



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

**Student and Parent
Handbook
“The Seashore Way”**

2020 - 2021

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BACKGROUND

Island Foundation

The Board of Directors of the Island Foundation is the governing body of Seashore Learning Center Charter School. This Board is responsible for providing facilities, approving curriculum and maintaining a fiscally sound operation.

Seashore Learning Center has its roots in the story behind the Island Foundation, which impacts the charter school's shape and design. As you read this handbook or participate in activities related to Seashore Learning Center, you will notice the volunteer spirit of the organization. Anyone wishing to explore this any further needs to only ask, "What can I do to help?" **It is through volunteering, becoming actively involved, and understanding the scope of the operation that one begins to realize that public education on Padre Island is a privilege we must all protect and nourish. If the community members of Seashore Learning Center do not remain actively involved, we will lose that privilege.**

Island Foundation was formed as a grassroots effort by a handful of community members who saw that the Padre Island community would not be a complete community without a neighborhood public elementary school. The road to acquire such a school seemed at times inconceivable and, at best, a wishful dream. Imagine the facts as they were in 1994. Padre Island did not meet the legislative criteria to create a new District; therefore, it was legally impossible. The registered voters in Padre Island were outnumbered by a three-to-one ratio from those of Flour Bluff. Two school bond elections to place a public elementary school on Padre Island had already been defeated with Flour Bluff residents rejecting the measure by 80% and Padre Island residents rejecting it by 55%. Amazing to think back, but as you know, public education is now not only a reality on Padre Island, but residents assume that it will always be here. The founding Board members along with the supporting community members set off on this journey as they established Island Foundation, a non-profit entity, on July 12, 1994. The Island Foundation was later granted a tax-exempt status by the IRS in April of 1995.

The Board members forming the Island Foundation held a vision that a public school on Padre Island could and would happen one way or another. Seashore Learning Center opened its doors as a private school in September of 1995. Meanwhile, the Texas Legislature revamped the Texas Education Code and allowed for the creation of charter schools.

Charter Legislation

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

Charter schools are public schools and are required to meet state accreditation requirements. In general, charter schools are designed and managed by concerned

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

The Administration and Board

The administration of Seashore Learning Center and the Island Foundation Board of Directors work closely together, but not necessarily in the same manner as that of a traditional school board and administration. Seashore Learning Center is one of four active projects of the Island Foundation, so Board meetings deal with matters concerning Seashore Learning Center as well as its other projects. The Seashore Learning Center administration runs the day-to-day operations of the school while the Island Foundation Board governs the school's operation. The Island Foundation is responsible to the State of Texas for the Seashore Charter Schools charter and must make certain that Seashore Learning Center carries out what is stated in the charter. In addition, Board members may likely be found assisting throughout the school in a variety of activities, but these are usually outside the scope of their Board duties and are separate volunteer duties to assist the school.

Board meetings are typically held at Seashore Middle Academy on the third Monday of the month at 6 p.m. Parents, staff, and other community members are invited to attend. The agenda is posted on the office door 72 hours prior to the meeting. Approved minutes are posted on the Island Foundation website, www.seashorecharterschools.com. Board elections are held each August. Parents are encouraged to serve in this capacity.

Island Foundation Board of Directors

A list of current Board members and approved Board meeting minutes can be found on the Foundation's website, www.seashorecharterschools.com. Unless otherwise posted within required time limits, the Board meets at 6 p.m. the third Monday of each month at Seashore Middle Academy. Prior to each meeting, the agenda is posted at each campus. For more information about the role of the Board or about becoming a Board member, please contact Island Foundation Executive Corporate Administrator, Michelle Hellmann, at (361) 949-1222 or at mhellmann@seashore.esc2.net.

Seashore Learning Center Faculty

A list of Seashore Learning Center's faculty and staff can be found on our website: www.seashorecharterschools.com/seashore-learning-center-faculty.

Web Sites For All: www.seashorecharterschools.com

Island Foundation

15437 South Padre Island Drive
Corpus Christi, TX 78418
Telephone (361) 949-1222 Fax (361) 949-6762

Seashore Early Childhood Academy

15733 South Padre Island Drive
Corpus Christi, TX 78418
Telephone (361) 949-1530 Fax: (361) 949-6762

Seashore Learning Center

15801 South Padre Island Drive
Corpus Christi, Texas 78418
Telephone (361) 949-1222 Fax (361) 949-6762

Seashore Middle Academy

15437 South Padre Island Drive
Corpus Christi, TX 78418
Telephone (361) 654-1134 Fax (361) 654-1139

Purpose of Handbook

This handbook is to serve as a guide for students and parents of Seashore Learning Center. The information set forth in this handbook is intended to be informational and not contractual in nature. It is not intended and shall not be construed to constitute a contract between the Island Foundation and any student, prospective student, agency of the local, state or federal government, or any other person or legal entity of any nature whatsoever.

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

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

Non-Discrimination Statement

Seashore Learning Center does not discriminate on the basis of race, religion, color, national origin, sex, disability, academic or artistic talent in providing education or providing access to benefits of education services, activities, and programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and

Title II of the Americans with Disabilities Act. **Students may be denied admission or readmission based upon documented behavior problems.**

MISSION

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

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

ISLAND FOUNDATION'S PHILOSOPHY

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

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

Campus Directors

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

Seashore Early Childhood Academy (3 – 5 Years)

Dawna Nims

Director

(361) 949-1530

dnims@seashore.esc2.net

Seashore Learning Center (K-4)

Cherryl Carroll

Director, Title IX Coordinator

(361) 949-1222, Ext. 237

ccarroll@seashore.esc2.net

Seashore Learning Center (K-4)

Peddy Fernandez

ADA/Section 504 Coordinator

(361) 949-1222, Ext. 239

pfernandez@seashore.esc2.net

Seashore Middle Academy (5-8)
Jeanine Kidwell
Director, Title IX Coordinator, ADA/Section 504 Coordinator
(361) 654-1134
jkidwell@seashore.esc2.net

Campus Liaison

The campus liaison is an Island Foundation board member who, as needed, mediates concerns or disputes on the respective campus. Preferably, staff members should address concerns to the Director and parents should address concerns first with the teacher and then with the campus Director. Should staff or parents desire a mediator, however, the liaison is available to help.

Liaison for All Campuses: Sarah Greaud: sgreaud@seashore.esc2.net.

Child Centered Curriculum

Seashore Learning Center provides a child-centered curriculum. The core of this curriculum is a developmentally-appropriate education. This curriculum provides programs and practices that:

- Focus on the principles and stages of child development
- Foster individual interest and understanding
- Value cultural and linguistic diversity
- Recognize the social nature of learning

Seashore Learning Center's child-centered curriculum contains the following educational programs:

I. Developing appropriate single grade level alignment

- Heterogeneous instructional groups
- Homogeneous interest groups

II. Instruction

- An interdisciplinary curriculum
- Texas Essential Knowledge and Skills Active student learning
- Community field trips
- Variety of instructional strategies such as centers, computer technology, conferencing, cooperative learning, demonstrations, direct instruction, discovery lessons, discussions, modeling, peer tutoring, posing problems or complex tasks to be solved, tiered assignments, and use of manipulatives/tools of the discipline

III. Assessment

Assessing and evaluating is an on-going process and is accomplished by using:

- Portfolios

- Student-led conferences (parents must attend)
- Instructional assessment
- Observation
- Professional judgment
- TEA approved Reading Screener (Grades K – 2)
- **STAAR (State of Texas Assessments of Academic Readiness) Grades 3–4**
In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:
 - Mathematics, annually in grades 3–4
 - Reading, annually in grades 3–4
 - Writing, including spelling and grammar, in grade 4

Accommodations are available for eligible students on the STAAR assessment. Eligibility is determined by special program committees. These committees include: ARD (Admission, Review, & Dismissal) committee for special education students, 504 committee for students receiving 504 accommodations, RtI (Response to Intervention) for students receiving certain classroom interventions, and the LPAC (Language Proficiency Assessment Committee) for English Language learners.

- Texas English Language Proficiency Assessment System (“TELPAS”)

The Texas English Language Proficiency Assessment System (“TELPAS”) is a system of statewide assessments administered to all Limited English Proficient (“LEP”) students in grades K–4. The TELPAS measures English ability based on the stages of language development of second language learners. These results will further the understanding of the educational needs of LEP students by providing a state-level measure of both their current academic English levels and their annual progress in English.

- **Fitness Testing**
According to requirements under state law, the School will annually assess the physical fitness of students. The School is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

IV. Enrichment Program

- Seashore Enrichment Academic Program (SEA Program) offers curricular opportunities above and beyond the Texas Essential Knowledge and Skills
- Accelerated instruction and project-based learning benefit children with exceptional capabilities in the areas of reading/language arts and math

- An assessment period at the close of the academic year will be held for acceptance into the SEA Program the following academic year

V. Special Programs

ESL Services

Seashore Learning Center offers English as a Second Language (“ESL”) services for English language learners who are limited in their English proficiency. ESL support services are designed to assist students identified as having Limited English Proficiency with development in language – listening, speaking, reading, and writing. The goal of this program is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with a state-approved Oral Language Proficiency exam and a Norm-Referenced Test to qualify for services. If the test results indicate either limited oral or limited academic English ability, the student (with parent approval) is provided additional English language support. All decisions are determined in a Language Proficiency Assessment Committee (“LPAC”).

Name: Peddy Fernandez

Position: Special Programs Coordinator

Address: 15801 SPID, Corpus Christi, TX 78418

Phone: 361-949-1222 Ext. 239

Response to Intervention (RtI)

If a student is experiencing learning difficulties, the parent may contact the Special Programs Coordinator to learn about the School’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RTI”). The implementation of RTI has the potential to have a positive impact on the School’s ability to meet the needs of all struggling students.

Response to Intervention (RTI) Committee

The RTI Committee is a campus-level committee comprised of key personnel. Recommendations for student assistance are based on student achievement and teacher data. Committee members evaluate student progress and make recommendations for individual accommodations.

Each student’s progress is monitored and adjustments are made as necessary. All requests for special screening/testing begin with this committee.

Special Education Services

Seashore Learning Center has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the School's jurisdiction. If you know or suspect that your student has a disability, please contact the school's Special Programs Coordinator for information about available programs, assessments, and services.

Seashore Learning Center provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student's disability. An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student's individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan (IEP) which is developed by the student's Admission, Review, and Dismissal (ARD) Committee. The ARD Committee considers the student's disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All special education services are provided in the least restrictive environment which may be special education settings, general education settings, or a combination of both. Qualified students with disabilities will be placed in the regular educational environment, unless the School demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, the School will comply with all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, the School will ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled. The *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*, can be obtained from the Special Programs Coordinator or at the Texas Education Agency Special Education Website: https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Special_Education/. For further information, please contact the School.

At any time, a parent is entitled to request an evaluation for special education services by presenting a written request to the Special Education Coordinator or Director. The School must, within 15 school days of receiving the request, either (1) give the parent an opportunity to give written consent for the evaluation or (2)

refuse to provide the evaluation and provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the School. Additionally, the parent will receive a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

If consent for evaluation is obtained, then School must complete the evaluation and report within 45 school days of the date the School receives the written consent. The School must give a copy of the evaluation report to the parent. A meeting to discuss results will be held within 30 days from the report date.

Section 504 Services

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that substantially limits one or more major life activities, has a record of having such impairment, or is regarded as having such impairment. Classroom and assessment accommodations will be provided to eligible students. If a student has or is suspected of having a disability, or requires special services, parents or teachers should contact the Special Programs Coordinator for information concerning available programs, assessments, and services.

Dyslexia and Related Disorders

Students who exhibit difficulties in phonological awareness, single word reading, fluency, and spelling may be evaluated for dyslexia in accordance with programs, rules and standards approved by the state. Parents will be notified should the School determine a need to identify and serve their student for dyslexia and related disorders.

VI. Parents and Community

Parents

The parents of the student body play a crucial role at Seashore Learning Center. Seashore was started by parents and community members. Its continued existence and survival will always be dependent on them. Remember, parents are the first and primary educators of their children and continue in this role even while their child is in school. Parents are strongly encouraged to be active team members in the education of the students at Seashore Learning Center. This partnership will help assure the most appropriate education for every student. Some of the parents' specific responsibilities include:

- Attend two nine-week Parent/Student/Teacher portfolio conferences held in October and January, others as needed
- Inform teachers of any educational concerns or ideas
- Actively participate in parental involvement opportunities throughout the year
- Provide timely transportation to and from school for their child

- Send their child to school daily with a nutritious lunch (no carbonated drinks allowed)
- Adhere to the School Uniform Guidelines
- For safety purposes, any field trip driver shall not use a cell phone while transporting students in private vehicles
- Emails are sent from the office on Tuesdays and Thursdays to keep our families informed of campus activities.
- All parents are strongly encouraged to participate in the various involvement opportunities throughout the year, including providing enrichment opportunities in the classroom. We encourage you to share your real world experiences with our children!
- **Visitors:** *All visitors must check in at the school office and receive a visitor's badge and door key. For the safety of our children, teachers and students are not allowed to open the door to those who have not checked in at the office.*

The Community

Seashore Learning Center would not exist if it were not for the support of our community. In 1995, the community packed a public hearing hall in support of the formation of the charter school. Community members support the numerous fundraisers held throughout the year by the Island Foundation to help purchase and expand facilities, and support operating funds. The community comes into the classroom to provide mentorship and support in various areas. Additionally, these community members spread the story of our success to others. We are dependent upon them for our future for building successful lifelong learners. Seashore Learning offers a unique integration of community and education. We model what communities can do when they collaborate on a common goal of education, not just for Padre Island, but for the city, state, and country. Our community has consistently demonstrated support for charter schools and the *choice* they offer families within the realm of public education.

VII. The Educational Program

Seashore Learning Center believes an educational program for children should foster optimum individual development. In meeting the needs of children, we must consider each child's physical, intellectual, social, and emotional well-being. We seek to make each child an active participant in the learning process, to encourage a spirit of inquiry, to help the child develop a positive self-concept, and to master the skills necessary for successful adult living.

Seashore Learning Center believes the educational program should facilitate team learning and team teaching through scientific, research-based strategies. The staffing design of team teaching makes possible more alternatives in teaching styles and competence, more dimensions in flexible grouping, and increased professional knowledge in instruction.

Seashore Learning Center remains progressive by including real-world application with curriculum concepts or generalizations. This initiative develops relationships and opportunities provided by community and education specialists and higher educational learning institutions, which promotes a center of learning for all.

The Teacher

The teacher's role in a program of personalized instruction is a vital one. The teacher functions as a director, facilitator, counselor, motivator, and instructor, always working to discover every possible means for helping the individual learner realize his or her fullest potential. The teacher is the key and, therefore, is committed to the concept that each child can and will master essential skills.

The school, in partnership with parents, shares the responsibility to promote excellence. We provide opportunities for the students to:

- Acquire skills necessary to become a successful adult
- Develop the ability to think logically, creatively, and independently
- Develop an interest in a positive attitude toward learning
- Develop a positive self-concept
- Be an active and accountable participant in the learning process

Teachers and administrators seek to maintain a cooperative atmosphere with parents and the community. Good communication and a spirit of accountability are shared among the school, parents, and the community which it serves.

VIII. Funding

In Texas, the funding received by the charter school from the state is associated with student daily attendance for educating children. However, limited state funding is currently made available for facility expenses. It is left up to the sponsoring non-profit corporation, in this case, the Island Foundation, to raise additional needed funds for facilities.

GENERAL INFORMATION

Admission

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the Seashore Charter Schools charter, and who are eligible for admission based on lawful criteria identified in the charter and in state law. The total number of students enrolled in the School shall not exceed the number of students approved in the charter or subsequent amendments. Total enrollment may further be limited by Seashore Learning Center based on occupancy limitations, code compliance and staffing requirements as deemed necessary.

Exception to Admission

As authorized by the Seashore Charter Schools charter and Texas Education Code § 12.111(6), students with a documented history of a criminal offense, a juvenile court

adjudication, or other school discipline problems under Texas Education Code Chapter 37, Subchapter A, will be excluded from admission and enrollment in Seashore Learning Center.

Submission of Applications and Admissions Lottery

The School requires applicants to submit a completed application form in order to be considered for admission. An admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spots. Each applicant will have their name written on a strip of paper, which will be folded and placed in a container and randomly drawn one name at a time by the Director or designee. Each applicant whose name is drawn will be offered admission. Notification will be made by telephone or e-mail. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail will result in the forfeiture of his or her position in the application process.

All incoming students must complete an application for admission, including siblings of current SLC or SMA students.

Once all enrollment spots have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the end of the waiting list.

Exceptions: Federal guidelines permit the School to exempt from the lottery students who are already attending the School; siblings of students already admitted to or attending the School; and children of the School's founders, teachers and staff, so long as the number of these students constitutes only a small percentage of the School's enrollment.

School administration will take appropriate measures to verify, on enrollment, that a student is entitled to enroll/attend in Seashore Charter Schools. Seashore Charter Schools may withdraw any student who ceases to be a resident. Residency is not defined by an address on a driver's license, a signature on a lease, or the address on a utility bill. These are methods school administration may use, along with other reasonable inquires, to verify residency. Students who **live** in the Seashore Charter Schools district and **have the present intention to remain** there are eligible for admission.

1st Day of School: Students are expected to be present on the 1st day of school in order to maintain their grade level spot. Exceptions to this expectation will be considered in very limited circumstances by administration. Vacation extensions will not be considered as an exception.

Aftercare

Aftercare is a Private Education Program offered by Island Foundation. Please see www.seashorecharterschools.com and click on "Private Education Program" or call 361-

949-1530 for more information. Aftercare is hosted on the Seashore Learning Center campus from 3:05-5:55 p.m. each school day.

It is the parent's responsibility to notify the classroom teacher in advance if a student will be attending Aftercare. It is also the parent's responsibility to notify Aftercare if their student will be absent, attending after school tutorials, participating in an afterschool club, or in any way will have a change in their regular Aftercare participation.

If an emergency arises and you cannot pick up your student after school, they will be taken to Aftercare after 3:20 p.m. A fee of \$25.00 will be incurred. Should there be a 2nd occasion, a \$30.00 registration fee will be required along with the \$25.00 "drop-in-fee". You can register your student as a "drop-in" in advance. Call (361) 949-1530 for drop-in registration procedures and fees.

Attendance

We value time spent in the classroom and believe students cannot be successful and receive the full benefits of school if they are not present. Students may arrive on campus beginning at 7:30 am. Students begin their school day promptly at 7:45 a.m. and are dismissed at 3:05 p.m. **Students are not allowed on campus before 7:30 a.m.**

REMOTE LEARNING ATTENDANCE POLICY AND PROCEDURES

In a remote education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate daily attendance by the student. Seashore Charter Schools must demonstrate that a student participated in class or was otherwise engaged in an academic-related activity as defined in our remote learning plan.

A student who is learning via remote instruction (*by choice for the nine-week grading period or due to brief illness*) can earn daily attendance through daily engagement measures:

- **Remote Asynchronous (RA)** by showing daily progress in the Learning Management System (Seesaw grade K-4; Google Classroom grades 5-8), daily progress via teacher-student interactions, or by completion/turn-in of assignments from student to teacher all of which are outlined in Seashore's remote learning plan.
- **Remote Synchronous (RS)** by being present in real-time when their class is meeting as if the student was physically present in the on-campus classroom.

Seashore's remote asynchronous plan allows for students to participate in both synchronous and asynchronous learning opportunities. A student who misses the synchronous class can still be counted remote asynchronous present for the day by meeting one of the daily engagement measures mentioned above.

Some examples of acceptable evidence of daily academic engagement measures for assigned attendance in a remote education program include:

- student submission of an academic assignment or exam
- student participation in real-time teacher instruction or virtual class activities
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

A student will be considered absent if the student does not have documented daily engagement by the aforementioned means. All Texas compulsory attendance laws must be met for both remote or in-person instruction.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. **These days include both excused and unexcused absences.** Additionally, based on 6-week attendance reports, students at-risk for loss of class credit will be provided opportunities for attendance recovery throughout the school year. If a student continues to be at-risk for not meeting the 90 percent attendance requirement, he/she may be referred to the Attendance Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or earn a final grade

The Attendance Committee may impose any of the following conditions to regain compliance with the 90% attendance requirement: completing additional assignments (possible pull-out from other activities to complete), maintaining attendance standards for the rest of the year, providing documentation when a student is absent, completion of all make-up work missed due to absences (possible pullout from other activities to complete), and mastery of the required Texas learning standards for that grade level.

In determining whether there were extenuating circumstances for the absences, the Attendance Committee will use the following guidelines:

1. All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by the Texas Education Code.
2. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
3. The committee will consider whether the absences were for reasons over which the student or parent could exercise control.

4. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.

5. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

6. The student, parent or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit or earn a final grade. If the committee determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or parent may appeal the committee's decision to the Board of Directors by filing a written request with the Director. The appeal notice must be postmarked to the following address within 30 days following the last day of instruction in the semester for which credit was denied:

Name: Cheryl Carroll

Position: Director

Address: 15801 SPID, Corpus Christi, TX 78418

Phone: 361-949-1222 Ext. 237

The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Director or designee shall inform the student or parent of the date, time, and place of the meeting.

Excused and Unexcused Absences

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- For students in the conservatorship (custody) of the state;
- Mental health or therapy appointments; or
- Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

For religious holy days, a required court appearance, and activities related to obtaining citizenship, one day of travel to the site and one day of travel from the site shall also be excused by the School.

Notification to School

Parents/legal guardians are asked to notify the school office by 8:30 a.m. on the day of an absence **and send a written note or email within 3 days** of the absence. Please include the student's name, date of note, day(s) absent with the reason for the absence(s), and the parent's signature.

Upon arrival at Seashore Learning Center, students may not leave campus at any time or for any reason without permission from the teacher or administration. **Parents must sign out their child in the office and then go the classroom to have their child released by the classroom teacher. If returning to campus the same day, parents must sign the child back in at the office prior to taking the child to his/her classroom to account for the child's presence back on campus.** Please make every effort possible to limit absences from class including signing out early.

Notification to Parents

The School will notify the parent by mail when the student is absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the parent that it is the parent's duty to monitor the student's school attendance and require the student to attend school. The parent is also subject to prosecution for contributing to nonattendance under Texas Education Code § 25.093.

Withdrawal for Non-Attendance

The District may initiate withdrawal of a student under the age of 18 for non-attendance under the following conditions: 1) The student has been absent seven (7) consecutive school days; and 2) Repeated efforts by school administration to locate the student have been unsuccessful.

Attendance and Field Trips

Students who have over 10 absences are not eligible for extra- curricular field trip participation unless the Director makes an exception for extreme circumstances.

Bicycles and Skateboards

Bicycle racks are available in front of the gymnasium and playground areas. Bicycles should be locked. Students are not permitted to use skateboards, scooters, roller blades, or bicycles on campus at any time. If a student is using any of the above instruments as a means of transportation to or from school, he or she must walk and/or carry the means of transportation while on campus.

Birthdays/Celebrations

Invitations for parties outside of school may be delivered on campus if the child's entire class is invited.

Check Acceptance Policy

All personal checks written to the School should be written to "Seashore Charter Schools" and must include the current address and phone number of the account holder. The account holder's name should also be legible and printed on the check. The School may collect any applicable services fees in the event that a check written to the School is returned unpaid by the bank.

Child Sexual Abuse and Other Mistreatment of Children

It is important to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS) division of the Texas Department of Family and Protective Services at 800-252-5400 or on the Web at <http://www.txabusehotline.org>.

School administrators will cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview at school a student who is alleged to be a victim of abuse or neglect.

School officials may not require the investigator to permit School personnel to be present during an interview conducted at school. Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parents.

As a parent, if your child is a victim of sexual abuse, the school counselor will provide information regarding counseling options for you and your child. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available, see: <http://www.helpandhope.org/hotlines.html>

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index2.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Community Service

Students are taught to appreciate good citizenship through a variety of community service projects. The projects are designed to develop student appreciation for the need to help others as part of fostering the relationship between community and school.

Deliveries to Classrooms

Please check-in at the office when you need to make a delivery to your child, such as forgotten homework, lunch, or a backpack. A key card will be provided so that you may deliver the item to the classroom.

Packages such as flowers, balloons, etc., delivered by a carrier will not be taken to the classroom. These items may be picked up from the office at the end of the day.

Discipline

Students who violate the Student Code of Conduct are subject to disciplinary action. The severity of the offense will determine the consequences. The range of consequences could include: lunch detention, in school suspension, out of school suspension, alternative educational placement, and expulsion. Please see the Student Code of Conduct on the website for more information.

Restraint and Time-Outs

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force, necessary to address the emergency, may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

At no time, however, may a student be placed in seclusion. A student with a disability may not be confined in a locked box, locked closet or other specially designated locked space as either a discipline management practice or a behavior management technique.

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

Teachers may display student work in classrooms or elsewhere on campus as recognition of student achievement. However, the School will seek parental consent before displaying student artwork, special projects, photographs taken by students, and other original works on the School's website, on any campus or classroom website, in printed materials, by video, or by any other method of mass communication. The School will also seek consent before displaying or publishing an original video or voice recording in this manner.

Dispute Resolution Policy

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

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

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

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

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

Should the parent of a student of Seashore Learning Center or any member of staff or administration of the school have a dispute, or should any such person disagree with the decision or conduct of the school with respect to the resolution of disputes between others, or should any such person disagree with the policies of the school or the action or decision of administration after consulting with administration, then such person may communicate the dispute or disagreement orally or in writing to the Seashore Learning Center Liaison on the Island Foundation Board. See page 8 for contact information.

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

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

Title IX Coordinator

This school complies with Title IX of the Education Amendments of 1972, as amended. Reports of discrimination based on sex, including sexual harassment, may be directed to

the Title IX Coordinator. The person designated to coordinate the school's efforts to comply with Title IX of the Education Amendments of 1972, as amended is:

Name: Cheryl Carroll
Position: Title IX Coordinator
Address: 15801 South Padre Island Drive, Corpus Christi, TX 78418
Telephone: (361) 949-1222

ADA/Section 504 Coordinator

This school complies with Title II of the Americans with Disabilities Act of 1990, as amended and Section 504 of the Rehabilitation Act of 1973, as amended. For more information concerning Section 504 of the Rehabilitation Act of 1973, see the school's Notice of Rights for Disabled Students and their Parents under Section 504 of the Rehabilitation Act of 1973. Reports of discrimination based on disability may be directed to the ADA/Section 504 Coordinator. The person designated to coordinate the school's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended and Section 504 of the Rehabilitation Act of 1973, as amended is:

Name: Peddy Fernandez
Position: ADA/Section 504 Coordinator
Address: 15801 South Padre Island Drive, Corpus Christi, TX 78418
Telephone: (361) 949-1222

Alternative Reporting Procedure

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX Coordinator or ADA/Section 504 Coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Drop Off/Pick Up

Transportation to and from school is provided by the parent. For their safety, students may not leave campus with anyone who is not on their emergency card. Please keep this information updated with the office, and inform emergency/pick up contacts that they will be expected to show identification.

Staff members are outside from 7:30-7:45 a.m. to greet your children and 3:05 – 3:20 p.m. to help them into vehicles. They are not there to direct traffic. **Please follow the established traffic patterns provided at the beginning of the school year, and exhibit patience and courteous behavior at all times.** You are welcome to park at the office or in the parking lot adjacent to Encantada if you would like to walk your child to the classroom or building door.

Early Checkout

Occasionally, parents/guardians find it necessary to check students out during the day. The office staff checks the child's enrollment card to verify which adults have permission to

take a child. **PARENTS MUST SHOW A PICTURE I.D. WHEN PICKING UP A CHILD DURING THE SCHOOL DAY.** If there is a court order denying visitation privileges, that documentation must be a part of the child’s permanent record. A student will not be released to anyone that is not listed on his/her enrollment card. Parents are encouraged to arrange doctor, dentist, therapist, etc., appointments after 10:00 am which is the state-designated attendance accounting time.

Emergency Medical Treatment

If a student has a medical emergency at school or a School-related activity and the parent cannot be reached, School staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Parents should keep emergency contact information current (e.g., name of doctor, emergency phone numbers, allergies, etc.) with the School.

Food in Classrooms/Nutrition

Class schedules are designed to allow a morning snack break. Please send your child with a healthy snack that can be easily opened and consumed. Students are prohibited from sharing food due to individual’s dietary limitations and sanitary purposes. On occasion, the teacher or families may provide a treat for a celebration. If your child has dietary restrictions, it is encouraged that you provide allowable treats that can be stored in the classroom that your child may consume during a celebration.

Fundraising

Student classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fundraising drives for approved School purposes. Permission must be received from the Director before the event. Fundraising activities not approved by the Director are not permitted on school property.

Grades/Promotion

Seashore Learning Center Grading Policy

Applies to both in-person and remote learning options.

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| Grading Policy Components | <p>A skills checklist is used to report progress of the grade level standards. These standards are derived from the state-required Texas Essential Knowledge and Skills (TEKS). The skills checklist is issued every 9 weeks. Student progress of grade level standards is determined using assessments, running records, checklists, and surveys.</p> |
| | <p><u>Mastery Scale</u> ES = Exceeds Grade-level Standard MS = Meets Grade-level Standard AS = Approaches Grade-level Standard</p> |

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| | GN = Growth Needed * = Refer to IEP | |
| Assessment Categories | Formative | Summative |
| | Daily assignments (including homework) that the teacher assesses for student understanding. Designed to check for progress towards mastery of the Texas Essential Knowledge and Skills (TEKS). | Assessments designed to reflect mastery of student learning of the TEKS over a targeted period of time. OR Activities/assessments designed to show how students synthesize their understanding of the TEKS and the final product reflects mastery of student learning. |
| Assessment category minimum and examples | Minimum of 10 per 9-weeks grading period | Minimum of 2 per 9-weeks grading period |
| | <u>Some examples:</u> *Classwork (products from activities, tasks, daily exercises) *Running Records *Homework *Quizzes *Project checkpoints *Group work products *Learning Station activities *Entry/exit tickets | <u>Some examples:</u> *End of unit/topic assessments *Benchmark assessments *Large-scale projects *Science Labs *Performance-based assessments tied to rubrics *Final draft of essays/compositions *Multimedia presentations |
| Homework | <p>When assigned, homework will spark curiosity and engage students in an authentic learning experience. Some homework assignments are long-range and require planned study time for their completion while others are a quick formative assessment of the TEKS learned that day.</p> <p>All students are expected to complete homework within the time frame allowed by class teachers. Incomplete classroom assignments may also become homework. Parents are asked to support and monitor student homework assignments on a daily basis. Teachers will contact parents to encourage and facilitate student participation if there is a consistent lack of homework completion.</p> | |
| Late Work | <u>All</u> work is expected to be completed and turned in daily or as directed by the teacher. Each grade level team will establish a late-work policy tailored to their grade. | |
| Make-up and Incomplete Work | Students are permitted to make up work, tests and projects due in class because of an absence. It is the student's responsibility to check with the teacher concerning make-up work. The student has the period equivalent to the number of days missed to turn in the work without penalty. For example, if the student missed two days, he or she gets two additional days to turn in the work. | |
| Plagiarism & Academic Dishonesty | Seashore Learning Center believes in the importance of honesty and integrity. Students must not plagiarize or copy from others and present the work as their own. All work submitted should be an authentic representation of the individual student's efforts. | |

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| | <p>Students should not:</p> <ul style="list-style-type: none"> ● Use any books or materials that do not meet with the teacher’s approval. ● Communicate verbally or otherwise with other individuals during exams. ● Copy another student’s homework. ● Present or represent someone else’s ideas or work as their own. <p>The consequence for cheating or plagiarism will result in parent contact and the student will still be required to complete the assignment.</p> |
| <p>Promotion / Retention</p> | <p>To be eligible for the promotion to the next grade level, students must have demonstrated proficiency of the grade level standards as noted on the skills checklists as well as grade level assessment results.</p> <p>Excessive absences can result in a student losing credit and thus not being promoted to the next grade (TEXAS EDUCATION CODE, SEC. 25.092: the 90% rule is a provision in the Texas Education Code (TEC) that applies to a student in any grade level from kindergarten through grade 12. TEC Section 25.092 provides that a student may not be given credit or a final grade for a class unless the student is in attendance 90% of the days the class is offered).</p> <p>Students with Disabilities: Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities who is receiving special education services may be promoted under the provisions of his or her Individualized Education Program (“IEP”).</p> |

**** Please note that Individual Education Plans (IEP’s) or 504 Individual Accommodation Plans may address components within the grading policy. In such cases, the IEP or 504 Plan supersedes the SLC Grading Policy. All teachers will follow the IEP or 504 Plan in terms of grading and assessment.*

Illnesses

When a child becomes ill at school, the child’s teacher or administration will contact the parent/guardian on the emergency list. A child cannot leave the campus unless a parent/guardian or emergency contact has been notified.

There are some conditions that will require you to keep your student at home while he/she is contagious. These conditions include fever, diarrhea, vomiting, chicken pox, ringworm or pinkeye. **Students must be fever, vomit and diarrhea free for 24 hours before they will be allowed to return to school.** Students will also be sent home from school for the above conditions as well as for other illnesses or injuries which, in the Director’s opinion, keep the student from being able to participate in school.

Bacterial Meningitis

Texas Education Code 38.0025 requires Seashore Learning Center to provide the following information:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over two years of age) and adults with meningitis commonly have a severe headache, high fever, and neck stiffness or joint pains. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both students and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing and sharing drinking containers, utensils, or cigarettes, coughing or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, including getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. Students should not share food, drinks, utensils, toothbrushes, or cigarettes. Students should limit the number of persons they kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccine is safe and effective (85-90 percent). It can cause mild side effects, such as a redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should students do if they think they or a friend might have bacterial meningitis?

Students should seek prompt medical attention.

Where can students get more information?

A family doctor and the staff at the local or regional health department office are excellent sources for information on all communicable diseases. Parents and students may also call the local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at web sites for the Centers for Disease Control and Prevention (<http://www.cdc.gov>) and the Texas Department of State Health Services (“TDSHS”) (<http://www.dshs.state.tx.us>).

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education.

Immunization

A student is required to be in compliance with the Texas Minimum State Vaccine Requirements for Students Grades K-12. It can be found at <http://www.dshs.state.tx.us/immunize/school>. Proof of immunization from a licensed physician or public health clinic (with signature, rubber-stamp validation, titer levels) must be provided to Seashore Learning Center. In the case of Varicella (chicken pox), a signed statement is required from the parent indicating the approximate month and year in which the student had the illness.

Provisional Enrollment

A student can be enrolled provisionally for no more than 30 days if he or she transfers from one Texas school to another, and is awaiting the transfer of the immunization record. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the School. Seashore Learning Center shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and the School shall exclude the student from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The School shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusions from Immunization Requirements

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed DSHS affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs, the affidavit will be valid for a two-year period. The form affidavit may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347, or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be submitted to the Director within 90 days from the date it is notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

Immunization Records Reporting

The School's record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS and transferred to other schools associated with the transfer of the student to those schools.

Injuries/Accidents While on Campus

An accident report will be filled out by the staff member that witnesses an injury within 24 hours of the incident. The report will be submitted to the Director for investigation; including interviewing all witnesses and/or persons involved in the incident. Parent contact will be made as appropriate during the investigation process. A copy of the accident report will be sent home as well as placed in the student's cumulative file.

Interrogations and Searches

In the interest of promoting student safety and attempting to ensure that the School is safe and drug free, School officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by School officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

A search is reasonable if (1) the School official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonably related to the circumstances justifying the search, such as

the extent of the search, the objectives of the search, the age and sex of the student, and the nature of the infraction.

Desk Searches

Students should have no expectation of privacy in the contents of their lockers, desks or other School property. Desks assigned to students remain at all times under the control and jurisdiction of the School. The School will make periodic inspections of desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous. Students have full responsibility for the security of their desks, and shall be held responsible for any prohibited items found therein. A student's parent shall be notified if any prohibited articles or materials are found in a student's desk, or on the student's person.

Lunchtime

Students at Seashore Learning Center are required to bring their own lunch to school. Our lunch program provides the opportunity for children to learn life skills such as table manners, social cues, and appropriate behavior. Each student participates in the preparation and clean-up of lunch. Please have your child bring a healthy lunch and something that is easy for your child to prepare himself. No sodas are allowed at lunchtime. Microwaves and water fountains are available. However, the use of the microwave is limited to 60 seconds per student. **Please prepare lunch ready to eat, in containers appropriate for the food, from which the students can eat, such as microwave safe plastic ware for heat-ups and thermoses for soup.** For example, apples should be cut and oranges should be peeled or sliced. Send a water bottle and/or other drink every day. **Students are encouraged to recycle containers from their lunch, and to take home any uneaten food, as appropriate.**

Medicine Policy

Seashore Learning Center does not have a school nurse. Designated personnel dispense medication to students after a completed request form is filled out by the parent and as prescribed by doctors and directed by parents/guardian to include cough drops and throat lozenges. Any medicines (including over-the-counter) must be in their original containers. Prescribed medications must bear the original label showing the student's name, dosage, physician's name, pharmacy and date filled.

All medicines are to be taken to the office immediately upon arrival to school, accompanied by a medication request form from the parent requesting administration of medication.

Parents are encouraged to schedule the administration of student medicine so that medication brought to school is kept at a minimum.

Asthma and Anaphylaxis Medication

Asthma and anaphylaxis are life threatening conditions, and students with those conditions may be allowed to possess and self-administer prescription medication for those conditions during the school day or at School-related events. Student possession and self-administration of asthma or anaphylaxis medication at school require the student to

demonstrate his or her ability to self-administer the medication for the physician or licensed health care provider and the Director or designee. Requirements also include written authorization from the student's parent and physician or other licensed health care provider on file in the School office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. With these safeguards in place the student may possess and self-administer his or her prescribed medication at his or her discretion during school hours or at School-related events.

Written authorizations to self-administer asthma or anaphylaxis medication should be updated annually unless otherwise indicated by the student's physician.

Medication in a student's possession must be in an original container with a prescription label. **Please note that most pharmacies will place a label on the inhaler device upon request.**

No Put-Down Policy

In an effort to deal with bullying and to ensure student safety, Seashore Learning Center has a "No Put-Down Policy." This policy will be addressed by the teacher and students will be instructed in some strategies to prevent bullying, whether physical, verbal, or electronic. Students who violate this policy will be subject to disciplinary action.

Seashore currently uses Kelso's Choice, a conflict-management curriculum focused on the role of each child as a peacemaker. The program offers nine options students can choose from to resolve minor conflicts on their own, and training on how to determine the difference between minor problems and more serious problems that require an adult's help.

Bullying occurs when a student or group engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district-operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the perpetrator(s) and the victim, and if it interferes with a student's education or substantially disrupts the operation of the school.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify the teacher or Director as soon as possible. The Director will investigate any allegations of bullying. If the results of the investigation indicate bullying has occurred, the Director will take appropriate disciplinary action. The Director will contact the parents of the victim and of the student who was found to have engaged in bullying. The Director may, in response to identified bullying, decide to transfer a student found to have engaged in bullying to another classroom on campus. The parent of a student who has been determined to be a victim of

bullying may request their child be transferred to another classroom on campus. Available counseling options will be provided to these individuals, as well as any identified witnesses to the bullying. Any retaliation against a student who reports bullying is prohibited.

Disciplinary action may be taken even if the conduct did not rise to the level of bullying.

Physical Education Requirements

All students in grades K–4 will engage in at least 150 minutes of physical activity each week as part of the physical education curriculum.

Physical Education Exemption

Short-term exemptions from physical education are possible for students who have physical handicaps, illnesses, or other incapacities that a physician deems severe enough to warrant exemption or severe enough to warrant modified activity in such classes. Each case is handled on an individual basis as follows:

1. Each request for exemption or for modified activity must be accompanied by a physician's certificate. Such certificates are honored, but must be renewed each year.
2. When the certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
3. An exempted student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.

Physical Examinations/Health Screenings

Health screenings that are required such as vision, hearing, and diabetes will be given throughout the year. Request for authorization is on the enrollment form. Parents will be notified of your child's results.

Exemption: A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Director or designee on or before the day of admission an affidavit stating the objections to screening.

Pledges of Allegiance/Minute of Silence/Star Spangled Banner/Declaration of Independence

Each school day, students recite the Pledge of Allegiance to the United States flag, Pledge of Allegiance to the Texas flag, and sing the Star Spangled Banner. One minute of silence precedes the recitation of the pledges and singing. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that

the School provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. Parents may submit a written request to the Director to excuse their child from reciting a pledge.

Recitation of the Declaration of Independence

State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during “Celebrate Freedom Week.” A student will be exempted from this requirement if a parent provides a written statement requesting that the student be excused, the School determines that the student has a conscientious objection to the recitation, or the parent is a representative of a foreign government to whom the United States extends diplomatic immunity.

Possession of Electronic Devices

Students are permitted to possess electronic devices on campus. However, displaying, turning on, or using such devices on school property during the school day is prohibited unless permission is obtained from the teacher. These items are not the responsibility of the school; therefore, any damages to such items are the owner’s responsibility.

Without such permission, campus staff will collect the item(s) and turn them in to the administrator’s office. The administration will contact the parents to pick up the item(s).

No video recording will be allowed by students or parents in the classroom.

Rewards

Each six weeks students are rewarded for perfect attendance. A perfect attendance party will be held in late May to recognize those students with zero absences and no more than two (2) tardies. Students assigned In School Suspension will be counted as present for attendance purposes but are no longer eligible for perfect attendance awards.

Safe Schools Choice

A student may be allowed to transfer out of Seashore Learning Center to attend a safe public elementary or secondary school within the student’s home district, if the student:

- Attends a persistently dangerous public elementary or secondary school, as defined by the Texas Education Agency, or
- Becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of Seashore Learning Center

A student may be allowed to transfer into Seashore Learning Center if the grade level position of the victim is available. If not, the student will be eligible for the school’s waiting list and will be directed to attend the local home school district.

Safety and Security

Our first concern is always the safety and emotional well-being of our students. Access to the SLC classrooms is through the keycard locked door ONLY. Side doors are locked throughout the school day. To further facilitate student security there is a designated area for parents who pick up their children at dismissal time.

While the School has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

1. Avoid conduct that is likely to put the student or other students at risk;
2. Follow the behavioral standards in this Handbook, as well as the Student Code of Conduct and any additional rules for behavior and safety set by the Director or designee, teachers, or school staff;
3. Remain alert to and promptly report to school staff safety hazards, such as intruders on campus and threats made by any person toward a student or school staff member;
4. Know emergency evacuation routes and signals; and
5. Immediately follow the instructions of school staff who are overseeing the welfare of students.

Alcohol-Free School Notice

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on Seashore Learning Center property at all times, and at all School-sponsored activities occurring on or off School property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Tobacco-Free School Notice

Smoking and using smokeless tobacco, including electronic cigarettes, is not permitted in School buildings, vehicles, on or near School property, or at all School-sponsored activities occurring on or off School property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Drug-Free School Notice

Seashore Learning Center believes that student use of illicit drugs is both wrong and harmful. Consequently, the School prohibits the use, sale, possession, or distribution of illicit drugs by students on School premises or any School activity, regardless of its location. The School also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Drills

SLC will conduct periodic drills for different types of emergencies, such as fire, tornado, and lockdown. Teachers will take emergency cards and their emergency backpack and call roll in their assigned areas. All students are expected to listen and follow directions.

School Hours

School hours are 7:30 a.m. – 3:05 p.m., Monday thru Friday. Office hours are 7:30 a.m. – 4:05 p.m., Monday thru Thursday, 3:30 p.m. on Fridays. **Buildings are closed at other times unless the student is attending an activity supervised by a staff member, such as tutoring.**

Student Records

Any student admitted to the School must have records such as report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in the School for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 10 days after enrolling in the School, the parent and school district in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

Seashore Learning Center will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parents' consent.

Federal and state law safeguards student records from unauthorized inspection or use. All academic and disciplinary records are considered confidential education records. Release of this information is restricted to: parents – unless parental rights have been legally terminated; district staff members with "legitimate educational interest"; some governmental agencies; and a school to which a student transfers or enrolls.

The FERPA law specifies some information as "Directory Information" and it can be released to anyone who follows procedures for requesting it. This information includes: name, address, telephone number, date of birth, photograph, grade level, dates of attendance, and honors and awards. A student's name, address, and phone number may be omitted from the directory if the parent so chooses.

Student's Right to Pray

Each student has the right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instruction or other school activities. The school will not require, encourage, or coerce a student to engage in or refrain from prayer or meditation.

Tardiness

Arriving after 7:45 a.m. is considered tardy and a Tardy Slip must be received from the office before the student will be allowed in the classroom. Only doctor or dentist appointments (a note from them is required) will be accepted for excused tardiness.

Tardiness impact learning of the tardy student as well as the entire classroom. On the fourth tardy, a teacher/student conference will be held to address tardiness. On the sixth tardy, the teacher will contact the parent. The Director will contact parents for a conference to jointly resolve the issue if tardiness continues. “Excused” tardies such as doctor appointments, religious observation or a funeral will not be included in the count. The School Secretary will update the 8 a.m. attendance for “excused” tardies once written documentation is received.

Additionally, three tardies in one state reporting period (6 weeks) excludes a student from being recognized for perfect attendance during that reporting period.

Technology

Your child’s safety and security are our top priorities. Students do have access to the internet while on campus. While SLC makes every effort to avoid inappropriate material through blockers, we cannot guarantee that students will not come across objectionable material while utilizing the internet. Parents are provided the opportunity in the student registration paperwork to opt-in or opt-out of allowing their child school access to these services while on campus.

Travel/Field Trip (School Sponsored)

Students are to follow the Code of Conduct and the Dress Code (unless otherwise instructed) on all field excursions and school sponsored travel. **A student with excessive disciplinary referrals or incomplete assignments will be denied the privilege of participation in the field trips.**

Field Trip Guidelines for Volunteers

Thank you so much for being willing to help on Seashore Learning Center field trips. Here are some guidelines to help make the experience as safe and enjoyable as possible for everyone.

1. State law and Island Foundation policy requires that all volunteers must have completed a **background check** before the event. This includes any adult riding in a vehicle with the children. (Forms are available at the office.) A copy of **current vehicle liability insurance and driver’s license** must also be on file in the office.
2. Volunteers need to **show up at the time** requested by the teacher. Please fuel ahead of time. There will be a necessary pre-field trip briefing led by the organizing teacher. This will include maps and directions.

3. Teachers will have prearranged student groups. **Do not switch students** without the direct permission of the teacher organizer. This could result in leaving a student behind or an unnecessary wait while someone searches for the student. This includes vans, cars, hotel rooms, teams, etc. Please take a head count before and after any transition to ensure your group stays together.
4. For the safety of all students, the driver **may not talk or text on cell phones** while driving with students. Please assign a student to help you with the phone. Every driver will have the organizer's phone number.
5. **Planned routes, directions, and tours must be adhered to** including meal stops and rest stops. Convoys must follow lead vehicles. This will allow all students to arrive at the activity at the planned time and ensure an opportunity for all students to benefit from the trip.
6. Behavior, language, and attire of **all participants should always best represent Seashore Learning Center** as described in the Student Handbook. There is no smoking on field trips, at any time or any place, including leaving the group to take a "smoke break." Unscheduled stops, buying students treats/food, and showing movies not rated G in a vehicle are all examples of activities that are not acceptable.
7. Students who do not comply with directions should be taken to the organizing teacher. **We take full responsibility for disciplinary issues.**
8. In any situation that a volunteer may have a problem, he or she needs to **talk to the organizing teacher**. Help make this a positive and productive trip by supporting the organizing teacher and staff.
9. **At no time, should a parent volunteer take students anywhere on his or own.** This is a liability issue for the parent and the school. Drivers should stay with the convoy and not make unscheduled stops. Should you experience or have to make an emergency stop, please notify the teacher organizer immediately.
10. We understand there may be unexpected conflicts, so once you have committed to drive, **please notify the teacher well in advance if you will be unable to participate**. An inadequate number of drivers jeopardizes the field trip for all students, and could result in the cancellation of the experience. If you must cancel at the last minute. It would be a huge help if you could find another parent to take your place.

Tutorials

Tutorials are used to give teachers the opportunity to re-teach certain objectives and concepts to students, thus allowing these students to master objectives and improve their success level by supporting their specific areas of difficulty. Teachers offer afterschool tutorials based on their assessment data. Due to student privacy and confidentiality in these small groups, parents are not invited to these sessions.

Valuables/Lost and Found

All “Lost and Found” items will be held in the office. Please encourage your child to check for lost items. Unclaimed items will be donated to charity at the end of each semester.

Students are responsible for all personal possessions; therefore the following guidelines are suggested:

- Do not send valuables to school
- Send checks for all school related purchases. Teachers do not have cash in their classrooms
- Make sure all items are labeled with the student’s name

Vandalism

Students are expected to treat the school and the grounds with respect. If a student vandalizes school property, the punishment will range from in-school suspension to expulsion and financial liability for the damages.

Videotaping

Students are occasionally videotaped/photographed by local news, print media, and school personnel for performances, showcasing work, or honorable mentions. If this exposure is deemed inappropriate by parents/guardians, please notify the office in writing. We recognize parents take pictures of their children at school events, but we request that you respect the privacy of others when posting pictures to social media sites.

Visitors

All visitors must sign-in at the office. Visitors must leave a picture ID to receive an electronic key card for classroom building access, and return the key card upon checkout. The only exception to the sign-in procedure is community events hosted in the gym (ex: Winter Tea, Lone Star Stampede) where visitors may proceed directly to the event.

All parents/guardians must stop by the office desk if they plan to pick up a child early. Parents/guardians/others who pick up children need to provide proper identification before being allowed to remove a child from campus.

Any visitor identified as a sex offender shall be escorted by School personnel at all times during a school visit and shall have access only to common areas of the campus, or other areas as permitted by the Director or designee.

Visits to individual classrooms during instructional time are permitted only with approval of the Director or designee and teacher, and as long as the duration or frequency of the visits do not interfere with the delivery of instruction or disrupt the normal school environment.

Occasionally, community events may be held on campus during school hours

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Volunteers

All volunteers for classroom activities will attend a brief informational meeting. They will have the opportunity to discuss and/or clarify understanding of “*The Seashore Way*” and procedures put in place to ensure a positive experience for all.

Withdrawals

Parents must inform Seashore Learning Center administration of their intent to withdraw their child from school at least 48 hours before their last day in school so records can be cleared, withdrawal forms issued, and teachers contacted. Parents must see that all textbooks and other school property are returned to the classroom before their last day of school.

DRESS CODE

Student Appearance

Uniforms are a great equalizer which encourage pride in personal appearance as well as eliminate self-consciousness. **Uniforms are mandatory for all students at Seashore Learning Center. Only uniforms purchased from the approved vendor are allowed and are available throughout the year.**

Information packets for complete uniform guidelines are available at the school office. There will be no substitutions. Every child is required to come in complete uniform each day. **All children are expected to wear a collared uniform shirt (no uniform t-shirts) and uniform bottom on field trips.**

A recycling program for gently worn uniforms is also available throughout the year in the school office.

General Clothing

Make sure items worn to school are school uniform items. Shirts and sweatshirts need to be purchased from the designated vendor. **No other name brand clothing can be worn.** Shorts and skirt lengths need to be at an appropriate length for each of the day’s activities. **Shorts, shirts, and pants must be khaki and without cargo pockets or outside stitched pockets.** Capri’s are acceptable as a pant. Collared shirts are required Monday through Thursday. School designed and approved T-shirts are optional on Fridays only. Uniforms should be worn with pride, free of holes and/or tears.

Tommy Hilfiger is the uniform vendor for Seashore Learning Center. Please view the required uniforms at <https://www.globalschoolwear.com/>. All student tops should be purchased from Tommy Hilfiger. However, bottoms can be purchased anywhere as long as the bottoms meet **all** the following requirements:

- Uniform style
- Khaki
- Interior pockets (no exterior pockets which includes cargos and carpenter pants)

- No shorter than one dollar bill in width above the knee
- Design free

General Criteria

A student's personal dress and grooming shall not:

- Lead staff to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from School activities; or
- Create health or other hazard to the student's safety or to the safety of others.

Layers: Leggings or tights may be worn under uniform bottoms as long as they are solid red, white, or blue. Non-uniform shirts may not be worn under the student's uniform, with the exception of a solid red, white or blue long sleeve shirt during cold weather.

Shoes

Shoes need to be safe and comfortable for an active day at school. Closed toe athletic tennis shoes that are ankle height or lower, secured with laces or Velcro, **must** be worn to school every day. Exceptions may be made by the Director for special activities such as Winter Tea. Examples of shoes that are **not** appropriate for daily wear, include, but are not limited to backless shoes, flip-flops, "Crocs", sandals, boots, ballet slippers, Mary Jane shoes, and light-up shoes. Shoes with wheels may never be worn on campus.

Socks

Students should wear solid colored red, white, or blue matching socks. Decorated or printed ones are considered out of uniform. Students wearing non-uniform socks will be required to roll them down to the ankle.

Hair Accessories

Bows, ribbons, headbands and barrettes that match uniforms and are not a distraction to the learning environment are considered appropriate. Please no seasonal or holiday types. Seashore motif is allowed. Hats should only be worn when necessary for outdoor activities.

Grooming Hair

Hair style must not be a distraction to the learning environment. No extreme hairstyles such as mohawks, spikes, shaved, and/or abnormal hair color will be permitted.

Jewelry

Most jewelry should be left at home while attending school. It can become a distraction during class time and a safety issue during physical activity time. Seashore motif earrings or small necklaces will be allowed to accent uniforms. Body piercings are not allowed.

Make-Up

No make-up or tattoos (including fake tattoos/henna) are allowed.

Field Trip Uniform

All children will be asked to wear a collared uniform shirt (no T-shirts) and khaki bottoms while attending a field trip during school time.

Non-Uniform Days

There will be some non-uniform days throughout the year during certain seasonal and thematic units studied. Your child's teacher will create these days and he/she will notify you in advance.

Outerwear

Coats, sweatshirts, etc. should be neat, clean and in good repair. No inappropriate logo designs and/or advertisements will be permitted. Please place your child's name on any outerwear so that it can be returned in the event it is misplaced or left behind.

Dress Code Enforcement Procedures

If a student's dress or grooming is inappropriate or objectionable under these provisions, the Director or designee shall request the student to make appropriate corrections and send a note/email home to the parents. If a student is out of uniform, the student may be asked to change into a donated uniform if there is one available. If the student continues to violate the dress code after written correction, the Director or designee shall take disciplinary action under the Student Code of Conduct, including removal from class until the student complies with the dress code. Decisions of the Director or designee regarding dress and grooming are final.