the children of a member of the board of Seaside School Consortium, provided it does not amount to a significant number. Preference must be given on the application of interest and is subject to verification. If there are fewer applicants than spaces available, a lottery will not be conducted.

Seaside will begin accepting applications on December 1 of the year prior to the desired enrollment year. The initial application deadline will be the 1st day of February following the application release. The schools will determine available positions at the end of the third nine weeks of school after decisions have been made about retention and parents have finalized their decision to return to Seaside for the next year. If there are more applications than openings, a lottery will be secured. After determining openings, Seaside Schools will send a notification to parents indicating whether their student has been placed on the waiting list or whether the student is being offered a position.

Applications received after the initial lottery will be considered in order of receipt – applications received after the deadline for grades with a waitlist will be placed into the waitlist in order of receipt behind any initial lottery applicants should there be any. Applications received where waitlists do not exist will be contacted regarding positions or will be placed on an initial waitlist if there are not seats available.

Upon being offered a position, parents will have 72 hours to notify the school of their decision regarding the opening by completing an admission acceptance form or email. Failure to respond will be deemed a declination of the offer and the next name on the list will be offered the position.

Upon acceptance, parents/guardians will be sent an enrollment packet to complete. Completion of the entire enrollment packet including receipt of required documents is necessary for enrollment in the school. Parents/Guardians will return the completed packet within fourteen (14) days or the position will be forfeited.

Recruitment and Retention Policy

All segments of the parent community will be targeted, in order to reach as diverse a group as possible. SEASIDE SCHOOLS will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. SEASIDE SCHOOLS may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the school's programs.

SEASIDE SCHOOLS complies with Section 5203(b)(3)(I) of ESEA, that requires CSP applicants to inform students in the community about the charter school and to give each student "an equal opportunity to attend the charter school" (20 U.S.C. 7221b(b)(3)(I)).

Further section 5203(b)(3)(E) requires that charter schools receiving CSP grants or sub grants to involve parents and other members of the community in the planning, program design, and implementation of the charter school. 20 U.S.C. 7221b(b)(3)(E).

Once a student has been admitted to SEASIDE SCHOOLS through the appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to SEASIDE SCHOOLS, however, would be subject to the lottery, if as of the application closing date, the total number of applicants exceeds the number of spaces available at SEASIDE SCHOOLS.

Lottery Policy

While the school is an active CSP grant recipient, it will conduct a lottery if it receives more applications than spaces available. The only allowable exemptions during the grant period include a) siblings of enrolled or accepted students, and b) children of staff employed at Seaside Community School so long as this remains a small percent of total students accepted, and c) children of founding governing board members. All registration periods are publicly noticed with a clear beginning/ending date. After registration ends, the school will determine if a lottery is necessary and will follow the procedures below.

The school maintains a waitlist that is also lottery derived. The school continues to accept applications after registration closes, and these names are added to the established waitlist via a subsequent lottery. The school will not accept students on a first-come, first-served basis while it has an active CSP grant.

Procedures for the Random Selection Process or Lottery

All registration periods are publicly noticed with a clear beginning and ending date. Enrollment consideration forms are posted on the website and the beginning and ending date will be posted. Parents complete an enrollment consideration form and return to the school.

Upon receipt of the enrollment consideration form, the student(s) are assigned a number, in the order of the date the forms were received.

After the designated closing date, a lottery is scheduled. There may be multiple lotteries.

All applicants with completed forms have their previously assigned numbers entered into a random number generator, such as through Microsoft Excel or an online program.

A Board designee with a Board member present as witness reviews the numbers selected. The available slots for each grade level are filled in the order generated.

When all open slots for each grade are filled, each remaining student is assigned a wait list number based on the random number generator. The board designee and the witness sign documentation that they followed procedures.

The parents whose students are selected in the lottery are notified and given 14 business days to submit all necessary paperwork and forms (immunization, birth certificate, health forms, Individual Education Plans, etc.) If the parents do not return the forms by the 5pm of the 14th business day, the student is removed from the acceptance list. The next student on the wait list will be notified and the parents will be sent the application forms. The parents will be given 7 business days to return all necessary paperwork and forms. If they do not return the forms, the next student will be notified, and so on.

Families whose students are on the lottery-generated wait list will be notified when available slots become available. They will then be given 14 business days to return all necessary paperwork and forms. They will have to complete the tour/informational session before enrollment is considered complete.

Exemptions for the lottery may include:

Those students who have already been admitted to Seaside Schools. These students do not need to reapply and do not need to go through the lottery process.

Siblings of students already admitted to SEASIDE SCHOOLS.

Children who enrolled in the Preschool Program at Sea Turtle Early Learning Center

Children of the SEASIDE SCHOOLS's founding board and employees (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Requesting Teachers and Classrooms

Our teachers are all highly qualified and have been selected with a great deal of care. We place the children into a class after taking several factors into account to ensure a diverse group of children. Therefore, we do not accept requests for specific teachers. Nor do we accept request for student groupings. We will consider requests for:

1. Siblings/twins to be placed in the same classroom or to be separated (if possible)
Students to be separated in extenuating circumstances.

All requests must be made directly to the principal.

Student Assessment and Progress Reports

Students are evaluated throughout the school year using a variety of measures. Student data is shared with families quarterly through narratives and report cards. Grades are input into Focus bi-weekly and can be accessed by parents and guardians. Teachers conference informally with students to share assessment and performance information frequently to establish set learning goals. Teachers are available by appointment to conference with families about their specific student progress.

Assessment tools to promote children's learning and development:

Observation, checklists

Portfolios

Self-evaluation

Standardized Tests; formative and summative assessments; informal assessments

Seaside Schools is a public school and implements all state required formative and summative assessments, including I-Ready and Florida State Assessment or the equivalent. Kindergarten children are assessed using FLKRS (Florida Kindergarten Readiness Screener).

To monitor reading and literacy development, ongoing formative assessments incorporated with evidence-based instructional activities ensure that students are at the appropriate levels in reading development, including knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary, and the understanding that writing is essential for learning.

In mathematics, assessments include problem solving with real-world problems, emphasis on the thinking process, with the focus to inform instruction and differentiated teaching, including Response to Intervention (RTI) or MTSS (Multi-tiered system of supports). As recommended by the National Council of Teachers of Mathematics, types of assessment include student journal or copy books (writing and drawing/sketching models), performance tasks, teacher-created assessments, problem-based tasks, teacher observation/anecdotal notes, and written or verbal responses explaining the process or the concepts.

In science, assessments include problem solving/experiments with real-world problems and a focus on the thinking process. Types of assessment include student journal or copy books, performance tasks, teacher-created assessments, problem-based tasks, teacher observation/anecdotal notes, and written or verbal responses explaining the process or the concepts.

At the end of each nine weeks, the students and teachers hold a showcase to give families the opportunity to view student work and celebrate their progress.

Exceptional Student Education

Notify the principal if your child has a current Individual Education Plan (IEP) or a 504 Plan in place, so that services do not lapse. The information you provide will not be used to accept or decline your child's application. If you think your child needs exceptional student services, please notify the school so that an initial meeting can be scheduled. SEASIDE SCHOOLS contracts with outside providers for various services and receives support from the district.

Behavioral Expectations for Students

At Seaside Schools, we promote peaceful, collaborative behavior while honoring individual differences in a nurturing, secure environment. The teachers' classroom management plans are based on developmentally appropriate practices that include clear expectations for behavior and interactions as well as peaceful conflict resolution. Students are given responsibility in the classroom and provided with opportunities to practice routines. Daily class meetings and circle time provide opportunities to discuss issues and to practice peaceful conflict resolution skills. Classroom teachers will establish positive guidelines and procedures for classroom management at the beginning of the year and will provide opportunities for students to practice and continually develop their self-regulation skills. Teachers will model expected behavior, focus on positive behavior, set clear and consistent limits, clearly establish reasonable consequences for undesired behavior, and be fair and equitable in applying rules. Incremental and appropriate consequences will be employed when necessary.

Student Records

A student's school records are private and confidential. Student's parents/guardians as well as authorized school personnel may see school records. At the request of and with written permission from parents/guardians' others may access the records.

Attendance Policy

Attendance at school each and every day, for the full school day, is essential to your child's academic and social wellbeing. As SEASIDE SCHOOLS follows a Waldorf-inspired philosophy, much of the daily lessons involve oral instruction or hands-on activities. Being absent for even part of the day can cause children to experience gaps in their social life and learning. Also, important for you to know is that there are periods throughout the year where the state counts children present in school (FTE Counts)—if your child is not at school, SEASIDE SCHOOLS does not receive funding for your child.

For the purposes of this policy, excessive absenteeism, tardiness and early checkout without an acceptable excuse are seen as violations of 1003.21, F.S. (compulsory attendance).

School attendance shall be the direct responsibility of parents/guardians and students. All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Open communication between parents/guardians and schools is an integral component of the educational process. Parents/guardians shall work with school administration and staff to encourage students to attend school regularly. Regular attendance in each grading period is necessary for a student to be successful in school. Missed work shall be made up for all absences, including suspension. Make-up work shall be allowed for each day of absence. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to that class. Each student shall receive full credit for such work.

SEASIDE SCHOOLS will track excused and unexcused absences, tardiness, and late arrivals and contact the home in case of unexcused absences or absences for which the reason is unknown.

For the purpose of meeting the state requirement of recording attendance in an attendance register, students shall be counted in attendance if they are actually present at school for any part of the instructional day or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for students.

Student Absences and Excuses

Students returning from an absence shall be required to present a written explanatory excuse from their parent(s) or legal guardian, stating the cause for the absence. The following causes are acceptable excuses for being absent:

Illness or injury of the student

Serious illness or death in the student's family

Conditions rendering attendance impossible or hazardous to student health or safety.

Official religious holiday of a religious sect or for religious instruction (See below)

Special circumstances as determined by the school principal or other designated district or school personnel such as court order, family emergency, etc.; and,

Visiting with a parent or legal guardian who is in the military service in the armed force and has been called to duty for or is on leave from overseas deployment to a combat zone or combat support post. The student may be excused for a maximum of 5 days per school each year.

Students participating in educational activities which constitute a part of the school-approved instructional program shall be deemed in attendance.

A student shall be excused from attendance on a particular day or days, or for part of a day, and shall be excused from any examination, study, or work assignment for observation of a religious holiday or because the tenets of his or her religion forbid secular activity at such time. Teachers shall give each student the opportunity to make up any examination, study, or work assignment which has been missed for religious purposes and the student shall receive full credit for such work. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.

After fifteen (15) days of absence, whether excused or unexcused, a student must present verification from a licensed doctor for all subsequent absences due to illness.

Non-school related activities and vacations are considered unexcused, including but not limited to:

Shopping

Vacations or Trips

Oversleeping

For convenience of parents/guardians

Older students providing childcare for siblings.

Missing school bus or other provided transportation

Tardy Policy

Tardiness is defined as the physical absence of a student in the classroom at the beginning of a regularly scheduled session at which he or she is scheduled to be present. A student's tardiness shall be excused when the reason given for tardiness is acceptable to the principal or designee. Examples of acceptable reasons for tardiness are the same as the examples of acceptable reasons for excused absences.

Parents and guardians have an obligation to ensure that their student is at school and in class on time. Once on campus, the student has the responsibility to be in class on time. A student repeatedly failing to make an effort to attend class in a timely manner may be considered truant and the parents will be contacted, at the discretion of the principal or designee.

Accumulation of tardiness shall be on a nine-week grading period. Schools with electronic tardy tracking systems shall track tardiness on an aggregate basis. Schools without electronic tardy tracking systems shall track tardiness by grade period.

Consequences or Disciplinary Actions for Tardiness in a Grading Period

For the first three (3) tardiness, the tardiness is documented, and the consequence shall be a phone call or email to the parent/guardian by the teacher or office staff.

After the 4th tardy, the teacher will notify the principal, who will contact the parent/guardian for a phone conference.

After the 5th tardy, the parents/guardians will be asked to attend a face-to-face conference, with the principal, teacher, and the guidance counselor if deemed necessary. A plan of action/contract will be developed to remedy the issue.

After the 6th tardy, the disciplinary code will be entered into the district system.

Early Checkout

Early Checkout is defined as a parent or guardian signing out a child before the end of the school day. A student should not be released within the final forty-five minutes of the school day unless the principal/designee determines it is an emergency or an excused event. Please be patient with our office staff, as they may be able have the child ready to leave immediately upon your arrival.

Absenteeism Due to Head Lice/Nits

Students will be provided up to 3 days of excused absences for each newly identified case of head lice or nits. (A newly identified case is established after a student has been readmitted and there is a reoccurrence of the head lice or nits).

Students will be provided an opportunity to make up all work missed during the excused absentee period. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.

Re-admittance of Students Due to Head Lice/Nits

Students sent home for treatment of head lice will be readmitted through the school office only when they are personally accompanied by a parent, guardian, or other responsible adult. Trained staff will carefully examine the hair and scalp of returning students and conduct a follow-up head check within 7-10 days of the first treatment. If head lice or nits are present, the student shall not be admitted. Nit removal after treatment is required. If a student returns to school with lice and/or nits, the parent, guardian, or other responsible adult should be given the "Refusal to Admit Student Due to Head Lice" notice.

SEASIDE SCHOOLS Administrative Regulation – Lice Control:

<https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/10121/F%20Pediculosis.pdf>

PROCEDURES FOR HANDLING IDENTIFIED CASES OF HEAD LICE • At the time of Identification, isolate students with head lice from other students until such time as provisions can be made for them to return to their home for treatment.

- Telephone the parent/legal guardian or emergency designee of each identified student to inform them of the need to exclude the student until treatment has begun and the student no longer has lice.
- If the student rides a bus, inform bus driver that the student has head lice and the following steps are being followed:
 1. Treat bus seat where infested student sat.
 2. Do not let the student ride bus to school until the parent has accompanied the student to school and treatment determined as satisfactory. Student's presence on the bus the following afternoon will mean the student was cleared and may resume bus privileges.
- Send the "Letter to Parents of Students with Head Lice" (Attachment F-I) to parents of the student with head lice.
- Parents may obtain treatment for head lice from their health care provider or purchase one over the counter.
- When head lice are discovered in one elementary classroom, screen all students in the classroom. If 3 or more students in one elementary classroom are found to have live lice, notify the parents of all the students in the elementary classroom by sending home the "General Information Notice for Head Lice Control" (Attachment F-II).
- For middle schools and high schools, it is not necessary to screen classrooms or send letters home to parents of students not identified as having live lice.

Grades and Make-up Work

Students who are absent may receive a grade of zero (0) for work missed for the day(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive appropriate grades for the make-up work to replace the zero (0). The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.

Nonattendance for instructional activities is established by an accumulation of tardiness, early checkouts and absences for all or any part of the school day. For learning activities to be fully effective, it is reasonable to require that each student arrive to class on time and remain for the entire school day. A student who is tardy to class or who is checked out not only places his or her learning in jeopardy but also interrupts the learning of other students.

Unexcused Absences

If a student has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student's primary teacher shall report the student's attendance to the principal. The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school level. The principal, teacher, and guidance counselor will schedule a meeting with the parents or legal guardian. If appropriate, a contract will be developed and signed by the participating parties. If the contract is violated, the case may be referred to the State Attorney's office. During each grading period, the principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from school. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student to request their cooperation in preventing further absences. Principals may authorize a waiver of notification if school personnel determine the student has contracted an illness, such as a communicable childhood disease, resulting in an extensive number of absences.

Duval County Public School's Code of Student Conduct

Seaside Schools has a disciplinary policy and for severe infractions follows Duval County Public School's Code of Student Conduct. Aggressive behavior and fighting will not be tolerated, and teachers will work with the student, parents or guardians, and the principal to address any issues or concerns as they arise and develop appropriate interventions.

While the teacher will work to solve problems through conflict resolution and with the classroom community, serious infractions may require a more in-depth plan to resolve the issue.

Serious Breaches of Conduct: Students who engage in severe breaches of conduct as defined by the Duval County Code of Conduct will receive due process through an appeals process that includes the SEASIDE SCHOOLS principal and governing board. If expulsion is considered, the Duval County School Board policy will be followed.

No Bullying Policy

Seaside Schools provides a safe learning environment where every student and adult are valued and respected. Bullying and harassment are prohibited.

Please see the Code of Conduct Agreement at the end of the Parent/Student Handbook – this needs to be signed and returned back to the school.

Dress Code

SEASIDE SCHOOLS emphasize a nurturing and healthy physical school environment. Part of this effort involves students' gear and clothing. Students at SEASIDE SCHOOLS are actively involved in learning inside and outside the classroom. Clothes worn to school are to be comfortable and simple. The students will get dirty -- plan accordingly.

SEASIDE SCHOOLS require:

Grades K-8:

- Bottoms - Shorts and skirts must be 3 inches from the knee, pants, jeans, capri pants, leggings – worn with a long shirt/dress/tunic covering bottom, etc. All must be hole free.
- Tops - All tops must over midriff and chest area. No spaghetti straps, see through or shirts with holes.
- Dresses – Shorts or leggings should be worn under dresses for active play outside.
- Shoes - Must be secured to the feet and are suitable for playing and walking in dirt and sand (no flip-flops. Sandals must be secured in the back and have not loose heels. Due to the nature of the property and the need for children to be ready immediately in case of fire or emergencies, kindergarten children will have regular shoes on in the classroom.
- Please avoid media characters, cartoons, graphics, distracting designs or corporate logos on clothing, shoes, gear (lunch box and bottle) and outerwear (jackets, sweaters, hats). We ask that you avoid clothing and gear that will interfere with play or imagination (i.e., Disney characters) or are not age appropriate. The SEASIDE SCHOOLS shirt is allowed and on designated days, other logos (i.e., sports teams, Dr. Seuss) will be allowed as part of community building.
- Jewelry – no watches (they get lost or broken), necklaces, bracelets, hoop/hanging earrings, or rings. Post earrings are permitted.
- Hats (hoods, baseball caps, beanies) can be worn outside only.
- In kindergarten, send in an extra set of clothes in a gallon-sized zip lock plastic bag labeled. with your child's name printed in permanent marker on the outside. Print your child's name or initials in permanent marker or put labels on all outerwear and gear. For grades 1-5, a change of clothes is optional but recommended.

School Shirt

The official school shirt is a red tie-died short-sleeved shirt with a screen print of the Seaside logo. Information on adult and children's shirts will be sent out prior to school.

Electronic Media Guidelines

The philosophy of SEASIDE SCHOOLS is based on a deep respect and understanding of the developing child. We believe that it is important to nurture the imagination and healthy development of the whole child. Direct, hands-on interactions with others, the environment and with nature are critical.

Electronic media can often interfere with these natural experiences. Teachers observe that a child heavily influenced by media must process screen-images through his/her play. The quality of play and ability to fully absorb the curriculum is greatly enhanced when media viewing is minimized or eliminated.

SEASIDE SCHOOLS understand that most parents/guardians do their best to avoid media/tv/video/games. We encourage you to continue your work as advocates for your children. We recommend avoiding media such as television and video games during the school week. We also recommend delaying smartphones, unsupervised internet access, and social media accounts for Seaside elementary and middle school children. This will strengthen your child's ability to focus and become fully immersed in the day's curriculum. This will also further facilitate a nurturing, child-focused environment for all Seaside children to grow and thrive. The American Academy of Pediatrics has issued new guidelines on media use <http://pediatrics.aappublications.org/content/132/5/958> (Note: Parents that need communication (text/call) and tracking devices, may benefit from exploring other non-smart devices widely available on the market today).

Limiting media protects against the negative effects that research shows are associated with increased media exposure, including obesity, impairment of neurological development, increase in aggression and desensitization to violence, shortened attention span, and other cognitive and social deficits.

Media, Technology and Internet Use at School

Teachers will use media (video, internet, music) in limited amounts as instructional tools for their students to meet the curriculum guidelines. Students may use the computer/internet for research and to meet the writing/technology state standards. In the grades, keyboarding/computer instruction will be added to ensure that children are able to use the computer for the required state assessments. At all times, internet safety practices will be followed.

Cell phones and other electronic devices

While in the presence of children, teachers and staff are expected not to use cell phones for texting, calls, emails, or social media. Cell phones may be used for emergencies, coordination, or to contact a child's parents. Cell phones for photos, video recorders, or cameras may be used when certain that all children have media releases.

All adults are asked NOT to use their cell phone or electronic devices while with the children in the classrooms or on the playground. Phones, camera, or video recorders may be used to record events, when certain that all children have media releases. Please check with the office before posting. Be sure not to identify children by name in any photos or videos.

Adults are asked not to use their cell phone or electronic devices while in the car line pick-up/drop off

area.

Students are not to keep cell phones or electronic devices on their person during the school day. If a child brings a cell phone or an electronic device to school, it will be turned into their classroom teacher.

If a student needs to call home, he/she will ask his/her teacher for permission to do so from the school office phone.

If a parent has a family emergency, he or she should call the school office and school personnel will contact the student.

Violation of the policy will result in immediate confiscation of the device.

Parent(s)/Guardian(s) must pick up device at the office in person after school.

The school is not responsible for cell phones or other electronic devices brought to school by students and will not be liable for damaged, destroyed or lost cell phones or devices.

Communication

Communication between school and home is an essential part of Seaside Schools. The school office is open Monday to Friday from 8:30-4:00. Due to high traffic, calls made to the office may be answered by the answering machine.

When children are at school, they are the focus of the principal, faculty and staff. Meetings, phone calls, and electronic communication will generally take place when children are not at school. All SEASIDE SCHOOLS employees have unique email. Official communication is sent via the school email and Parent Square.



Parent Square is Seaside Charter School's consortium-wide communications platform. For new families requiring assistance, please email contact@seasidecharter.org

Each Tuesday (unless notified otherwise), your child will bring home their Family Communication folder. This folder is our method of relaying important information from the school and classroom teacher. Please ensure your child brings their folder to school by Tuesday morning each week. If you don't get a folder, email the child's teacher or use Parent Square to contact your student's Teacher. Please check the website, Google calendar, and your teachers' Parent Square classroom regularly. (www.seasidecharter.org)

What parents can expect:

Parent communication responded to within a reasonable time and in a courteous manner

Requests for appointments responded to or scheduled within a reasonable time

Parent to be notified about single serious issue or ongoing problem

Regular formal conferences; other meetings and calls

Contact the school if you have:

- Changes in your family situation
- Medical issues that arise or change
- Illness that will lead to the child being absent
- Safety issues, change in behavior at home
- Family emergencies, sleepless nights, play dates, appointments (send a note)
- Ongoing and pervasive problems/concerns at school or home
- When you need to change a scheduled appointment
- Change of Address and/ or Phone number

When you have last minute information for the teacher:

- Send a note and follow-up with an email to teacher
- Call the office and leave a message for the teacher

Please do not email urgent information to your child's teacher during school hours as it may not be read until after school.

Please do not communicate with teachers or the school through Facebook.

Calendar

An annual school calendar is provided on the school website (www.seasidecharter.org) as well as posted on ParentSquare. We observe the same holidays, planning days, and early release days as the Duval County Public Schools (DCPS). There may be some slight differences, so check the school calendar.

SEASIDE SCHOOLS are closed for weather in accordance with DCPS and the National Weather Service advisory. If DCPS cancels school due to weather or other emergency, SEASIDE SCHOOLS are also cancelled. Weather make-up days will be scheduled as needed.

SEASIDE SCHOOLS hold family events, student showcases, and celebrations throughout the year. Families and friends are encouraged to attend.

Drop-off and Pick-up

School hours are from 8:30 to 3:30 and 8:30 to 1:30 on early release days for Elementary. School hours are from 8:30 to 3:45 and 8:30 to 1:30 on early release days for Middle School. Drop-off begins at 8:15- school starts at 8:30/ tardy at 8:40; extended day fees before 8:15 Pick-up begins at 3:30- extended day fees start at 3:45 (unless parent is in the pick- up line) Early Release at 1:30- extended day fees start at 2:00. Younger siblings will wait for Middle School Students to be dismissed.

We have a traffic flow system in place for parents to drop their students in the car loop lanes without leaving their vehicles. Faculty and staff will assist the students exiting the vehicle.

We do not allow unattended children to enter the school walkway or Morning Circle area prior to 8:15. If you are late, please check in at the front office.

For pick-up, SEASIDE SCHOOLS will issue two placards with your child's name for you to put on the dashboard of your vehicle. This card will ensure that only approved adults pick up your child. In the event that the adult picking up the child does not have the card, he or she will be required to be on the authorized / approved "pick up" form and will be required to show a picture ID. If there are any people or family members who are not on the approved form to pick-up your child, you must notify the office in writing (please follow up with an email!)

Car pick up will take place at the same location as drop off.

EVERY STUDENT WILL BE A CAR RIDER AT DESIGNATED PICK-UP TIME

Children who have not been picked at the end of the day (3:55 or 1:30 on early release) will join the appropriate extended day class. Daily extended day charges (a fee will apply).

Extended Day and Enrichment Programs

Extended Day

Early morning extended day begins at 7:00 am in the room designated. Children should eat breakfast before coming to early morning extended day.

Afternoon extended day begins immediately following class dismissal. Pick up is from the designated doors. Parents/Guardians are required to sign and sign out your child. Children are only released to adults on the signed list of approved adults. You may be asked to show a picture ID.

Sample Extended Day Schedule

7:00 - 7:30 - Arrival, bathroom and hand washing, quiet activities.

7:30 - 8:00 - Group Time, Stories, Music, Demonstrations, Discussions.

8:00 - 8:15 - Clean-up, dismissal to classrooms.

3:55 - 4:15 - Arrival (depending on day), bathroom, hand washing, snack.

4:15 - 5:00 - Homework, quiet reading, reading, etc.

5:00 - 5:30 - Outdoor Play

5:30 - 6:00 - Clean up and dismissal.

Snacks

Each child should bring an ample snack and water to school for the extended day period.

Extended Day Fees

All fees will be invoiced via ParentSquare.

One Time Registration: \$50.00

Extended Morning: 7:00-8:15am \$100.00 month

Extended Afternoon: 3:30-6:00pm \$140.00 a month

Both Morning and Afternoon: \$240.00 a month

Additional Fees: Siblings in the family \$50.00 a month per sibling

Drop-ins: \$20.00 per day

Late Fee

\$20.00 Late fee for Extended Day Payments not made within 7 days of receiving the invoice.

Afterschool Enrichment Programs

Enrichment programs provided by approved vendors will be available, sometimes for an additional charge, during the extended day period. Parents of children enrolled in extended day may opt for the program at an additional charge. If your child does not participate in the extended day program, he or she still may participate in enrichment programs if space is available. Children who are not enrolled in SEASIDE SCHOOLS may also enroll in enrichment programs if space is available.

Programs will vary with regard to topic, length, cost, and age range.

Volunteer Structure

Our school emphasizes service. Parents/guardians who have chosen Seaside Schools for their children have chosen to be active participants in their children's education. Each SEASIDE SCHOOLS family is asked to donate a minimum of 20 hours (30 hours if you have more than one child at the school) over the course of the school year. Possible volunteer activities include, but are not limited to:

- Assist SEASIDE SCHOOLS teachers and staff in supervising students on field trips.
- Providing weekly snacks and lunches for children who do not bring a lunch.
- Assist with after-school enrichment clubs
- Work with students in small groups or individually
- Site maintenance and beautification
- Indoor maintenance and deep cleaning
- Hospitality (welcoming new families, catering food during teacher in-service)
- Serving on a School Committee or PTO
- Support class teachers with preparation tasks
- Plan festivals and/or fundraisers
- Enrichment activities (i.e., Spanish, art, music, biology, health education, etc.)
- Sewing, washing fabric cushions and rugs, etc.
- Serving on the School Advisory Council
- Children benefit from parent involvement. Without past volunteers, Seaside Schools would not exist today. We recognize that volunteer time requirements can be challenging to manage, and there are times within every family when you are able to give more, and sometimes less. We focus on the joyful giving that is inherent in community life, while recognizing that SEASIDE SCHOOLS truly needs and appreciates the active support and gifts of its volunteers.

In order to volunteer, you must complete:

Duval County Public School Form

Start today! Complete this form as soon as possible to ensure that Duval County has time to process by the time you want to volunteer in the classroom. This form is required by law and includes a free background check. Get started here:

[Duval County Public Schools \(samaritan.com\)](http://samaritan.com)

A few things to remember:

- All volunteers must have a set appointment with a teacher or the school prior to arriving on campus.
- All volunteers must check in with the front office upon arriving on campus.
- We love our Seaside families. However, for volunteer purposes our policy is adults only. Please do not bring younger siblings or other unapproved visitors on campus during volunteer hours.

Visitor Policy

SEASIDE SCHOOLS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds, any person who is not a student at the school or a district officer or employee shall, when school is in session, report his/her presence and the reason for visiting the school to the office and register. Visitors will receive a badge indicating they have signed into the office. At time of departure, they are to sign out on the log.

Any person the principal or designee asks to leave school grounds shall promptly comply.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

Administering Medication(s)

Medication is administered during school hours by school personnel only when the student's physician deems the medication necessary for a student who has a potentially life-threatening medical condition or who needs medication administered during the school day in order to interact appropriately in the school setting.

School personnel may dispense, and store medication ordered by a licensed physician and provided by the student's parent/guardian. Administration and storage of medication during the school hours by school personnel will be permitted only when the following has been complied with:

Receipt of Seaside Schools Authorization for Medication Administration form from the student's licensed physician indicating that the medication is necessary for a potentially life-threatening medical condition or in order to interact appropriately in the school setting, and detailing the method, amount, and time schedule by which such medication is to be taken.

This form is valid for the current school year only and must be updated whenever changes are made in the treatment plan or at the beginning of each new school year

All medication stored and dispensed by the school must be in the original prescription or over-the-counter container, clearly labeled with the following information:

- Student's name
- Name of prescribing physician
- Name of pharmacy dispensing
- Name of medication (generic or brand)
- Dosage Route of administration
- Administering Medication Regulation
- Frequency of administration
- Duration of administration
- Expiration date, if any

The parent/guardian of a student in grades Kindergarten through 5th must bring the medication to the school office.

The medication is to be dispensed by school personnel designated by the principal.

No medication shall be stored or dispensed to students without proper authorization described above.

All medication shall be kept in a securely locked cabinet or drawer, except those medications that a physician requests the student be allowed to carry or in the teacher's desk (i.e., inhalants for asthma, Epi-Pens for severe bee-sting allergies, Benadryl for other severe allergy reactions).

Any medication that is stored on the school premises and which requires refrigeration and/or other special storage considerations (i.e., insulin for diabetes) must be accompanied by a lockable container which the parent/guardian will provide.

Parent/guardian must pick up all of the expired or remaining medications and all of the medications that do not have a current Administration of Medication form associated with it.

Any remaining or expired medications and medications with expired Administration of Medication forms are going to be discarded after July 31st of each year.

A medication log must be used each time a medication is administered to a student. The log provides a place for the individual administering the medication to record the date, time, student name, medication given and his/her initials. These logs shall be retained for at least one year.

Except for certain self-administered medications (“Epi-pen,” “inhaler,” or “insulin”) authorized by a licensed physician for personal use, students may not self-medicate or possess any over the counter or prescription medication while on School property.

Please note that even over-the-counter medications such as cough drops, and Chap Stick are considered medication and cannot be in the possession of children. The teacher will monitor the sunscreen and insect repellent use.

Allergies

Parents/guardians must list allergies on student forms and clearly communicate with teachers. This is needed so that the staff and faculty are aware of food and other triggers your child should avoid. SEASIDE SCHOOLS make every effort to protect children from their allergy triggers.

If your child has a severe allergy, you may consider a 504 Plan. This is a federal protection to ensure your child with a severe allergy has a coordinated school plan.

A form from the child’s doctor must be given to the school to identify allergies, symptoms and appropriate steps if a child has the identified symptoms.

If a student has a prescribed Epi-pen, the parent/guardian should provide one to leave at the school. The parent/guardian must complete an approved medication form. The pen and completed form are placed in a zip bag labeled with the student’s name, and kept out of children’s reach, but in the specific area in which a student is located at all times.

SEASIDE SCHOOLS staff has in-service training in the proper use of the Epi-pen.

Resources for parents with children with severe allergies to navigate schools:

<http://www.foodallergy.org/managing-food-allergies/at-school>

<http://www.kidswithfoodallergies.org/page/sample-section-504-plan-for-food-allergy.aspx>

Campus Food Policy

As part of our Waldorf philosophy, Seaside believes that we should teach our children to eat healthy. Eating habits are built early. We ask that you carefully consider the nutritional quality of your child's school food. It is important that children have snacks and lunches that provide proper nutritional support for their school day. Fill your child's lunch box with healthy, wholesome, nutritious food — no processed foods, added sugar, candy, chocolate or juice boxes. Several our students deal with allergies that affect what they can eat. For this reason, we do not allow our students to share food. No cupcakes for a birthday celebration — any other snacks must be approved by administration and/or classroom teacher. Some suggested "treats" for celebrations are pencils, book donations and guest storytelling.

Peanut- Free Campus

Because of the number of students and adults with life threatening peanut allergies, Seaside is a Peanut-Free Campus. There are no peanuts or foods with peanuts in the ingredients list permitted on Seaside's Campus. This is true even if a class does not have a peanut allergy so that the campus may be protected and Peanut Free. - Not Permitted on Campus: Peanuts or peanut products (e.g., boiled peanuts, peanut butter, etc.) - Not Permitted on Campus: Foods with peanuts listed in the ingredients list (e.g., most trail mixes, granola bars, many crackers, etc. However, foods that list "may contain peanuts", "processed in a facility with peanuts," or "processed on equipment that may handle peanuts" are permitted on campus. Because of current food regulation, these warnings represent the same thing — that peanuts could have, at some point, contaminated (come in contact with) the foods. These foods are not confirmed to contain peanuts and are permitted on campus. However, these foods are NOT safe for those with severe peanut allergies to consume. Please also make sure your child knows not to share his or her food with classmates. If your child has a peanut allergy or any other allergies, please contact the office and provide appropriate documentation from the child's doctor.

Lunch and Snack Guidelines

Families are asked to pack an ample daily lunch and snack. The children are active and get hungry, so pack plenty. The children need nourishment for their brains and bodies, so we recommend that you pack snacks and lunches that are high nutrient and satiating (fill child up). Include a fruit and/or vegetable and protein source with each snack and lunch. Please minimize foods that are highly processed, high in sugar, non-satiating, and low in nutrients. Remember, Seaside is a Peanut-Free Campus so you may not include peanuts or peanut products or foods that list peanuts in the ingredients list (see Peanut-Free Campus). The beverage should be juice or water in a non-leak, reusable container if possible. Include a paper or cloth napkin and any utensils the child might need. Please label your child's lunchbox with his or her name in permanent marker or use labels. Please send in a water bottle with your child (labeled with your child's name!) We welcome your contributions of healthy snacks for children who forget their lunch or who are still hungry. Please contact the Parent Teacher Organization (PTO) to assist with this. If your child has an allergy or sensitivity, please let the office and classroom teacher know! (See Allergies). We ask that parents who are able, to consider participating in the daily/weekly lunch contributions— packing simple, allergy friendly lunches in brown paper bags that can be handed out to children who forget their lunches or who are extra hungry. We usually have about 8-10 children each day who need extra food each day. If you do not want your child to receive a brown bag when he/she is hungry, please make sure the classroom teacher knows.

Weekly Baking and Cooking Activities

Baking and cooking activities are rich in literacy, math, and science concepts and are part of the curriculum. Let your child's teacher know of any allergies or sensitivities your child has so that we can plan accordingly!

Incident and Accident Reports

We do not have a nurse on staff at SEASIDE SCHOOLS. Despite our best efforts at safety, children are sometimes hurt at school. Most often their injuries are minor, and in such instances the supervising staff member completes and signs an Incident Report to explain what happened and the treatment administered. We might attempt to notify the parent or guardian by phone, but we will not call every time we put on a Band-Aid. The Incident Report will be given to your child to take home. Please contact us if you have follow-up questions after reading the report.

When an injury is more serious, requiring possible or immediate medical attention, staff completes an Accident Report. The Accident Report is a formal, more detailed document that requires the signature of supervising staff, the principal, and the parent/guardian. We will make every attempt to contact you after such an injury. If we cannot reach you or one of your authorized emergency contacts designated on your child's emergency form and feel your child needs immediate medical attention, a staff member will accompany your child to care according to the Emergency Information and Medical Information Form on file. You will receive a copy of the Accident Report and the original is filed with your child's permanent folder.

The faculty and staff are required to maintain current certification in First Aid and CPR.

Wellness and Family Education Policy

Seaside Schools is committed to providing a school environment that promotes and protects children's health, wellbeing, and ability to learn by supporting healthy eating, physical activity, and social, emotional, and cognitive wellness. We focus on the whole child: head, heart and hands and is committed to providing a school environment that enhances learning, helping students develop lifelong health and wellness, and to provide health education and promotion. We also understand that much of a child's development happens at home and that parents are a child's first teachers. SEASIDE SCHOOLS's Wellness and Family Education Policy includes:

Providing adult parent education and study groups encompassing a range of subjects such as establishing healthy rhythms at home, nutrition, and health and fitness and handwork.

The school will engage students, parents/guardians, teachers, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.

Providing opportunities to support and encourage children to be physically active on a regular basis. Students will enjoy a variety of nutritious and appealing foods that meet the health and nutrition needs of students as well as a clean, safe, and pleasant settings and adequate time for students to eat. SEASIDE SCHOOLS will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish links between health education and related community services.

Homework

Parents are asked to read with their children, tell a story, sing, or encourage their children to read about half an hour each night. Other activities might be working on art, or handwork projects. Children's homework will be relevant to the classroom instruction and the child will be able to complete the assignment with minimal help from adults. Special projects or assignments may be included throughout the year. Please include daily, age-appropriate chores as part of a child's afternoon and evening routine to develop the child's will to work.

Daily Homework Routine

We strive to create a daily rhythm at school that is consistent and incorporates enough time to complete activities without stress. Parents/guardians can partner with SEASIDE SCHOOLS by maintaining gentle family routines at home that includes your child assisting with meal preparations, cleanup, and basic household tasks. These activities and your routine should be considered your child's daily homework. Your child, for example, may check his or her school folder for papers to give you, put his/her lunch bag and materials in a consistent place where it can be found quickly each morning, wash and clean the lunch bag, wash the water bottle, and lay out clothes for the next day. Older children may also prepare lunch and snacks for the next day. These "homework" activities help to build self-help and self-regulation skills. Parents may also partner with SEASIDE SCHOOLS (RE environmental sustainability focus) and incorporate "green" lessons and habits into your child's daily homework routine. Conserving water when brushing teeth, bathing, and handwashing, maintaining a small compost with non-meat dinner scraps, assisting with recycling in the home, taking care of toys and belongings, helping with a family garden, etc. may be rewarding and beneficial "homework" activities that help us to further meet SEASIDE SCHOOLS's sustainability focus.

As they enter the grades, students will have academic independent practice they will do at home. These activities will be sent home in the school's Tuesday folders and returned the following week. Children should not be spending excessive time every day to complete their practice work; it is homework designed to take 3 – 4 days to complete. If a child has an afterschool activity once or twice a week, they will not need to work on their practice work every night. If a student is having difficulty completing their practice work, please contact your teacher for a conference.

For healthy sleep essential for student learning, SEASIDE SCHOOLS encourages a consistent bedtime routine and discourages media use in the evening. SEASIDE SCHOOLS recommends that parents/guardians read to their child at least 20 minutes each night. This builds their background vocabulary and allows them to hear fluent and expressive reading. We also encourage you to provide time for your child to read or look through books for at least half an hour each evening. SEASIDE SCHOOLS hopes this child-directed reading and book time can be incorporated into the daily homework routine.

School Safety and Security

All schools are required to have an approved confidential, comprehensive safety and security plan approved by the District. SEASIDE SCHOOLS's plan is on file in the school office and at the district office. Below is a summary of procedures and background information:

All employees and vendors and board members go through the State required FDLE screening/background process as required by law.

All volunteers are screened by district/FDLE fingerprinting process, as required by law.

There is a sign-in and out procedure in place for all visitors/vendors, requiring a photo id, in the main office/reception area first before going to the classroom. Visitor badges will be used.

All teachers, staff and regular volunteers receive safety, CPR, and first aid training and assigned tasks for various situations that might occur— teachers will have cell phones and communication system in place.

We have a system in place to contact parents/guardians in the event of an emergency situation.

Children are not left unattended; procedures are in place for going to bathroom, and office.

In addition to the health forms and emergency contacts parents/guardians need to provide information on who can pick up children; a photo id will be required for pick-up.

The school will distribute SEASIDE SCHOOLS two cards with child's name for parents/guardians to display in their cars for pick-up.

Avoid cell phone/texting during the drop-off and pick-up times, as the campus is busy, and children and families are often crossing the paths and road.

There is a process in place for walking field trips and parent/guardian permission is required.

There is a comprehensive safety plan for weather, emergencies including unwelcome visitors, etc. Team leaders and staging areas will be utilized, and parents informed of staging areas.

The Board will regularly review the FDLE website and will keep the faculty and staff current on any changes with regard to any offenders in area.

We have regularly scheduled and unscheduled drills for all possible emergency events as well as safety inspections.

School Advisory Council

The School Advisory Council (SAC) is comprised of the school principal, the past president of the school board, the chairperson of the parent organization, and the chairperson from each of the school's committees. All work of the school will come through the School Advisory Council, so everyone is working in unison. This collaborative work process will ensure good communication and give many an opportunity for input into the direction of the school.

The SAC will begin their work with a half-day retreat to plan the first quarter of the school year and will be followed by a meeting once per month. The SAC will work in conjunction with the Teacher's Cadre to develop the School Improvement Plan each year. At the monthly meeting, each committee and work group will report on its progress and the SAC will confirm the plans for the next month.

The purpose of the SAC is to plan, collaborate, and support the school by working with the school board, school principal and staff of the school. Final decisions are made by the school principal and approved by the school board in accordance with school policy and state and federal law.

Input and support for decisions comes from the Cadre of Teachers and from the SAC.

Adult Conduct Expectations

We are all part of the Seaside Schools community. How we treat each other through our words and actions defines our school culture. As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur.

Definitions of Unacceptable Behavior:

- Unacceptable behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable behavior includes the following:
- Rude, loud, offensive, threatening or slanderous language directed at a student, school employee, other parent, or a guest on campus or at a school-sponsored event.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

Process & Consequences for Unacceptable Behavior

The offender will be asked to stop the disruptive behavior. If she/he does not comply promptly, she/he may be asked to leave campus. If she/he does not leave campus when asked, the police/sheriff may be called. In the case of repeated instances of unacceptable behavior, the offender will receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.

If the behavior occurs again, the offender will receive a letter of Trespass Warning banning him/her from campus for a specified period of time.

If the banned person enters the school grounds, the police/sheriff will be called, and appropriate legal action will be taken.

Campus Behavior Regulation

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

Please refrain from the above unacceptable behaviors at all times.

Please understand that school employees and teachers may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.

Please speak with your class teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a special's teacher or yard duty person, please speak with your class teacher first.

Please always use student-appropriate language and behavior on campus.

Please honor each teacher's "class rules" and the school-wide "rules."

Please refrain from using your cell phone for calls or texting while in the car line or at morning circle.

If you are asked to leave an area or room, please do so immediately without resorting to any unacceptable behavior as defined above.

School Office Behavior Regulations

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understands and complies with the following "Rules of the Office":

Please refrain from the above Unacceptable Behaviors at all times.

Please use student appropriate language and behavior at all times—even if you do not see a student present. Please be patient and courteous when waiting for an office staff person to address your need or issue.

Unless you have prior arrangement or approval, please do not enter the staff offices inside the main office. Please understand that the office staff may not be able to respond to your immediate need and it may be necessary for you to come back at another time or make an appointment.

If you have an issue with a school policy, procedure or regulation (not including clarifying questions), you MUST make an appointment with the principal to discuss. Please do not engage other school employees, including teachers, on issues of policy, procedures, or regulation.

Please do not use the copier, computers, or any equipment in the school office for personal business not related to a school-approved function.

Unless it is an emergency, please do not enter the office or talk with school employees regarding school-related business after established office hours.

If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

Email Etiquette

Parents sometimes feel more comfortable communicating with the teacher and school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members.

If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.

Please be respectful in your language when emailing teachers or staff members. If something that is considered “unacceptable” or “rude” in a face-to-face encounter, it is considered unacceptable in an email as well.

Please avoid putting sensitive information or referring to other students or families in emails, which can be subject to public records request. If you have concerns about a child who is not your own or another parent, you should contact the principal directly and schedule a face-to-face meeting.

If you do not receive what you think is a timely response, please call or email again. We get a large volume of emails and phone calls and sometimes we miss one inadvertently.

Please do not use Facebook for communication with teachers, school staff or the principal. The school office may use the official Facebook page as a way to send information in multiple formats, but they do not monitor the page and may not respond to comments or inquiries posted on the page.

Grievances

If you have a concern about your child’s education, please contact your child’s teacher in an attempt to resolve the situation. Our teachers will respond in a civil and respectful manner. If you have unsuccessfully attempted to resolve a situation with your child’s teacher, please schedule an appointment with the school principal. If you have worked with both your child’s teacher and the school principal and do not feel your needs have been adequately addressed, please contact you can email rpinchot@seasidecharter.org.

Your interactions with the staff and board will be documented and we will work towards a resolution for all parties. Your interactions are confidential but may be shared with the appropriate school staff and the Board in order to find a resolution.

Governing Board

The Seaside Schools Governing Board is comprised of local business owners, professionals, community supporters, and parents committed to bringing the first tuition-free public charter school inspired by Waldorf methods to Duval County and the State of Florida.

The Board is responsible for legal and financial obligations, establishing policy consistent with the School's mission, and ensuring that the programs and operations of the School are faithful to the terms of the charter. If you have school-specific issues, please contact the school principal, as he or she is responsible for school operations.

The Governing board members and parent liaison are posted on the school website under governance. The parent liaison information is also posted in the school office. The SEASIDE SCHOOLS Board Meeting Calendar is posted online on the school website and in the school office. The Board takes public comments following the general meeting twice a year but will not address the speaker or take action at that time. Anyone wishing to address the Board will need to fill out a speaker request form and will have a maximum of 3 minutes to address the Board. The Board Chair may limit a speaker's time at his or her discretion.

