



This is why I continue to toil and struggle -
Because HIS amazing power and energy
SURGE within me.

2019 - 2020

ΓΝΩΘΙ ΣΕΑΥΤΟΝ – KNOW THYSELF

“Knowing yourself is the beginning of all wisdom.”
— Aristotle

SURGE CHRISTIAN ACADEMY

Teacher (Instructor) – Staff Handbook

SURGE Christian Academy

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School Mascot: Raptors

School Colors: Deep Steel Blue
Action Green
Victory Gray
Liberty White
Battle Red (Accent)

The policies, rules and regulations contained within this Teacher (Instructor) (Instructor) – Staff Handbook (“Handbook”) are not to be considered exclusive and are subject to change and revision during the school year. Teacher (Instructor)s (Instructors)-Staff are advised to check the school website (www.surgechristianacademy.com) for the most up-to-date version of the SURGE Christian Academy Teacher (Instructor) (Instructor) – Staff Handbook.

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SECTION I: Purpose of the Teacher (Instructor) – Staff Handbook

This Teacher (Instructor) – Staff Handbook has been prepared to inform you about Surge Christian Academy’s employment practices and policies as well as some of the benefits provided to you as a highly valued employee. There are several things that are important to keep in mind about this Handbook.

Most importantly, this Teacher (Instructor) – Staff Handbook contains general information and guidelines. It is not intended to be exhaustively comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should share your specific questions with the Principal/Headmaster.

You are responsible for reading, understanding, and complying with the provisions of this Teacher (Instructor) – Staff Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth. No employee handbook can answer every question, nor would we want to restrict the normal question and answer interchange among us. It is in our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

We hope this Teacher (Instructor) – Staff Handbook will provide you with helpful information. We depend on you. Your success is our success. Please do not hesitate to ask questions. The Principal/Headmaster will gladly answer any questions or can direct you to an appropriate person for an answer.

Please sign the Teacher (Instructor) – Staff Acknowledgment form at the end of this Teacher (Instructor) – Staff Handbook and return it to the Principal/Headmaster.

SECTION II: Introduction

1.00 Overview

As the sun's radiance illuminates our community each dawn, a new beginning unfolds. Daily, we gaze in awe at nature's relentless pursuit of perfection. Experiencing such grace in a glimpse with each passing day inspires us to continuously aspire to assist our students in achieving academic excellence.

It is this time of the year that many parents take a moment to pause and reflect on the type of education that their children should receive, in order to ensure that gains that have been achieved continue throughout their course of academic studies. In truth, the quality of education is defined by the degree of authentic opportunities readily available for each student to experience academic success.

These days parents are challenged to spend their financial resources wisely, when seeking an alternative education program for their children, as well as providing them with the essential skills for success in today's world, such as critical thinking, problem solving, communication, collaboration, real-world skills, a strong sense of ethics, and a broad range of abilities to successfully launch them into higher education, a career and a positive quality of life itself.

Certainly, every one of us throughout our time as students have experienced diverse education models. These experiences have shaped how we view and value education and how we think it should develop in the future. At SURGE Christian Academy, we critically examine a range of ideas around education, learning styles, and instructional methods. Our aim has been to think unconventionally and to be able to provide innovative methods of effectively delivering instructions to our students.

SURGE Christian Academy is a private, independent preparatory school dedicated to the intentional integration of Christian principles within a Classical Educational Methodology. As a community of learners, SURGE Christian Academy provides students with a rigorous and safe learning community that leads to intellectual, spiritual emotional, and character development necessary to successfully meet the challenges of our changing world.

At SURGE Christian Academy, we pride ourselves on a strong culture of caring, learning, achievement, high expectations, and spiritual enlightenment. Our commitment to our Christian-based academic community is rooted in our mission which values diversity, inclusion, and prepare students to become lifelong learners and leaders by providing students a challenging education that nurtures critical thinking rather than stifles intellectual - creative development and which intrinsically motivates students to reach their full potential.

At SURGE Christian Academy we assist our students in achieving their fullest potential by utilizing a student - centered, and tailored learning approach. This results in a customized plan that is advanced, accelerated, yet highly flexible, and diverse. Indeed, our sustained goal is to always strive to foster a successful school culture by forging enduring relationships and cooperative interactions among our school, students, parents, and surrounding communities. Currently, our traditional method of education, as we know it lies at a crossroad in our society. We have long endured a systems approach to teaching, learning, testing and above all administrative oversight. The difficulty encountered by schools to offer student - centered school cultures have impaired our ability to form long-lasting genuine relationships. Unfortunately, this is due in part to school size, inflexibility, and excessive bureaucracy or adherence to rules and formalities that promotes the "institutionalization" of our children's education. As a result, the traditional method of education has never changed. Each student continues to follow a rigid schedule moving around and about through vast hallways, staircases, and elevators trying to each reach his or her final destination at a frantic pace.

At SURGE Christian Academy, we believe that education should never follow an "assembly-line" approach. We understand how our dynamic global, digital and knowledge-rich societies of the 21st century are transforming learning and calling for relevant innovations in educational practice, "NOT" educational logistics.

Our educators are responsive to changes in our communities. Transforming the lives of young people around the world is our primary goal. Globalization, the digital revolution and advancements in our understanding of students' unique learning styles, all present new opportunities.

Our collaborative learning community allows a parent and student to have an opportunity to work collaboratively with an interdisciplinary team comprised of educators, administrators, and student support services personnel to design an individualized instructional delivery plan that is both student-centered (directed) and one that complements the student's unique learning style(s). Indeed, we collaboratively try to provide our students with personalized support that will provide them opportunities to experience academic and behavioral triumphs. We believe that each student has an inherent curiosity and a passion to learn and each student has a unique intelligence, level of capability, and learning style restlessly waiting to be inspired. At Surge Christian Academy, we all tirelessly nurture our students to strive towards reaching their highest levels of capability (full potential) by integrating an education model which addresses students individual learning style, thus fostering within them a life-long love of learning

SURGE Christian Academy Classical Education Methodology invites its educators to examine what, where and how students should learn in order to thrive in a dynamic world. It invites administrators and community partners to reflect about the purpose of education in the 21st century and envision practical ways to promote relevant, deep and engaging learning for all. When Teacher (Instructor)s embrace learning for the future, they nurture expert thinking, collaboration and entrepreneurship. They foster intercultural understanding, environmental stewardship and global citizenship. They invite students to understand complex problems, create quality work and express themselves through traditional and new media—ultimately preparing students to live ethical, humble (modest), and reflective lives in rapidly changing environments is our purpose.

Therefore, as God's chosen people, holy and dearly loved,
clothe yourselves with compassion, kindness, humility, gentleness and patience.

- Colossians 3:12

Thank you for considering SURGE Christian Academy a viable option for your child's education.

2.00 Non-Discriminatory Statement

SURGE Christian Academy admits students of any race, color, national or ethnic origin, religious denomination and affiliation to all the rights privileges, programs, and activities generally accorded or made available to students at the school. SURGE Christian Academy does not discriminate on the basis of race, color, national or ethnic origin, religious denomination and affiliation in administration of its educational policies, admissions policies, scholarships, athletics, or other school-administered programs.

3.00 Spiritual Life

Our goal at SURGE Christian Academy is to nurture spiritual growth within each student. To that end, we have regularly scheduled times of sharing in God's Word as well as times throughout the day when spiritual principles are integrated within lessons and other activities.

SURGE Christian Ministry faith-based activities bring students together for special times of worship, teaching, and singing. In addition to school staff, ministry leaders from the community at large participate in these special times. Indeed, it is important that students involved in Christian education also attend spiritual worship activities on a regular basis. Indeed, active involvement provides a necessary complement to the Biblical instruction received in school.

One of the unique purposes SURGE Christian Academy is to prepare students to constructively service and honor Christ in whatever career they choose. Since effective Christian service can be performed only by those who have dedicated their lives to Christ, SURGE Christian Academy desires that each student develops a vital, personal relationship with God through faith, and ask all students to measure their lives by scriptural standards of conduct.

Each student should understand that attending SURGE Christian Academy is a privilege granted to those who are willing to demonstrate a spirit of Humility, Love, and Wisdom with the goals and philosophy of the school. By applying for admission to SURGE Christian Academy, the student indicates a desire to become a sincere, cooperative family member of the student body.

We believe that self-discipline and spiritual growth are never a result of superimposed rules; these goals can be attained only when students and their parents make the achievement of these attributes a priority. Therefore, SURGE Christian Academy standards of conduct are designed to serve only as an external guideline for student behavior; our ultimate hope is for students to grow into a fuller level of Christian maturity. To produce a school culture and environment which will encourage these goals, SURGE Christian Academy expects every student to be open and willing to be instructed by the school staff, and to demonstrate by attitude and behavior a life committed to following Christian ethics and morality. Certainly, character education is a priority at SURGE Christian Academy and involves the entire school community – school leaders, parents, Teacher (Instructor)s, staff, and students. Our collective effort is to focus on shaping the hearts of our students as we endeavor to instill biblically-based, positive ethical values, such as caring, good manners, respect, responsibility, fairness, and honesty.

4.00 Statement of Faith

SURGE Christian Academy is an independent, non-denominational school. We are not opposed to diverse denominations, but we have consciously chosen to operate non-denominationally in order that through the genuine Love of God we can serve the entire Body of Christ, share in His Eternal Sacrifice, and take hold of His Spiritual Gifts. We believe that the only true basis of Christian Fellowship is His unconditional Agape or Love for humanity, which is greater than any differences we may have. (I Corinthians 12-13)

SURGE Christian Academy exists to support the home and church in a joint effort to lead each student to a personal relationship with Christ. The student body includes families who are members of churches of various denominations and doctrinal beliefs. Therefore, SURGE Christian Academy purpose is not to teach denominational doctrine, but rather to inspire students to search for their own unique meaning or interpretation of God' Word.

Certainly, all students are welcome to attend at SURGE Christian Academy – regardless of religious affiliation or denomination. However, all students, parents, support staff, instructors, and administration are expected to value our statement of faith, govern themselves by our code of conduct and be full participants in the SURGE Christian Academy community.

One of SURGE Christian Academy's primary objectives is to teach character qualities of Christ. We believe that studying the Bible is not an isolated matter. Its truths must be integrated into all subject areas. We desire to teach all students to become proactive critical thinkers so that they may acquire the knowledge to search the scriptures and learn to evaluate issues of life from a biblical perspective. Indeed, a Christian education does not end with the memorization of Bible verses. It must include an authentic application of scripture into one's daily living.

SURGE Christian Academy's statement of faith defines the essential beliefs that guide our school, and it does not exhaust the extent of our beliefs. Indeed, The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we hold dear and true.

SURGE Christian Academy's statement of faith can be summarized by the emphasis on three essential positive character traits – Humility, Love, and Wisdom.

HUMILITY – minimizes arrogance and removes pride. It is understanding our fallen nature and tendency to think that we are better than we are, and our striving to lift-up ourselves above others and God. It is admitting that others, and more importantly God is responsible for our achievements. Humbleness will enable us to be a teachable person who is willing to have the attitude of submission and servant hood, one who confesses sin and remembers how Christ served us! (Luke 22:27; Phil. 2:8; 1 Peter 5:3-5). Philippians 2:3, 3-4 "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others."

LOVE – will enable us to appreciate our brothers and sisters in the Lord, and, of course, our family, and others around us. Love is taking the initiative to build up and meet the needs of others without expecting anything in return. (John 13:1; 15:13; 1 Corinthians 13:3)

John 13:34, 35 "Love one another. As I have loved you, so you must love one another. All men will know that you are my disciples if you love one another."

WISDOM – truly desires the knowledge of God's Word and the proper application to our life. This will enable us to make good judgments and decisions. (1 Kings 3:9; Psalm 119:97-98). Proverbs 4:7 "Wisdom is supreme; therefore, get wisdom. Though it cost all you have, get understanding."

Our Statement of Faith defines the essential beliefs that guide SURGE Christian Academy's beliefs. It is our desire that the students of SURGE Christian Academy become strong in spirit, in body, in mind, and in character, grow and mature in their knowledge and love of Christ, and live out their faith in their academic, personal and professional lives in ways that honor and pleases God. (Col 1:10).

Therefore, the following foundational beliefs are set forth as the basic, guiding Biblical principles of SURGE Christian Academy: God: We believe that there is one true

God: He is the Creator (Gen 1:1). He is Sovereign (Ps. 135:6, Dan. 4:34-35). He is the Lord who sustains, rules, and by grace, redeems (Ps. 54:4, Ps. 103:19, Ps. 34:22). We believe in the Trinity and that God eternally exists in three persons: Father, Son, and Holy Spirit (Matt. 28:19, Luke 3:22). We believe that God is loving, holy and just. He is immutable, (Heb. 6:18), omnipotent (Rev. 19:6), and He is passionate about His relationship with people. (Ex. 34:14).

Jesus Christ: We believe that Jesus Christ is the Son of God. "He became flesh" (John 1:14), being conceived by the Holy Spirit (Luke 1:31, 35), and born of a virgin (Matt. 1:23). He lived a life on earth holy and perfect, without sin (1 Pet. 2:22). He died a sacrificial death on a cross for our sins (2 Cor. 5:21). On the third day, by the power of God, He rose from the dead (Luke 24:39, 1 Cor. 6:14). He ascended into heaven and is seated at the right hand of God (Acts 2:33) where forever He lives to intercede for His people (Heb. 7:25).

Holy Spirit: We believe the Holy Spirit is active in regeneration, convicting us of sin and drawing us to the Savior (John 14, 15, 16). He continues the work of spiritual growth begun at the time of salvation. The Holy Spirit dwells in the hearts of those who are saved (Rom. 8:25), and produces in us the fruit of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Gal. 5:22-23), and bestows gifts for ministry (1 Cor. 12:4-11).

Bible: We believe the Bible is the Word of God, the only rule of faith and practice. The Bible is profitable for teaching, for reproof, for correction and for training in righteousness (2 Tim. 3:15-17) and as such, the Bible shall be instructional and provide guidance in all matters of the organization. SURGE Christian Academy.

Salvation: We believe that salvation is by God's grace alone through faith in Jesus Christ (Eph. 2:8) and no other way. We believe that all who respond to the gospel in faith will be saved. Jesus said, "I am the way and the truth and the life. No one comes to the Father except through me." (John 14:6).

Prayer: We believe that prayer is an intimate (Matt. 6:6) and essential part of a person's growing and maturing relationship with Christ. (James 5:16b).

Servant Leaders: We believe that as followers of Jesus Christ we are called to serve God through serving others. We believe that whoever wishes to become great among you shall be your servant, (Matt. 20:26) and that we should model our lives after the life of Christ, in that the Son of Man did not come to be served, but to serve (Matt. 20:28).

Heaven: We believe that God will judge the living and the dead. We believe that heaven is the everlasting reward and the eternal home of all believers. We believe that every person who hears the gospel has a choice to accept Christ and spend eternity with Him in heaven, or to reject Him and spend eternity apart from Him (hell). Therefore, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain (1 Cor. 15:58).

For the purposes of SURGE Christian Academy’s statement of faith, doctrine, practice, policy, and discipline, the School Principal/Headmaster and the School Board of Directors are our final interpretive authority on the Bible’s meaning and application. These primary doctrines below are key elements of Christianity that are taught in various ways throughout all grade levels. SURGE Christian Academy encourages Christ honoring discussions and debates among SURGE Christian Academy students, in order to foster critical and creative thinking development. The school’s official position on doctrinal issues is to have the students always go to the Scripture and then go to their family and church as they seek to define their own unique beliefs on doctrines.

Students asking doctrinal questions should be referred to their family and church. If asked by a student, staff members may state their own beliefs; however, personal doctrinal convictions are not to be imposed upon students. The spiritual goal is to develop a growing, personal relationship with Christ using the Bible as our guideline. Students who are taught to seek the truth by studying God’s Word will be well prepared to defend their own faith.

SURGE Christian Academy’s statement of faith does not exhaust the extent of our faith. We believe that The Bible itself, as the inspired Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final written source of all that we believe. For purposes of doctrine, practice, policy, and discipline, the School Principal/Headmaster, subject to review by the School Board of Directors as appropriate, shall be the school’s final interpretive authority on the Bible’s meaning and application.

5.00 Philosophy and Goals

We believe the entire process of education is seen as a means used by the Holy Spirit to bring the student into fellowship with God, to develop a Christian mind in him and to train him in godly living, so that he can fulfill God's total purpose for his life personally and vocationally. He must be taught the Bible and come to know God and His nature, learning to see all truth as God's truth. All learning shall center around Christian values integrated with and interpreted by God's Word. In the focus of the Christian faith, SURGE Christian Academy utilizes all of man's being as a study of God's revelation so that intellectual, social, emotional, and physical development is given balance, unity, and direction.

6.00 Outcomes

Our school's Christian-Faith-Based purpose is to provide our students with a firm foundation of Humility, Love and Wisdom for a lifetime of service to God. Indeed, by the time our students graduate from SURGE Christian Academy, we want to see growth in these key areas:

Spiritual:

- Accept Jesus Christ as their Lord and Savior;
- Seek to grow in their knowledge and understanding of Him resulting in a deepening love relationship characterized by living a life of love for Christ and the desire to proclaim His name in word and deed;
- Accept responsibility for their own spiritual growth, developing a dedication for prayer and devotion, utilizing God's Word and applying it to their daily life;
- Accept the Bible as the inspired Word of God and using it as a guide for daily living;
- Read, understand, and analyze scriptures, developing a Biblical world view on all aspects of life;
- Able to recognize faulty reasoning and/or truth claims and correctly apply biblical truth to the issue;
- Actively utilize their gifts in a faith-based community, serving God and others; AND
- Demonstrate growth in godly character specifically in the areas of self-control, integrity, responsibility, respect and perseverance.

Academic

- Identify their unique strengths and God-given gifts and abilities;
- Accept responsibility for their education;
- Become a life-long learner;
- Demonstrate proficiency in all grade level curricula areas;
- Find, examine, evaluate and use information as they become independent learners;
- Develop and demonstrate effective written and verbal communication skills;
- Possess an appreciation for the fine arts;
- Develop and utilize critical thinking skills; AND
- Possess the necessary learning/work habits and knowledge to be successful in post-secondary learning and in the workforce.

Personal (Physical, Emotional and Social):

- Demonstrate the ability to live in community with others learning to balance love, truth and grace in their relationships;
- Assume personal responsibility for attitude and actions;
- Develop skills for successful conflict resolution;
- Understand, value and practice the skills of effective citizenship while building life-long relationships;
- Show integrity and respect for others;
- Develop an understanding and acceptance of physical, social, spiritual and cultural differences without compromising the Truth;
- Practice responsible stewardship of God’s Creation; AND
- Realize that human beings are created in the image of God and that our body is the temple of the Holy Spirit.

7.00 Letter from School Administration

Each moment of each passing day, I ask myself, what really matters in the grand scheme of things?

I guess as the person responsible for the oversight of our school, one would expect that the importance of obtaining excellent grades would be the dominant theme of this introductory letter, but in truth, the responsibility of this job, the various obstacles that some of our students, families, and faculty have encountered over the years, and the various conversations I have had with one another, have made me ever more aware that in the grand scheme this has always been an aspect of education that has been expected without question. Indeed, achieving academic excellence has always been the standard, by which success has been measured.

But in these unsteady times, I have come to the realization what truly is important is keeping perspective of events in our lives that really make life worthwhile. Certainly, SURGE Christian Academy should not only serve to educate our students, but to transform into a permanent visible fixture in our surrounding community, one that will symbolize and foster encouragement and determination.

I have realized through the course of my life that one of the most effective forces in our lives that allows us to persevere is the experience of encouragement. Encouragement is an integral part towards achieving educational success, because it is life-altering. Not only for our students receiving it, but also for our instructors and parents providing it.

At times, SURGE Christian Academy represent a home away from home to many of our students, and we must embrace encouragement in our own and our students' lives by:

- **Providing encouragement to others:**

Never pass up the opportunity to encourage others. The simplest of words of encouragement can have a profound effect on someone's life. When we encourage our students, we are giving them a reason to pursue their goal or dream. We are saying you "get it". It's not some superficial dream wandering aimlessly in their heads. It's real. It has worth. Then, when the opportunity to shine comes their way, they've got the confidence to move forward and go for it. THEY BECOME INSPIRED. By showing your support to our students, you can be the one to open the door to a child's dream. If you see a student with a unique talent, point it out and lift it up. If you've learned something, share it.

- **Accepting encouragement from others:**

It is important that our students are able to accept and acknowledge encouragement from others. Hence, this will assist our students in building their level of confidence, as they embark on accomplishing their goals and aspirations. As students accept the encouragement from others, there is something in this process that may not be easily realized. For, it is not an "I" against a "Them" mentality. For, it is the power of what "We" can all accomplish together, against all odds. When our students accept encouragement from others, they are showing their commitment to their unique potential. Accepting the encouragement that people offer as an unconditional "gift" that it truly is can have a profound effect on a student's level of compassion and humility.

- **Believing in the potential of becoming the best “I” can be:**

Once our students have truly accepted and absorbed it, and owned it as true, then they are on the way to believing in themselves. Sometimes that's hard to do when any of our students are facing social rejection, encountering academic challenges, and life events aren't perfectly fitting together as hoped... just yet. Students can embrace and accept encouragement and believe in their potential by encouraging students to partner with someone who can hold up a mirror to their thoughts, plans, goals, hopes, and dreams. Indeed, when our students are affirmed, it is empowering. And then, it becomes infectious. It feels great receiving it, so before long each student wants another student to feel the way he or she does: “PAYING IT FORWARD.” GOD BLESS

Sincerely,

SURGE Christian Academy Administration

8.00 Vision

The vision for SURGE Christian Academy is to be a premier diverse and inclusive learning environment whose staff embraces students, families, and communities to nurture and develop well-rounded graduates who are intellectually prepared, possess high moral character, demonstrate outstanding citizenship and are servant leaders in their communities embracing Christian virtues.

9.00 Mission

The mission of SURGE Christian Academy is to value diversity, inclusion, and prepare students for lifelong learning and leadership by offering students a challenging education that nurtures critical thinking and intrinsically motivates students to reach their full potential.

10.00 Purpose

SURGE Christian Academy is a private, independent preparatory school dedicated to the intentional integration of Christian principles. As a community of learners, SURGE Christian Academy provides students with a rigorous and safe learning environment that leads to intellectual, spiritual emotional, and character development necessary to successfully meet the challenges of our changing world.

The purpose of SURGE Christian Academy is to provide an educational environment that equips students to lead fulfilling lives through learning, leadership, service, and by honoring God’s genuine generosity.

11.00 Guiding Principles

SURGE Christian Academy is a comprehensive preparatory school with a significant core emphasis in the liberal arts. Its purpose is to offer a curriculum of studies and a program of student activities dedicated to the development of moral character, the enrichment of spiritual lives and the perpetuation of growth in Christian ideals.

SURGE Christian Academy was established under the direction and the power of faith in God with the conviction that there is a need for a preparatory school in our community that will expand the minds, train the body, develop the moral character and enrich the spiritual lives of students from diverse backgrounds and learning styles.

To assure the perpetuation of these basic concepts, it is determined that all those who become part of the SURGE Christian Academy family must believe in the inspiration that is attained by the Divine Scriptures and the Divine Purpose - that we all have within us the same essence of consciousness, and that the process of creativity, genius, and talent are attributes of our human consciousness that GOD has bestowed upon us. Therefore, the creativity, genius, and talent is a potential that lives within all of us which should be nurtured and used to worship, praise and glorify GOD.

12.00 Values

Based upon the beliefs expressed by our parents, community, Teacher (Instructor)s and staff, our identified values embrace the following beliefs of:

- Supporting students to achieve their full potential;
- Fostering strong academics and skills for learning at the core of a well-rounded education;
- Acknowledging and addressing the individual learning styles of our students;
- Supporting excellent Teacher (Instructor)s as the key to an outstanding education;
- Nurturing love for learning;
- Continuously improving and supporting innovative ideas;
- Teaching and modeling character;
- Making a positive difference for others and the world;
- Celebrating and respecting the academic and developmental of student achievements;
- Embracing a global perspective;
- Building a strong community support and involvement;
- Developing a small community campus, close-knit, family-oriented setting; and
- Viewing education as a respectful partnership among students, parents, Teacher (Instructor)s, and community.

SURGE Christian Academy seven values serve as a compass that guides our every decision, action, and focus. These values include:

1. *Leadership*: Our courage and perseverance to shape a greater future.
2. *Collaboration*: Leverage our collective genius and talents.
3. *Integrity*: Be real and honest (truthful).
4. *Accountability*: Ownership in our decisions and actions.
5. *Passion*: Committed in our heart and mind.
6. *Diversity*: Inclusive and reflective of the communities we serve.
7. *Quality*: What we do, we do well.

13.00 Collaborative Learning Community

SURGE Christian Academy Collaborative Learning Community invites educators to examine what, where and how students should learn in order to thrive in a dynamic world. It invites administrators and community partners to reflect about the purpose of education in the 21st century and envision practical ways to promote relevant, deep and engaging learning for all. When Teacher (Instructor)s embrace learning for the future, they nurture expert thinking, collaboration, teamwork, and entrepreneurship. They foster intercultural understanding, environmental stewardship and global citizenship. They invite students to understand complex problems, create quality work and express themselves through traditional and new media—ultimately preparing students to live ethical and reflective lives in their rapidly changing communities.

Our Collaborative Learning Community allows a parent and student to have an opportunity to work collaboratively and with an interdisciplinary team comprised of educators, administrators, and student support services personnel to design an individualized instructional delivery plan that is both student-centered and one that complements the student’s unique learning style(s). Our goal is to ensure student success by believing in our student’s potential, while at the same time fostering a culture that embraces “zero tolerance for failure and mediocrity.” This is accomplished by providing our students a learning environment that is rich with opportunities for success. Indeed, “our students’ academic failure is our failure.”

14.00 Educational Model

The Utilization of a Two-Part Approach:

Part I. Socratic Method of Teaching and Inquiry: *Fostering Critical and Analytical Thinking*

The Socratic Method of discussion facilitates a student's quest for understanding by requiring him or her to answer questions on his or her own, to ponder the validity of what others have said or written, and (not the least of which) to give reasoned support for his or her own opinion to the other students in the group.

It is not enough simply to "learn" facts, to memorize lessons, or to recite lectures. To know truly, to seek wisdom, one must work toward understanding. If the question of "what" leads us to see what we do and do not know, then the question "why" leads us to understand our world in a holistic, fundamental manner.

Within the framework of scientific skepticism, the process of critical and analytical thinking involves:

- a. acquiring information,
- b. analyze information,
- c. evaluate information,
- d. reach a well-justified conclusion or answer,
- e. explain one’s conclusion, and
- f. restructure one’s thinking

Part of critical and analytical thinking goes beyond informal logic, for it includes the assessment of:

- beliefs,
- identification of bias,
- distortions,
- ethics,
- misinformation,
- prejudice,
- propaganda, and
- self-deception

We believe in focusing more on teaching our students critical and analytical thinking skills, intellectual standards, and cultivating intellectual traits such as, intellectual humility, intellectual empathy, intellectual integrity, and fair-mindedness than on memorizing facts by rote learning. The ability for our students to reason and analyze logically will survive long after the retention of memorized facts are lost.

Part II. Aristotle’s Modes of Persuasion: *Integrating Effective Speaking and Writing*

Socratic Method of education of a student will also depend on Aristotle’s three-part process training of the mind or modes of persuasion:

First, a student absorbs knowledge - information and language mechanics (grammar/structure) that systematically constructs the foundations for logical reasoning (The Development of the *Logos*).

Second, the student develops the skills to utilize the knowledge - information and language mechanics (grammar and structure) that has been learned in order to think through arguments or engage in dialects that result in the development of one’s unique character or identity (The Development of the *Ethos*).

Lastly, through the exposure of various interactions and experiences the student learns to express him or her-self through the use of one’s affect, feelings or emotions as distinguished from cognition, thought, or action. As a result, the process of a student’s interaction, manipulation, and application of knowledge then, becomes clearly defined (The Development of the *Pathos*).

15.00 Course Format, Requirements, and Evaluation

Format:

To achieve success, students are expected to submit work on a regular basis (designated times-weekly).

To measure learning, this course integrates a variety of classroom Teacher (Instructor)-directed instructional methods, including lectures, class collaborative discussions, group work, individual work, labs, field studies, student written and oral projects, and active student participation.

On a daily basis, students maintain regular contact with the instructor. The instructor (Teacher (Instructor)) leads the class in discussions based on the material covered. This is a student-centered approach. In addition, the instructor leads the class to collaboratively discuss the material and share personal insights from real-world examples and experiences. This approach allows students to apply the information to their own situations, making the learning process more meaningful to them.

Requirements:

Students complete self-checks, practice lessons, answer closed and open-ended questions, write various forms of analytical essays, conduct research-based projects, perform self-assessments, and participate in collaborative discussions. Students are expected to participate in, and complete all aspects of required work to the best of their ability.

Evaluation:

Student achievement will be evaluated in a holistic manner, and it will take in to account all aspects of performance. A cumulative open-ended – essay format assessment is given after the completion of every module (unit), and a comprehensive end-of-semester (segment) exam is given, at the conclusion of each semester.

At SURGE Christian Academy, we believe that when instructors, students, and parents work together, as partners – Students will have access to opportunities to achieve long-term holistic success.

SECTION III: Guiding Principles

1.00 Overview

The primary goal of SURGE Christian Academy is to ensure that each student’s achievement is at the highest possible level. Education is to be provided in a manner that does not discriminate or cause harassment on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background.

In-order for this to be accomplished:

- Every school staff member will strive to create a positive, safe environment that encourages and supports student success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of school, student, parents, and community members.
- It is the objective and policy of the Administration of SURGE Christian Academy to recognize, preserve, and protect the individual rights of all students; and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the administrative staff, and the faculty of each school to prevent student conduct that is dangerous, disruptive, or destructive, therefore endangering the proper maintenance and function of the school program. Staff members are expected to model core value behaviors that set an example for students. It is expected that all disciplinary measures will be conducted in a manner that is respectful to the student and preserves that student's dignity wherever possible. It is the expectation that each student will behave in a manner that does not threaten, interfere with, disrupt or deprive other students of their right to an education. It is also expected students will learn to accept responsibility for their behavior. An effective school environment must be safe and free from disruption.
- The Administration further recognizes that students are protected and have certain rights extended to citizens under the United States Constitution and its amendments; and that these rights cannot be abridged except in accordance with the due process of law. Therefore, in order to clarify the guidelines of student behavior in the school and establish procedures to be followed, the SURGE Christian Academy’s Code of Student Conduct (contained in this Handbook) has been adopted. It is essential that all students, their parents or guardians, Teacher (Instructor)s, and administrators understand and abide by the Code of Student Conduct.

2.00 Parent Responsibilities

Instructors and parents must work collaboratively, in order to maximize students' success at school. We are committed to working with and supporting families and we need parents to work with and support us.

As a parent you should:

1. Get to know the people at your child's school by attending Teacher (Instructor) conferences, participating in scheduled meetings, joining committees, and volunteering.
2. Ensure your current telephone number, home address, work telephone number, and emergency contact number remains up-to-date at all times. Parents can satisfy this responsibility by updating the Emergency Contact Information via email or requesting an Emergency Contact Information Up-Date Form.
3. Understand and support the rules in this Handbook and talk to your child about them.
4. Supervise your child to ensure that he or she dresses neatly and appropriately for school because it is a place to work and learn.
5. Make every effort for your child to arrive at school on time every day, based on the school two session (track) hour indicated above.
6. Contact the school the day your child is absent and follow up with an email to administration.
7. Be aware when parents are divorced or separated, both parents have full rights to participate in the child's school activities and receive information with regards to what is happening at school unless there is a court document limiting that access. The office must have a certified copy on file of Court documents.
8. Provide the school written permission if you want a stepparent who is not the legal guardian of the child to have information about the child or sign forms related to the child.
9. Be prepared to pay for any damage done to school property by your child. If payment is not made and the amount is substantial, administration determines the final action.
10. Be aware that only people listed on the Emergency Contact form may take a student from school. Identification must be shown at the office.
11. Adhere to school's on-site traffic plan for drop-off and pick-up. Encourage your children, if they are walkers, bicyclists, or drivers to follow safety rules and use pedestrian-safety features where available.
12. Remain current on the payments of your student's tuition and fees. All tuition and fees are required to be submitted, on the agreed upon monthly payment plan and due date.

3.00 Student Responsibilities

To be successful, the student should:

1. Attend school each day,
2. Arrive on time,
3. Be prepared with proper materials and supplies,
4. Make sure important messages,
5. Complete all assignments to the best of your ability and on time,
6. Dress appropriately,
7. Be tolerant of and respectful to others,
8. See course instructors about makeup work and complete it in a timely manner,
9. Contact Administration and/or Instructor regarding conflicts or concerns,
10. Set goals for success,
11. Get enough sleep, and
12. Set responsible activity hours outside of school.

A student must participate in school crisis plan activities and practices such as lock-down and fire drill.

SECTION IV: School Operations

Teacher (Instructor) and Staff Expectations

1.00 School Calendar

SURGE Christian Academy follows a similar school calendar as that of the Pinellas County School District and surrounding local private schools within which we operate. Annual school calendar is posted on our school website: www.surgechristianacademy.com

2.00 School Hours

Teachers (Instructors) and staff are required to report to school by 8:30 a.m. Pledges start promptly at 9:00 a.m.

The school front office administrator will record Teacher (Instructor) absences. Teachers (Instructors) are to remain at school until 3:15 p.m. each day and to attend scheduled monthly faculty meetings. Faculty meetings are considered part of Teacher (Instructor) contract hours.

3.00 Student Arrival

- Teachers (Instructors) must arrive at their designated classroom promptly at 8:30 a.m.
- Teachers (Instructors) need to have their classroom doors open by 8:30 a.m. and need to be in the classroom, supervising the student morning routine.
- Any parents in the classroom must exit by 8:45 a.m. We do not want to lose any instruction time due to parents remaining in the classrooms to talk—such conversations may disrupt student learning environment.
- First (1st) period begins 9:00 a.m. This is the official start of the school day. All students should be in their classrooms at this time. If a student arrives after 9:00 a.m., he or she is considered late (tardy).

4.00 Student Dismissal

- At 3:00 p.m.—not earlier—all students will be dismissed from the classroom. Car riders will be taken to the car drop off/pick up designated area by a teacher (instructor) and after care students will go to their assigned area. No parents should be waiting in the hallway outside of classrooms. Parents wishing to pick up their child prior to 3:00 p.m. must first report to the main office to sign out their child. Parents arriving at the classroom to pick up their child are to be sent to the main office to sign out their child.
- Our policy is not to dismiss students between 2:45 p.m. - 3:00 p.m., except for an emergency. An emergency is a serious, unexpected, and often dangerous situation requiring immediate action and most often involve a medical issue.

Parents must ensure their child arrives at and leaves school on time. They may not leave their child at school more than fifteen minutes before the start of the school day or pick their child up more than fifteen minutes after the school day, unless they have made special arrangements with the before or after school care program. Supervision will not be provided beyond that time. This also includes school activities outside the regular school day such as athletic games (matches), carnivals, clubs, dances, field trips, and practices. If a child is not picked up within this timeframe the student will be considered abandoned, and the school will have to call the appropriate authorities. Please notify the appropriate administrator promptly (immediately).

5.00 Student Attendance and Latenesses (Tardiness)

- All students reporting to class after 9:00 a.m. will be marked late (tardy) by the teacher. Parents may not escort students to class after 9:00 a.m.
- Electronic attendance (iGrade Plus – Online Gradebook) is to be submitted daily by 9:30 a.m. by the classroom teacher using the iGrade Plus Online Gradebook System—in addition to keeping paper attendance. Failure to maintain accurate attendance may result in disciplinary action. Please keep all late (tardy) slips and excused absence notes in an envelope for the entire school year. At the end of each quarter (marking period), teachers (instructors) are to scan the late (tardy) slips by student and provide PDFs to school administration.
- When a student is absent for three (3) consecutive days, it is teacher’s (instructor’s) responsibility to call home and find out the reason.
- Teachers are responsible for keeping track of excessive unexcused absences and unexcused latenesses (tardies) and unexcused early release and notifying the administration before sending out an absentee letter or a tardy letter.
- Absence defined: A student who is not present in class at least one half of the class period shall be counted absent from that class. To be counted present for the school day, a student must be in attendance for at least one half of the class periods during the school day.
- Students who have been absent five (5) days or more in a grading period may be required to bring a certificate of illness from a licensed doctor to the school for absences to be excused.
- If a student is absent from school because of illness or if the absence is unexcused, attendance at after school activities (such as sports, dances, or clubs) may not be permitted.
- If a child has a fever, the student MUST be fever free for 24 hours before returning to school.
- Students accumulating more than fifteen (15) unexcused absences per school year are considered truant and the truancy may impact the student’s enrollment preference for the following school year and the matter will be referred to the principal/headmaster. The principal/headmaster will consult with the family to identify school and community supports needed to ensure student attendance at school. If attendance is not improved, recommended actions may also include referral to neighborhood school, referral to the State Department of Children and Families, referral to truancy court, retention due to credit non-completion.
- Excused Absences: Students must be in school unless the absence has been permitted or excused for one of the reasons listed below:
 - The student is ill or injured.
 - There is a major illness in the student’s immediate family (parents, brothers, sisters, grandparents, or others living in the home).
 - There is a death in the immediate family.
 - The student attends religious instruction or there is a religious holiday in the student’s own faith.
 - The student is required by summons, subpoena or court order to appear in court. A copy of the subpoena or court order must be given to the principal.
 - Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the principal at least five days prior to the absence.
 - The student has a scheduled medical or dental appointment.
 - Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Student are allowed a maximum of five excused days for each infestation of head lice. Students on field trips and students who attend alternative to suspension programs are not considered absent.

6.00 Student Lateness (Tardy) Policy

Tardies – Late to School and Early Pick Up

Tardy students not only distract from their own learning, but from the learning of other students.

Late to School: It is imperative that all students are in the classroom and prepared to begin learning at 9:00 a.m. Students not in their classrooms by 9:00 a.m. will be considered late (tardy).

Early pickup: Students picked up prior to 3:00 a.m. dismissal will be considered late (tardy). If a child must be picked up early, SURGE Christian Academy requests that the school (main office) be notified prior to 2:45 p.m.

Latenesses (Tardies) will be considered unexcused for the following reasons: over-sleeping, too tired, heavy traffic, or couldn't get motivated. Early pick up will be counted as a lateness (tardy) if there is not a legitimate reason for leaving school early such as a doctor or dentist appointment. A physician's note must be submitted in order for lateness – tardy to be excused.

- Tardy Documentation:
 - A lateness (tardy) slip will be issued after 9:00 a.m..
 - A lateness (tardy) slip may also be issued for an unexcused early pickup
 - A late (tardy) student may be required to document relevant information in a classroom sign in/sign out sheet in addition to the tardy slip.

- Tardy Consequences:
 - Every three (3) unexcused latenesses (tardies) or unexcused early pick-ups will result in the student receiving one unexcused absence.
 - Numerous unexcused latenesses (tardies) may result in the following:
 - Parent or guardian contacted by the school
 - Detention for the student with parental notification
 - Parent or guardian contact by other authorities

7.00 Faculty Meetings

Please save the last Thursday of each month for a brief faculty meeting starting promptly at 3:15 p.m. A schedule will be given to you at the start of the year. We look forward to these times of prayer, fellowship, discussion, and in-service training. Attendance at these meetings is required. Faculty meetings are considered part of Teacher (Instructor) contract hours. Only Teachers (Instructors) working in after school are excused from meetings.

8.00 Duties

Teachers (Instructors) will be assigned to a team for before and/or after school car duty. These will be announced prior to the first day of school. The before school car duty team greets students and assists them into the building if needed. This team is also responsible for patrolling the hall prior to class and maintaining order. After school car duty teams should report to the front of the building at 3:00 p.m. Their students should be left in another Teacher's (Instructor's) room. This team assists with pick up. Teachers (Instructors) must report to their duties in a prompt fashion. Upper level Teachers (Instructors) may be assigned a duty during the day (PE, transportation, lunch, study hall, etc.). You are responsible for the children in your care, at the specified time.

Teachers (Instructors) are to supervise their students at all times, including in the cafeteria. All students will remain seated while they eat in assigned lunch areas. Students are not to use school microwaves for heating lunches without the teacher's (instructor's permission). The teacher (instructor) or person in charge is responsible to see that students clean up their eating area. Teachers (instructors) and staff are not allowed to heat lunches for students, only if parent signs an approval for assistance.

9.00 Planning Period

Each Teacher (Instructor) will be assigned a planning period. Please use this time efficiently.

10.00 Library

Pinellas County Library System may be utilized for in depth research. Each student should have his/her own library card. Parents will need to go to a nearby Pinellas County library and obtain a card for their children. Please put this information in your Classroom Management Plan. When at the Pinellas County library, Teachers (Instructors) are responsible for monitoring the students at all times. They are not permitted to work on the computers unless it is part of a research assignment. Library visits should be scheduled with the local librarians.

Additionally, Teachers (Instructors) may reserve time for their classes in the school library for research and reading. The library is open during the school day.

Our Neighborhood Library is identified as:

Clearwater East Community Library

Address: 2465 Drew St, Clearwater, FL 33765

Telephone: (727) 562 - 4970

Hours:

Monday	9AM–9PM
Tuesday	9AM–9PM
Wednesday	9AM–9PM
Thursday	9AM–9PM
Friday	9AM–5PM
Saturday	9AM–5PM
Sunday	Closed

11.00 Recess

Students in the primary and intermediate elementary school levels may have an assigned recess period. Teachers (Instructors) are responsible for monitoring their students at all times during recess.

12.00 Maintenance of Classrooms and Workspace

Teachers (Instructors) are responsible for maintaining a clean and orderly classroom. Students should be held accountable by their Teacher (Instructor) for keeping their desks and cubbies neat. Before being dismissed on breaks or to the next class, students should tidy their desk area. At the end of the day, the Teacher (Instructor) should sweep the floor and erase the board. Trash should be bagged and placed in the hallway. Students may assist with these tasks. Should a repair be needed in your classroom, please write it on the maintenance clipboard located in the storage closet.

13.00 Personal Absences

Staff members are granted five days of leave per calendar year. Staff should let the administrator know as soon as possible if leave needs to be scheduled and complete an absence form. A list of approved substitutes will be given to staff members and staff should arrange a substitute as soon as possible and inform the administrator of the substitute.

In an emergency, please contact the administrator between 6:30 and 7:00 a.m. on the day of absence or the night before.

Lesson plans should be submitted to the office no later than 8:00 a.m. Lesson plans may be dropped by the office or emailed at: surgechristianacademy@gmail.com

Please make every effort to schedule non-emergency appointments after school hours.

Personal absences should not be scheduled on the day before or after a holiday.

14.00 Resolving Misunderstandings

The principles of love, correction and good communication should be followed, when any conflict arises between adults, it should be resolved courteously and prayerfully with love, patience and forgiveness.

Classroom conflicts should be handled primarily between parent and Teacher (Instructor). The next step should involve both parties and the principal/headmaster. If this step is unsuccessful, contact a member of the board.

Disagreement with school policy or procedure should be taken up with the principal/headmaster. If no solution is found, it may be brought to the board.

Parent to parent problems should be solved between the persons involved, without the involvement of Teachers (Instructors), administrators, or other parents.

Remember that all information regarding students and school business should be held in confidence and ethically.

15.00 Lost or Stolen Valuables

SURGE Christian Academy cannot be held responsible for any lost or stolen personal property. Staff should take care to secure belongings. Teachers (Instructors) are encouraged to lock their desks or cabinets.

16.00 Personal Appearance

Neatness, cleanliness, and modesty are the guidelines for Teacher (Instructor) dress. Female Teachers (Instructors) and staff are asked to wear loose fitting pants or capris, skirts to the knee, and modest shirts with sleeves. PE staff may wear modest PE shorts. Male Teachers (Instructors) should wear a collared shirt and business-casual pants. No Teacher (Instructor) should wear jeans unless it is a spirit day or casual Fridays. Teachers (Instructors) should avoid wearing t-shirts displaying offensive messages and/or advertisements, solid color shirts are only acceptable.

17.00 Accident Report/Incident Report

If a staff member has an accident while working, please immediately report it to the administration. An employee accident report must be filled out. Please report all incidents or occurrences that interrupt normal procedure or precipitate a serious situation, including vandalism, theft, a serious confrontation with a parent or student, or student injury by completing an incident report.

Staff must report all accidents (student, staff, or visitor), no matter how slight, immediately to the school office. Please fill out an incident report which is available in the administrative office. Teachers (instructors) are to keep a clip board with the class list, daily attendance, and incident forms and a school roster for fire drills with the class at all times in the event of an emergency. See Emergency Procedures & Safety section below for more information on drills and emergency procedures. Parents must sign accident forms.

18.00 Evaluations

Teacher (Instructor) and staff evaluations are conducted systematically throughout the year. In addition to a nine-week observation period for new employees, personnel evaluation will be made of all employees. All Teachers (Instructors) will be formally observed twice during the school year. One observation will be announced; the other will not be announced. The principal/headmaster will observe the classroom and write a formal evaluation. The evaluation will be discussed with the Teacher (Instructor) and it will go into his or her personnel file. Evaluations will be shared with the board.

19.00 Telephones

Cell phone usage by employees should be limited to before/after school hours or designated breaks. All cell phones must be turned off during classroom instruction and during inside and outside supervision. Cell phones may not be used at recess, including checking texts. Acceptable cell phone use shall only be limited to instructional purposes and to guide teacher-directed subject area course instruction and content.

20.00 Security

All visitors, including parents, should report to the school office. Doors to the school are to remain locked during the school day; please keep your key with you. Classroom exit doors should remain closed and locked during the day.

Entry and alarm codes for the building will be issued at the start of the school year. Codes are not to be given to any other person. If a Teacher (Instructor) is the last out, he or she should check all doors and set the alarm. Lost keys should be reported as soon as possible.

21.00 Celebrations/Parties

Celebrations/Parties —SURGE Christian Academy is happy to celebrate a child’s birthday at school if parents wish to send in a special treat sufficient to share with all children in their child’s class. Parents should notify the teacher (instructor) to make arrangements on timing. All foods must be commercially prepared. Teachers (Instructors) should be keenly aware of and strive to prevent any possible known student allergic interactions to food. Celebration/Party invitations cannot be distributed at school, unless there is an invitation for every student in the class.

22.00 Parent Complaints

SURGE Christian Academy is parent/customer focused. Clear communication with parents and the community is viewed as a top priority. Despite our good intentions and intensive efforts, complaints may still occur. All staff members shall make every effort to handle each complaint in a professional manner and document all conversations and/or conferences. Teachers should immediately inform administration of any concerns that they cannot resolve on their own. Parents should follow the SURGE Christian Academy Grievance Policy found in the Parent & Student Handbook.

23.00 Citizenship Focus

SURGE Christian Academy provides its students with a safe, supporting, challenging, and enthusiastic learning environment. Creating such an environment is the result of good citizenship. To help guarantee this environment exists, SURGE Christian Academy students are required to meet behavior expectations outlined above in this handbook. Adults are expected to respect the following Citizenship policies:

- As citizens within an academic community focused on providing students with a learning environment that is enthusiastic, supporting, challenging, and safe, SURGE Christian Academy employees, parents, and community members will demonstrate the concept of “Citizenship” in their dealings with all SURGE Christian Academy Stakeholders, including students, parents, school employees, and visitors.
- Physical or verbal acts that are hostile, threatening, or harassing in any way will not be tolerated. Profanity and insults are not constructive and unacceptable
- Whether it is face-to-face or over the phone, through texts, blog posts, or emails, good Citizenship requires an attitude that is productive and strives for harmony.
- Destructive criticism is unacceptable.
- Employees and parents should report any behavior that falls below this standard of Citizenship using the grievance procedures outlined above. Our students deserve good role models.

24.00 Student Behavior Management

SURGE Christian Academy believes that appropriate student behavior will ensure uninterrupted teaching and learning for all students, both of which will be conducive to high student achievement. SURGE Christian Academy uniform behavior monitoring system allows all students the opportunity to an optimum learning environment and to establish an effective collaborative school culture. Each student has the consistency to know the rules and consequences in all classes (courses), whether they be in the classroom and/or within the surrounding community. Expectations for behavior, uniform, manners, and attitude should be consistent from class to class, and activity to activity.

When a student makes poor choices the following progressive discipline procedures will include:

1. Verbal warning.
2. Teacher attempts to redirect the student with an in-class or out-of-class separation.
3. Teacher and student try to resolve the issue through conferencing.
4. Communication home informing parents; if behavior continues parents called in for a conference.
5. If behavior persists, a conference will be called with principal/headmaster, teacher, parents and the student.
6. If behavior is consistent after all of the above has taken place, teacher should issue a referral and request school guidance counseling (behavior management support plan) support.

25.00 Administration of General Medications

All children's medication MUST be kept locked up in the school main office. The office staff will follow appropriate procedures for dispensing all medication. School personnel do not normally dispense medication. The student dispenses the medication with office staff supervision. However, if a child is required to take any type of medication at school, it must be authorized by a physician and parent. Medication must be in the original container. Parents must submit the form and medication to the office. Teachers are not to dispense any medications, including any over the counter remedies such as cough drops or aspirin

Students may not carry medications in their bookbags or on their persons. They may not keep medications in their lockers. All medications for students shall be held and delivered to students by designated school personnel. Students will then dispense medications to themselves.

- School personnel may administer medication(s) only to those students who have an official authorization form on file at the school. The Administration of Medication form shall provide for both the physician's and parent's signatures for administration of over-the counter medications in original/new sealed container including dietary or herbal supplements or only the parent's or guardian's signature for administration of prescription medications and shall indicate the kind of medication, dosage and time to be given at school and any special instructions. A new authorization form shall be required each school year.
- Approval for self-administration of medication(s) (Inhaler, Epi-pen, Insulin) shall be written by the physician under special instructions on the Administration of Medication Form available from the Principal.
- It is the parent's responsibility to pick up all unused medication as soon as possible. Any medication remaining at the end of the school year shall be destroyed.

26.00 Playground/Athletic Field (Area) Safety Rules

First rule is safety first; teachers need to be stationed, standing around the playground/athletic field area—not clustered in the same area. Teachers (Instructors) should be actively monitoring all activity on the playground/athletic field area scanning the area for any potentially unsafe or inappropriate behavior. Injuries on the playground/athletic field area can be avoided if we all watch our students closely and think SAFETY. The playground/athletic field area should not have more than two classes of students on it at a time.

27.00 Student Discipline

Each staff member is expected to consistently apply a personal classroom discipline strategy as well as the school wide discipline plan. It is the responsibility of all staff members to monitor student behavior.

Remember, SURGE Christian Academy believes that all students are entitled to an optimum learning environment free of disruption. In the event administrative assistance is required and the child needs to be brought to the office, the teacher needs to send the student with a referral (or infraction report), explaining what happened. If there is no referral (or infraction report), the student will be sent back to the classroom, or whatever class they are coming from. Discipline needs to be taken care of as soon as it occurs.

Our goal is to remedy the issue and to redirect the student back to the classroom, in order that the student may learn valuable course content. It is the duty of all teachers (instructors) to collaboratively work with all students and assist them to reach their full potential. We must inspire them to become lifelong learners.

SECTION V: Classroom Responsibilities

1.00 Before the Beginning of the School Year

- Get your room ready
- Dust furniture
- Clean boards
- Arrange desks/chairs
- Throw away any unnecessary or unused items
- Decorate

A. Prepare your schedule:

Prepare a general schedule for your day and post in your classroom. Submit your schedule to the office and put it in your Individualized Teacher (Instructor) Classroom Management Plan/Syllabi.

B. Prepare your rules:

Decide what your classroom rules are and post them in your room. Have a clear plan for handling classroom discipline before the event happens. Familiarize yourself with the policies in the student handbook.

C. Prepare your Individualized Teacher (Instructor) Classroom Management Plan:

The Individualized Teacher (Instructor) Classroom Management Plan/Syllabi is a document which communicates classroom expectations, rules, schedule, procedures, and grading. Students and parents should understand clearly how classroom behavior and grades will be managed. For example, what is your policy for late submission of assignments? Use the standard grading scale as a guideline, below.

Send home your Individualized Teacher (Instructor) Classroom Management Plan/Syllabi, during the first week of school and have parents sign.

The following grading scale must be followed:

Assessments (Comprehensive Exams/Quizzes):	25%
Assignments (Classwork/Homework):	25%
Participation (Attendance/Behavior):	25%
Projects (Oral/Written Research Reports):	25%
TOTAL:	100%

D. Prepare your seating chart (if any)

Every student should have an assigned seat, if indicated on the Individualized Teacher (Instructor) Classroom Management Plan/Syllabi.

E. Prepare your weekly course content

Make sure you have your weekly course content for each student.

F. Prepare your lesson plans for the first few days of school

Use your curriculum guides and develop your lesson plans. Lesson plans must be turned in each Monday for the upcoming week. See sample lesson plan/lesson accomplishment template at the end of the Teacher (Instructor) – Staff Handbook.

G. Prepare a designated place for posting student assignments/accomplishments

H. Prepare an emergency substitute folder for each class you teach

The substitute folder should contain your class role, class schedule, and emergency lesson plans for each subject. It should also include lunch plans, seating charts and any explanation of duties. It should be submitted to the office by the first week of school.

I. Prepare employment documents

Your employment annual contract, W4, background check form, and emergency contact information should all be turned in to the front office.

J. Prepare yourself spiritually

Spend time in God’s Word listening to what He has planned for you. Spend time praying for your students and your attitude as the year begins. When experiencing inner turmoil/struggle, never allow pride to prevent you from asking assistance from others and asking God’s genuine/unconditional guidance.

2.00 The First Days of School

1. Establish good control

- Know what you are doing, know your classroom procedures, and know your professional responsibilities
- Use the School Conduct Code. Go over the Code with your students AND post.
- Establish routines
- The first days of school are NOT about academics. The focus should be on establishing procedures which will create an effective learning environment.
- What should students do when class begins?
- How do they submit assignments?
- Where do they find information on assignments?
- How should they use their planners?
- How do they communicate in class?
- What is the bathroom procedure/leaving the classroom procedure?
- When may students throw things away, sharpen pencils, etc.?
- What is the tardy to class procedure?

2. Weekly Course Content and Supplies

- Pass out weekly course content procedures.
- Talk about supplies needed and give a deadline for having classroom supplies.
- Give each student a place to store classroom supplies when not in use (under desk, on shelf, in a cubby). Students should not tote their books and supplies in their backpacks like a portable locker—this causes damage to books and clutters the walkways around desks. If you need additional shelving, please let the administration know.
- Be sure all emergency contact forms and student handbook agreement forms are returned by your homeroom students.

3.00 Daily Classroom Life

Truly believe that every student in your class can succeed. Set expectations that challenge students. But, provide them with the tools to meet those expectations.

1. Be inviting and polite

- Address students by name and greet students with a smile
- Plan for difficult days. What can you do to keep your day positive?
- Plan for the student who irritates you.
- Be sure students address you respectfully by Mr., Mrs., or Miss.

2. Be present

The way you take your place in the classroom generates respect and interest in the activity. Students reflect your style. Do not be overly casual.

3. Be consistent

Be prepared to follow through with what you say. There must be direct consequences when students fail to obey. Be clear in your directions. Students should know what to expect.

4. Be proactive

Use “the look” and a pause to let students know that you are serious. Keeping students on task will prevent many discipline issues.

5. Be positive

Be sure to praise students for right, faithful behavior. What behaviors get the most attention in your classroom?

4.00 Classroom Management

1. Utilize variety of presentation and student participation.
2. Prepare for transitions. Give students the most directions as they change from one activity or class to another.
3. Be prepared for class every day. Have copies made, books ready, assignments posted, etc. Be ready for group activities and anticipate problems and questions. Plan well for how students should be using their time during group assignments.
4. Be in your designated classroom at all times.

5.00 Classroom Discipline

All students should follow the rules in the Student Code of Conduct and any classroom rules. The Individualized Teacher (Instructor) Classroom Management Plan should clearly indicate the consequences for violation of these rules.

In the Primary and Intermediate Elementary School Levels (Grades K-5)

The Teacher (Instructor) plans her classroom management using a tally system/lights pulled/etc.

Disciplinary consequences should be limited to time out, silent lunch, restriction from recess, or writing an apology letter. Surge Christian Academy does not permit any kind of corporal punishment.

If a formal warning in the classroom does not curb improper behavior, or if student behavior warrants an immediate consequence, the student should be sent to the office. If a student is sent to the office, a reflection sheet will go home with the student to alert the parent to the situation. A parent may be called if the situation warrants.

A student should always be sent to the office for a serious infraction such as fighting, stealing, foul language, and disrespect. If a student is sent to the principal/headmaster a second time, or if a serious breach of the code of conduct is made, the parents will be called in for a conference with the principal/headmaster and/or board. Additional disciplinary action may be taken.

In the Middle and Secondary (High) School Levels (Grades 6th through 12th)

Disciplinary consequences take the form of referrals. A referral is a formal warning which leads towards definite consequences. A referral may be issued by Teacher (Instructor)s and administration for improper conduct.

One or more referrals will be issued for violation of the Student Code of Conduct.

One referral may be issued for choosing to disregard a Teacher's (Instructor's) warning to correct a behavior. Any student who is disrespectful may receive more than one referral and an after-school and/or Saturday detention as well.

One referral may be issued to a student who is not prepared for class, including missing course assignments. Each Teacher (Instructor) should show grace a maximum of three times per quarter for missing course assignments before writing a referral (make sure that the warning is documented).

The Teacher (Instructor) should complete the referral form and send it home with the student. Teacher (Instructor) must immediately email and/or call the parent and inform the parent of the infraction or concern. The referral form must be signed and returned the next day. Failure to return the referral form will result in a call home from the Teacher (Instructor) and an additional referral for "failure to follow instructions."

Once the referral form is signed by the parent, it should be sent to the Office of Administration (Principal/Headmaster).

Please note that maintaining constant communication with a parent immediately after (*before the child goes home*) an infraction (inappropriate behavior) had been displayed by his or her child on any given day will help establish a positive working relationship with the parent. Remember, "supportive communication" is the key to establishing a positive collaborative school culture (environment).

Students should be sent to the office immediately for the following offenses.

Drugs, alcohol, tobacco use, fighting, sexual misconduct, profanity directed at another, weapons to school, continued disobedience/defiance, making a threat, stealing, vandalism, or any behavior which goes beyond the scope of classroom management or affects the safety of others.

These are major offenses which result in a minimum consequence of after-school and/or Saturday detention.

Students should be given a referral by the Teacher (Instructor) in accordance with the student code of conduct for: cheating/plagiarism, disrespect and disobedience, disturbing class, dress code violation, tardiness, failure to follow instructions, horseplay, littering, not being prepared for class, inappropriate language.

These are violations which the Teacher (Instructor) should handle within the scope of his/her Individualized Teacher (Instructor) Classroom Management Plan. The Teacher (Instructor) should complete the referral form, and send it home with the student. It should be signed and returned the next day. Failure to return the referral form will result in a call home from the Teacher (Instructor) and an additional referral from for “failure to follow instructions.”

Once the referral is signed by the parent, it should be sent to the Office of Administration (Principal/Headmaster).

Accumulation of referral forms during a quarter will be dealt with as follows:

1. THREE (3) Referral Forms: After-School and/or Saturday Detention.
2. SIX (6) Referral Forms: After-School and/or Detention and Conference with Parents.
3. NINE (9) Referral Forms: A Maximum of Two Day Suspension (Depending on the Severity of the Infractions), Conference with Parents, and Academic Probation.
4. TWELVE (12) Referral Forms or More: A Maximum of Four Day Suspension, Conference with Parents. Meeting with the Board of Directors (Review the Possibility of Withdrawal of the Student from the School).

A student may be placed on probation due to discipline difficulties at any time if misbehavior continues. At the end of a quarter, students who are not on academic probation may have their number of referral forms reduced to zero for the next quarter. Students who have zero referral forms during a quarter will be recognized and awarded for their efforts.

For our referral form system to work, all Teacher (Instructor)s must be consistent. Please let the administration know if you have concerns. Please note that it would be difficult for you to be supported by an administrator who doesn't know about the problem or struggle that you are going through on a day to day basis.

To be an effective classroom manager, you should have a discipline plan of your own that is based on best practices for changing the behavior of students. This means you set clear expectations, you design procedures so students can meet those expectations, you teach students exactly how to meet the expectations and you give positive constructive feedback on performance. If there are consequences for misbehavior, they are established and implemented by you. Teaching appropriate social behavior is as much the duties of a Teacher (Instructor) as teaching academic content. You are expected to have effective skills in classroom management in order that you may better equipped to handle all but the most severe challenges within your classroom. As a result, you will find that you have greater credibility and respect when you demonstrate your competency in this area of fair discipline. And, you will have fewer discipline problems and disruptive students when students see YOU as the leader in your classroom. Please remember that you should always talk to each student that you have issued a referral, immediately after the consequence has been issued. Forging positive working relationships with your students is key in trying to establish yourself as a proactive teacher (instructor), one who is fair and one who is always ready to listen to his or her students concerns and struggles.

6.00 Student Electronic Devices Policy

Non-authorized electronic devices (cell phones, laptops, electronic notebooks) will be taken from the student and given to the administrative office. The parent will be notified. There is a zero tolerance for using electronic devices without the teachers (instructors) consent during school hours. At the end of the day, non-authorized electronic devices will be picked up at the office by the student. A referral form will be issued to habitual (repeat) offenders, followed by After-School and/or Saturday Detention.

Private electronic devices may only be used upon departure from school premises.

- Private Electronic Devices blatantly used during school hours without a teacher's (instructor's) permission or that are audible will be confiscated and issued a referral form.
- All contact between parent and students MUST be made through the administrative office for proper documentation of such contact.

SECTION VI: School Procedures

1.0 Start of the Day

General responsibilities for start of the day: Homeroom: 9:00 a.m.

- Complete attendance form AND mark in iGrade Plus (on-line gradebook).
- Complete the lunch form. VISUALLY VERIFY that each student has a lunch. Indicate on the lunch form if a child does not have a lunch.
- Check for dress code problems and make a note of any problems on the attendance/lunch form. Shorts should be to the top of the knee cap. Shirts should have appropriate sleeve length, be modestly cut, and be of solid color.
- Collect any administrative paperwork, report cards, or any materials to go to the office.
- Be sure that students who were absent the previous day have turned in a signed excuse.
- Place forms in hallway box for collection by 9:15 a.m.
- Have prayer and pledges time with your class.
- Provide any formal announcements in the classroom. Be sure to keep your homeroom quiet during any announcements and respectful during the pledges.
- Check the student planner (if any) for parent initials. If the agenda is not initialed, remind the child. If it remains unsigned, contact the parent by phone. If a problem continues, please contact the parent and issue a referral.
- Distribute and collect report cards/progress reports each quarter. Submit to the office each quarter WHEN THE CLASS/HOMEROOM SET IS COMPLETE. Contact parents who have not signed and returned report cards within one week of distribution.

2.0 Changing Classes

Students in the Primary and Intermediate Grade Levels (K through 5th) remain in their classes. Teacher (Instructor) will arrive in your classroom and relieve your Homeroom Teacher. Students should be silent in the classroom while Teacher (Instructor) arrives to the classroom.

Students in the Middle School Grade Levels (6th through 8th) change classes. The Teacher (Instructor) should accompany the class to the hallway and observe that students go directly to class. Students should be silent in the hallway while changing classes.

3.0 Cafeteria (Lunch) Time

Students may have lunch in their classroom or in another designated area. Teacher (Instructor)s must accompany their class to the cafeteria and stay with their class during lunch time. Trash should be disposed of properly during lunch time and tables/desks should be wiped down.

4.0 Student Supervision

Your students are your responsibility until they are transferred to the next Teacher (Instructor) or dismissed from your classroom at the end of the day. Do not leave your classroom unattended for any reason. Ask another Teacher (Instructor) to cover your class if you need to leave your classroom at any time. Use the intercom and call the office in case of an emergency. **DO NOT USE THE COPIER UNLESS YOU ARE ON PLANNING OR ANOTHER TEACHER (INSTRUCTOR) IS IN YOUR CLASSROOM.**

5.0 Restroom Procedures

Develop a policy in your classroom for taking restroom breaks. Middle School and Secondary (High) School Grade Levels (6th through 12th) should be able to use the restroom during the 5 minutes between classes. If a student needs to use leave the classroom, he or she should have a hall pass signed. Teachers (Instructors) in the Primary and Intermediate Elementary School Grade Levels (K through 5th) should escort their classes to the restroom at designated times.

6.0 Dismissal

At the end of the school day, students will remain in their classrooms until their name is called over the intercom. They should then report immediately to the car line. If you have car duty in the afternoon, arrange for your students to remain with another Teacher (Instructor). All students are dismissed at 3:00 p.m. to after school.

If you have children at SURGE Christian Academy, they must go to after school at 3:00 p.m. or go directly to your classroom and remain there under your direct supervision. **NO STUDENTS** are to be in the hallways after 3:00 p.m.

7.0 Fire Drills

- When the alarm sounds, stop everything. Students should stand and leave in a single file line with the Teacher (Instructor) falling in line to watch both the front and back of line.
- The last person out of the classroom should turn out lights and close the door.
- No one should pause to hold the door.
- No talking during emergency drills.
- Teachers (Instructor) should take their roll books with emergency contact sheet stapled inside and report to the designated area. Wait until told to go back into the building.

8.0 Emergency Drills

Hurricane/Tornado Drills: Students should file into the nearest restroom as they are the only rooms in the building without a window.

Security Drill: Students should remain in the classroom with the door closed. Cover windows.

Teacher (Instructor)s should maintain silence during drills and always have their roll book with them.

9.0 Inclement Weather

Should there be inclement weather, SURGE Christian Academy follows the Pinellas County School District system for delays and closures.

Should there be inclement weather during the school day, parents may be contacted to pick up their children. Teachers (Instructors) remain at school until all children are dismissed.

10.0 Student Illness or Injury:

If a child complains of illness, assess the situation. If the child appears ill, send the child to the office so that his/her temperature may be taken or medication may be administered, if it is on file for the student. Teachers (Instructors) cannot give medication to a student.

If a child needs to sit outside of your classroom because of illness, be sure that your door is open so that you can monitor the child. Please immediately contact school administration for assistance.

Basic procedures for student injury:

- Teacher (Instructor) makes an initial assessment of the child
- Teacher (Instructor) will summon school administration for assistance as needed
- Spills of blood or body fluids should be cleaned up immediately. Wear gloves, cover blood with paper towels until disinfecting can be done and contact the office.
- Complete a student accident report

SECTION VII: Academic Responsibilities

1.00 Lesson Plans

Intelligent lesson planning is key to successful merging the art and science of teaching.

Each teacher (instructor) is responsible for sufficiently detailed lesson plans. Lesson Plans must be completed by Friday for the week ahead. All teachers are expected to plan fully. Lesson plans should be present during instruction time and available for review upon request by Principal/Headmaster.

Teachers (Instructors) shall follow grade level appropriate lesson plan formats as determined by the Principal/Headmaster.

It is critical that lesson plans or an addendum to all lesson plans reflect accommodations for students with:

IEPs (Individualized Educational Program), 504s and ELL (English Language Learners):

IEP Plan Defined: The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

504 Plan Defined: The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

ELL Plan Defined : The goal of the ESOL Program is to ensure that all students entering any school, with varying levels of English proficiency, receive comparable and comprehensible instruction. This instruction helps students to develop communicative and academic skills necessary for meeting national, state, and district educational standards. All schools with students classified as English Language Learners (ELL) must provide appropriate ESOL services to meet the specific students' needs in language learning, academic achievement, and in cultural integration. Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Florida Standards. ESOL strategies and supplementary materials, as well as an itinerant ESOL teacher, are used to ensure that comprehensible instruction is being provided to ELL students.

Each Friday, Teachers (Instructors) will submit a copy of their lesson plans to the principal/headmaster. The lesson plans should inform the administrator what you plan to accomplish for the upcoming week. It should state lesson objectives, activities, methods and materials. The copy will be returned to you. Alternately, lesson plans may be submitted electronically.

Official school lesson plan template is located on the school website (Forms & Resources Tab):

www.surgechristianacademy.com

All teachers are required to upload complete lesson plans with accommodations on a weekly basis for the next week's lessons. Failure to produce timely lesson plans can result in disciplinary action.

Plans must identify students in specific groups receiving instruction; identify specific materials used within the group, and address specific objectives that relate to for example Next Generation Sunshine State Standards, National Common Core Standards. Standards must be identified in the lesson plan. In addition, in your lesson plan there needs to be a Character Education section that states the objectives for the week.

2.00 Lesson Plans for Substitutes

Substitute teacher (instructor) folders must be available at all times and kept in a place that the sub can find them easily.

3.00 Assignments

Please have the students write down assignments and allow them time to plot project dates on their calendars. In addition, please post weekly assignments on iGrade Plus (on-line Gradebook) for immediate access.

Assignments should be given on a regular (daily) basis

When any assignment is not completed satisfactorily, points will be deducted from the grade. If missing assignments becomes a chronic student problem, please alert school administration. A Teacher's (Instructor's) assignment policy should be very clearly communicated in the Individualized Teacher (Instructor) Classroom Management Plan/Syllabi.

If a student is absent, he/she is still responsible for missed assignments. If a student is absent the day prior to a test or quiz and it was announced prior to his absence, the student should be required to take the test. If the student was ill and unable to study, the parent should write a note and ask for permission to make up the test at a convenient time. Making up work is the responsibility of the student, not the Teacher (Instructor). Teacher's (Instructor's). For students who habitually fail to submit assignments on time, you must constantly maintain verbal and written communication with student parents and school administration in order to ensure that there is no breakdown of communication. Please document each incident, parental contact made, and course of action taken.

Assignments is to be assigned at all grade levels and may be assigned using the following criteria:

- Individualized for a student or group of students, based on skills that need to be reinforced.
- Assignments may not be assigned over a weekend or a holiday and be due on the first day coming back from such weekend or holiday unless a parent requests extra work for their child or a teacher and parent determine a child needs additional practice and the amount of homework is reasonable.
- Please plan that the quality and quantity of your assignments are consistently, challenging that assesses students ability levels, and evenly distributed throughout each grade level.
- Assignments should be assigned with adequate notice for students to manage their workload.

4.00 Make-Up Work

A teacher (an Instructor) may grant a student a specified agreed time to make-up assignments. Late assignment shall be graded (grade deduction) accordingly at the teacher's (instructor's) discretion. Please note that It is a privilege to receive credit for make- up work only when an absence is excused. The goal shall always be to curb the submission of late assignments and instill a positive work ethic.

1. After an absence (tardy), a student must arrange with the teacher (instructor) for any make-up work assignments. Credit for makeup assignments may only be given for excused absences. The number of days allowed to make up assignments shall be the same as the number of school days the student was absent and/or at the teacher's discretion.
2. If a teacher (instructor) assigns an assignment or long-term project prior to the absence, the project, assignment, or assessment (exam/quiz) shall be completed on the day the student returns.

5.00 General Grading Policy and iGrade Plus On-Line Grade Book System

Students should have the assurance that their personal grades will not be openly discussed in the classroom. Anything that is graded is confidential and should be displayed only with the consent of the student. Indicate the weight given for tests, quizzes, and homework in the front of your grade book or on iGrade Plus.

- Label grades in your grade book with date and assignment.
- Be prepared to show your grade book to a parent or administrator.
- Try to think of ways to make the grading system positive. Think of various ways students may earn their grades: tests, projects, class participation, assignments handed in on time, assignments always completed, etc.
- All projects which are to be graded should have a rubric given to the student when the assignment is made.
- Update your grade book each week. Graded assignments should be returned within 1-2 days (24-48 hours).

6.00 Communicating with Parents

No parent should be unaware of a student's status in the class. It is your responsibility to keep in constant connection with a parent whose child is struggling. Indicate any daily and/or weekly concerns by immediately calling parent and then following it up with a formal email to the parent (Please "cc" principal/headmaster) documenting what was discussed and what course of action will be taken to improve conduct.

Do not rely on progress reports or report cards to let the parent know that a child is struggling. You must call and email the parent immediately after each incident. Call the parent of any child who has a D or an F on a progress report or report card. Schedule a conference, if necessary.

Maintain a parent-teacher (instructor) communication log. Whenever you speak with a parent formally—whether for academic or disciplinary reasons, document it in your parent-teacher (instructor) log. It is difficult to explain a failing grade to a parent without appropriate documentation. Be prepared to share your log during evaluations.

During the first month of school, make it a point (goal) to communicate with each parent of each of your students.

Try to "catch" your students doing well and make it your goal to send a good report to the parents, in writing, at least once each semester. A brief word at dismissal time is also appropriate and encourages students and parents. Establishing positive communication will encourage cooperation.

In addition:

- Any whole class communication going home via hard-copy or email must be pre-approved by the Principal/Headmaster.
- Email communications should be limited to setting and confirming appointments or assignments, minor disciplinary issues or minor academic concerns. More serious concerns need to be handled by phone or personal contact.
- Teachers (Instructors) are expected to provide weekly communications to their students' parents or guardians via their class webpages, emails, hard copy correspondence. Teachers must "CC" Principal/Headmaster with these communications.
- All communications should be professional with no spelling or grammatical errors. All communications must also be concise, neat, and organized.
- A copy of any email communication between a teacher (instructor) and a parent/guardian regarding the specific needs of an individual student need to always "CC" the Principal/Headmaster and be placed in the student's cumulative school file.
- For emails containing personal/confidential student information the subject line of the email must say: "CONFIDENTIAL STUDENT INFORMATION, and the body of the email must contain the number sequence: 7777).
- Please note that "If it is not documented, it is like it never happened." Documentation is the key to professional interaction between teachers, students, and parents.
- All electronic communications to and from the school shall reflect the principles upon which the school is founded and support its educational goals.

7.00 Quarterly Progress Reports and Report Cards

Dates for quarterly progress reports and report cards are on the school calendar. They will be generated two days before the day of distribution; please update iGrade Plus (on-line gradebook) accordingly. Each course teacher (instructor) is responsible for completing the absence/tardy section for the report card. Designated last period teachers (instructors) distribute quarterly progress reports/report cards and are responsible for their collection. Quarterly progress reports and report cards must be signed and returned.

Quarterly Progress Reports/ Report Cards are completed by each course teacher (instructor) four times per school year for all grade levels. The Quarterly Report Cards are sent to the parent or guardian who must sign the envelope and return it to school, unless otherwise noted by school administration. Parents keep each Quarterly Progress Report provided to them. For students with a D or F in any course, the parents should be contacted personally to conference regarding the grade. Phone call, face-to-face conference or emails of an interactive conversation are appropriate. Any comments on quarterly progress reports/report cards should be constructive and cover the following: an evaluation of the student's performance with some positive comments, an analysis of specific strengths and weaknesses, a clear statement of ways to improve, and a precise statement of steps by the teacher to remedy an undesirable situation.

8.00 Course Specific Student File

- Each classroom teacher (instructor) will keep up-to-date standards-based lesson plans (including but not limited to Next Generation Sunshine State Standards and Common Core Standards), grades, and attendance records. Records should be kept of all students' progress and recorded according to school policies.
- Records of parent conferences must be kept.
- Teachers (Instructors) must record grades in the iGrade Plus Online Grading System at least once every two weeks. Weekly grades are recommended. This is a critical part of parent communication.
- Each teacher (instructor) is responsible for updating course specific student files.

9.00 Cumulative Student School File

A cumulative student school file is initiated for each student by the SURGE Christian Academy Office of Admission/Registrar. This file is to be reviewed by the teacher (instructor) for information pertinent to the student's educational well-being. The following information refers to the maintenance, review, and transfer of cumulative student school file. Information/documents in each of a student cumulative student school file is highly sensitive and should be treated with discretion and confidentiality. Teachers (Instructors) are not to complete any medical documentation for students or make written references without prior review and approval by administration. Teachers (Instructors) are responsible to file copies of student report cards, including attendance records, in cumulative student school file, with all other end-of-year documentation.

The Cumulative Student School File consists of the following functions:

- **Maintenance** – teachers (instructors) and the Office of Admission/Registrar are jointly responsible for maintaining accurate information/documents in the cumulative student school file. All cumulative student school files are kept in a secure and locked location (Principal/Headmaster Office).
- **Review** – Only school-based professional personnel and the parent or guardian may review student's cumulative student school file without signing for it. All SURGE Christian Academy academic personnel and law enforcement officers must sign to review the records. No one may keep cumulative student school files out of the school administrative office overnight. Under no circumstances shall cumulative student school files are to be removed from the school building by anyone other than Principal/Headmaster or school administrative designee. Anyone reviewing a cumulative student school file must sign and date the file, when they receive it and return it.
- **Transfer** – The Principal/Headmaster or his or her school administrative designee is responsible for transferring cumulative student school file information/documents. Teachers (Instructors) are responsible for updating information prior to transfer. The updated cumulative students school file must be returned within 5 days of notification.
- **Removal** – Cumulative Student School File can only be removed from the administrative office for a short time. Please sign the form indicating you have the record. Again, these cannot be removed from the school premises for any reason, and must always be secured to protect the student's privacy rights.
- **Course Specific Student Files** – Course Specific Student Files are not part of the permanent cumulative student school files and should not be kept in the course specific student files. When processing a cumulative student school file for transfer, rubber-band or file clip the course specific student files folder behind the cumulative student file. Course Specific Student File should contain conference notes, discipline referrals, assessment data, multi-tiered support system and important documents that will follow student to the next grade level. Please note that if a student is transferring to another school, original information/documents in the cumulative student school file shall remain in the school and filed in the student withdrawal file cabinet. Only copies of student information shall be mailed, faxed, and/or emailed to the transferring school upon receiving a signed release of information form by the parent and designated admitting school.

10.00 Open House

Classrooms should be clean and organized. Student graded assignments should be displayed. A sign-in sheet needs to be present for parents to sign in, sign up for conferences, or to volunteer along with latest e-mail addresses. Content of Open House:

- Curriculum - Briefly explain the curriculum and show materials.
- Course Syllabi
- Individualized Teacher (Instructor) Classroom Management Plan - Explain your plan. Be sure to include both behavior modification features as well as positive reinforcement features.
- Expectations for Teachers - What should parents expect from teachers?
 - Follow expected curriculum.
 - Plan well for students.
 - Treat students with respect.
 - Communicate with parents and students.
- Expectations for Parents - What should teachers expect from parents?
 - Show interest in all phases of child's education and school.
 - Call teacher if there is a problem.
 - Check student's backpack nightly.
 - Check child's assignments every night.
 - Review student's progress on online student grading system weekly.
- Reporting Pupil Progress
 - Inform the parents about what will be on the report card.
 - Explain the grading system and when grades will be going home.
- Have student expectations ready along with daily schedule.

11.00 Parent Teacher (Instructor) Conferences

All classroom teachers (instructors) are expected to schedule at least two parent conferences with the parents of each child in the class by the end of each school semester (1st and 2nd Semesters) . This conference should communicate current student academic progress or challenges. An in-person conference is preferred. Sometimes there are occasions when this is not possible, thus a formal telephone conference is acceptable. All conferences need to be documented and signed by all parties in attendance. If it is a phone conference, make a copy of the written conference notes and send them home for the parent to sign and return. The conference sheet is then put in the student's folder and at the end of the year they are put in the student's cum folder.

Parent-Teacher (Instructor) conferences are scheduled once each semester.

Try to put the parent at ease at this time.

Sit beside the parent, not behind your desk, if at all possible.

Ask the parent to express their input about their child's progress.

Encourage the parent to talk about the child's special interests or what career he or she visualizes for the child.

When providing your input, sandwich any concerns between two positive observations if possible.

End on a positive note with something you appreciate about the student or a plan of constructive cooperative action.

Close and open the conference in prayer, if possible.

If you have any concern about meeting with a parent, ask another Teacher (Instructor) or the Principal/Headmaster to sit in on the conference.

12.00 Potential Retainee Conferences

A conference with the parents of any potential retainee must be held and documented no later than the beginning of the third quarter. A potential retainee is any student who is at risk of not performing satisfactorily at the time of consideration and will unlikely be performing at grade level at the end of the school year. During these conferences parents must be provided with data and action plans that allow for the use of outside tutoring for extra practice.

13.00 Discipline Conferences

When student discipline issues rise to the level of requiring a parent conference, teachers should complete a conference form and scan and email conference notes to the Principal/Headmaster.

14.00 End of Course Assessments (Exams)

End of Course Assessments are given to the students in grades 6th through 12th at the end of each semester (Mid-Term and Final Exams). All students are required to take exams at the end of the first semester (Course Mid-Term Exam)) and the end of the second semester (Course Final Exam). Allotted Exam Review time should be set aside by each teacher (instructor) and course content assessed by the exam should be reviewed at least one week before the scheduled exam.

1st and 2nd quarter grades are averaged together to obtain a student's Final 1st Semester Course Grade.

3rd and 4th quarter grades are averaged together to obtain a student's Final 2nd Semester Course Grade.

15.00 Field Trips

Field trips are a legitimate extension of the classroom learning experience. Permission will be granted by the Principal/Headmaster on the basis of the educational value. Teachers (Instructor) must fill out a Field Trip Permission Request Form prior to scheduling a field trip.

Permission must be received from administration before any preparations or plans are made. No field trip permission slips should go home before approval from administration and the field trip is put on the common school calendar.

Teachers (Instructors) must provide a chaperone (with parents cell numbers) list to the office two weeks prior to the field trip in order for the office to verify the background check information.

A common set of directions should be provided to ALL chaperones. Unscheduled stops are not permitted. Field trip permission slips (available in the office) must be on file before a child may attend any trip.

Please be careful to comply with the following procedures as well:

- Obtain a permission slip from each child signed by the legal parent or guardian.
ALL children will participate in scheduled field trips unless they do not have a signed permission slip.
Fieldtrips may not be taken away as a disciplinary action without prior approval of administration.
- Teachers (Instructors) are responsible to list their field trip on the main calendar.
- Obtain an insurance form from the office for all drivers to fill out prior to the field trip.
- All volunteers must be registered at least two weeks in advance of the trip.
- Complete rosters on the day of the trip and submit to the front office.
- Maintain a roster of students assigned to each vehicle.
- List students who are not going on the trip, indicating the class to which they have been assigned.
- The lists must be left in the office prior to leaving along with the list of cell #s of all chaperones and teachers.
- In case of an field trip emergency, call the school immediately and any parent communication will then come from the school. It is expected that preparation and follow up activities will be a natural part of this experience.

A minimum of two (2) field trips, maximum of five (4) are required per grade level each year. Field trips should be spaced out ideally on a quarterly basis. Fourth quarter field trips should be scheduled early in the quarter.

Teachers (Instructors) should not leave field trip money unattended or unlocked in the classroom at any time. It is the teacher's (instructor's) responsibility to make sure the amount collected for field trips, fundraisers, etc. matches what is in the collection envelope. Please be sure that all staples are removed and that check request forms are completed and submitted 2 weeks prior to the field trip.

Please note that all fees collected for the field trip are to be receipted and submitted to the main office. All fees must be collected in the form of checks made out to: SURGE Christian Academy. Cash must be avoided. If cash is received, please request a receipt book from the main office.

16.00 End of the Year Procedures

During the last week of school:

- Turn in student Grades of End-of-Course Final Exams/review sheet/answer key.
- Review and initial report cards. Submit a copy to the main office.
- Update iGrade Plus (on-line grade book) and submit Final Course Grades.
- Check the office list of students whose accounts are not current (delinquent) for tuition. Do not distribute those report cards. Turn in those report cards to the main office.
- Clean your room completely. Safely store any items or take them home.
- Clean your desk thoroughly.

SECTION VIII: General Staff Information

1.00 Annual Employee Orientation

Orientation is a formal welcoming process that is designed to make the existing and new employees feel comfortable, informed about the company, and prepared for their position. Annual and new employee orientation is conducted every year before students return to school and includes an overview of SURGE Christian Academy, its history, an explanation of the mission, vision, and core values, and school-wide goals and objectives. In addition, employees are given an overview of benefits, tax, and legal issues, and the ability to complete any necessary paperwork. Employees will also be presented with all codes, keys, and procedures needed to navigate their positions. Staff members who join SURGE Christian Academy in the middle of a school year will receive all orientation information from the Principal/Headmaster or an administrative designee.

2.00 Public Relations

Word of mouth is the single most influential factor in SURGE Christian Academy's public relations. The success of SURGE Christian Academy depends upon the quality of the relationships between SURGE Christian Academy, its employees, students, parents, and the general public. The public impression of SURGE Christian Academy and its interest in SURGE Christian Academy will be formed, in part, by SURGE Christian Academy employees. SURGE Christian Academy employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee and SURGE Christian Academy. Below are several things employees can do to help leave people with a positive impression of SURGE Christian Academy, which are the building blocks for our continued success.

- Communicate with parents regularly.
- Act competently and in a courteous and respectful manner.
- We are a family.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide professional replies to inquiries and requests, and perform all duties in a professional manner.
- Respond to e-mail and voice mail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

Any press or media inquiries should be forwarded to the Principal/Headmaster.

3.00 Professionalism

Dress for all staff members:

- Staff members are highly visible, and each has the responsibility to help set the tone for the public's impression of our school. It is also our job to set a good example to our students. As professionals, as teachers, as role models, we are highly visible and are held to a higher standard of dress than most other professions. It is best to dress fashionably yet modestly rather than the alternative. Never wear clothing that will jeopardize your standing as a professional educator.
- No jeans of any kind, including denim pants, skirts or shorts, only on casual Fridays.
- Shoes need to be comfortable, but not so casual that you look unprofessional. No flip flops.
- Shirts need to be long enough so that the midriff does not show when moving around. No thin straps on tops. Straps must cover shoulders and not be too revealing. Shirts need to be professional attire, free from advertising and any graphics or labels that are disruptive to the learning environment.
- Skirts must be close to knee level so that when moving around you will be comfortable.
- Janitorial and Maintenance Staff must dress appropriately for a school environment.

Cell Phones – are only to be used in case of an emergency. We are here to teach and being on the phone when we are with students is very unprofessional. School-related calls will be conducted when students are not in the class. No texting while supervising students. Also, parent communications should only be made through school email, a written note home with a phone call. Under no circumstances should a teacher text a parent or student.

4.00 Chain of Command

The chain of command is the formal line of communication, responsibility, and authority within an organization. This hierarchy is a necessary tool used in a school so that there is a unity of direction. In order to eliminate problems and misunderstandings, it is important that this line of authority be followed. Our goal at SURGE Christian Academy is to work together to give our students the best education possible, and this chain is one process to accomplish this goal.

SURGE Christian Academy's Chain of Command is as follows:

- If an issue arises between SURGE Christian Academy staff and another staff member, a parent, or a student, the staff member should first try to solve the issue with that person. The best way is always face-to-face in an appropriate setting with an appropriate audience (i.e. not in front of unnecessary parties), but if that is not possible, then a private phone call or a personal note would be the next options. If, after communicating with one another, the two parties are not happy then...
- A SURGE Christian Academy employee's next step would be to go to the next chain of command and that is the School Guidance Counselor. Set up an appointment to meet with that person as a mediator. Additionally, inform the administration immediately of the issue. A second conversation will be held with the School Guidance Counselor and the parties involved. The School Guidance Counselor will take a neutral position in the discussion so as to facilitate mutually satisfying results.
- If the issue is still not resolved, the School Guidance Counselor and the teacher (instructor) will set up an appointment to meet with the administration (Principal/Headmaster) to determine the next course of action to resolve any issues left unsettled. All decisions should be guided by the SURGE Christian Academy mission statement and our core values. Try to resolve the issue as quickly as possible because time can make things worse.

Documentation is necessary in all steps and by all parties. When an issue first happens it is best to write down the details and be as descriptive as you can. If the problem is not resolved in the first step and the next steps are needed, a written statement of the issue from both parties will help the mediator understand the problem and the facts will remain constant, minimizing discrepancies. Always have all parties attending a meeting sign and date the written notes of that meeting.

5.00 Professional Conduct

Obligation to the student requires that the teacher:

- Shall model the appropriate behaviors expected of students.
- Shall punish only the student or students who misbehave. No punishment for all based on the acts of one or a few.
- Shall respect the rights of students to possess views that differ from their own.
- Shall genuinely care for each student.
- Shall give each student the respect and dignity that they deserve at all times.
- Shall include all students in participation and not exclude, favor, or disfavor anyone based on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social, economic, or family background.
- Shall empower each student with the self-confidence and self-esteem that they are entitled to.
- Shall be organized and have a classroom that is clean and orderly.
- Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by SURGE Christian Academy, or by State or Federal Law.

Obligation to the public requires that the teacher:

- Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- Shall accept no gratuity, gift, or favor that might influence professional judgment.
- Shall offer no gratuity, gift or favor to obtain special advantage.
- Shall dress in a professional manner that represents the school and sets a good example to our students and the community.
- Shall keep all relationships with parents on a professional level.
- Shall represent self and school well on web and social media.

Obligation to the profession of education requires that the teacher:

- Shall maintain honesty in all professional dealings
- Shall respect a colleague's right to exercise their personal, religious or other beliefs pertaining to politics or civil rights outside of school.
- Shall treat all staff members with the dignity and respect that they deserve.
- Shall keep all relationships with fellow staff members on a professional level and will uphold sexual harassment policies and procedures.
- Shall only submit correct information on any document in connection with professional activities.
- Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with the Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- Shall comply with any condition or order of the Education Practices Commission imposing probation, imposing a fine, or restricting authorized scope or practice.

6.00 Volunteers

Volunteers are a valuable human resource and can make a real difference in your classroom productivity. Please utilize these volunteer's interests and talents as the wonderful resources they can become. All volunteers must register and record their hours in the office. SURGE Christian Academy requires that when a teacher (instructor) assigns a new task to a volunteer, the teacher must:

- Feel confident the volunteer will perform the task.
- Closely supervise the activity until there is evidence that the volunteer can perform the task adequately, and independently.

When a teacher (instructor) assigns a volunteer to work directly with pupils, the teacher (instructor) must be certain the volunteer understands the type of performance and behavior expected of the pupils during the work session.

Volunteers MAY NOT:

- Establish educational objectives.
- Make decisions regarding the relevancy of certain activities or procedures to the attainment of instructional objectives.
- Make decisions regarding the appropriateness of certain teaching materials for accomplishing instructional objectives.
- Have access to students' cumulative records.
- Administer or grade tests, or other student work or lessons.
- Supervise or discipline students.

7.00 Parent Teacher Organization (PTO)

All staff members are recommended to join the parent teacher organization and participate and support their activities throughout the year. At least one teacher representative from each grade is requested to attend each parent organization general assembly meeting; however, all teachers are strongly encouraged to attend each meeting. If you are not available to attend a parent teacher organization meeting, please let administration know in advance.

8.00 Mailboxes

Each staff member has a mailbox. In order for staff members to get messages during the day without numerous interruptions in the classroom, please check email and mailboxes throughout the day, particularly in the afternoon.

9.00 iGrade Plus Online Grading System

Teachers (instructors) are required to update iGrade Plus online grading system at least once to ensure that parents can remain aware of their child’s progress and levels of success.

10.00 Use of Software & Personal Media

Computer software, whether purchased, developed, or modified by SURGE Christian Academy, may not be downloaded, copied, reproduced, altered, deleted, or appropriated by employees without prior SURGE Christian Academy authorization. Any such computer software is the property of the SURGE Christian Academy and may not be copied or appropriated by employees for personal use during employment with SURGE Christian Academy or upon separation. Employees should be aware that the illegal duplication of computer software may result in the filing of criminal copyright charges by the owners of the copyrights; copyright infringement is punishable by fines and/or imprisonment.

Neither SURGE Christian Academy condones the use of “bootleg” or “pirate” software on its computer systems or equipment. The use of such software is grounds for discipline, up to and including immediate termination. Any employee who becomes aware of the presence of any “bootleg” or “pirate” software on SURGE Christian Academy’s computer system or equipment should notify the Principal/Headmaster. The use of personal disks or software in the school’s computer system or equipment without prior authorization is strictly prohibited.

11.00 Email Policy

Email risks: Because of its speed, permanence, and potential for misinterpretation, sending and receiving email has serious risks. Emails sent within the SURGE Christian Academy system and to outside stakeholders such as students, parents, and community members should be drafted with great attention to detail and sent as if they are formal letters. Spelling, grammar, and style matter. Do not treat email as if it is an informal mode of communication.

1. Use proper grammar and punctuation,
2. Enable spell checking,
3. Read the email before you send it.
4. Include a signature with the mission statement
5. Do not write emails in capitals.
6. Also descriptions of attachments or forwards.
7. Do not use emoticons.

Personal usage: SURGE Christian Academy email accounts are for school use only. Personal accounts should not be accessed during work hours.

Employees may only subscribe to a newsletter or newsgroup via their SURGE Christian Academy email account if it directly relates to their job.

Prohibited content: SURGE Christian Academy’s email system is not to be used for the creation or distribution of any offensive, or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin or disability. Employees who receive any emails with this content should report the matter to their supervisor immediately.

Treatment of confidential data: SURGE Christian Academy employees should not forward any confidential messages or attachments.

Email monitoring: Employees should have no expectation of privacy in anything they create, store, send or receive on the SURGE Christian Academy computer system. SURGE Christian Academy may monitor messages without prior notice.

Measures & violation reporting: If an employee is found to be in breach of the email policy rules, this could result in disciplinary action, up to and including termination. If an employee witnesses email policy abuse they are required to report the incident immediately.

12.00 Confidentiality and Acceptable Systems - Equipment Usage

SURGE Christian Academy Systems (Email, Cloud or Network) are intended for school business only. Use of SURGE Christian Academy’s Systems for accessing or acquiring information and materials inappropriate to a school environment is against school policy and is prohibited. All information transmitted or stored in SURGE Christian Academy Systems (e.g., employee lists, student lists, documents relating to policies and procedures) is the sole and exclusive property of SURGE Christian Academy and should be treated as confidential. Such information may not be disclosed to any person outside of SURGE Christian Academy or may any such information be removed from our premises without express permission of the Principal/Headmaster. Employees are strictly prohibited from accessing, reading and copying data or information stored in the SURGE Christian Academy Systems and from accessing, reading and copying communications not directed to them without prior authorization. All systems messages are school records. The contents of our systems may be disclosed to SURGE Christian Academy with your permission. Therefore, you should not assume that messages and communications are confidential.

13.00 Social Networking (Media) Policy

SURGE Christian Academy recognizes that employees may engage in “social networking” while off duty. “Social networking,” for purposes of this policy, includes all types of postings on the Internet, including, but not limited to, social networking sites, (such as Facebook, Instagram, MySpace or LinkedIn); blogs and other on-line journals and diaries; bulletin boards and chat rooms; microblogging, such as Twitter; and the posting of video on YouTube and similar media. Social networking also includes permitting or not removing postings by others where an employee can control the content of postings, such as on a personal profile or blog.

Employees who engage in social networking should be mindful that their postings, even if done off premises and while off duty, could have an adverse effect on SURGE Christian Academy. To reduce the likelihood that your personal social networking will have an adverse effect on SURGE Christian Academy, we ask that you observe the following guidelines when social networking:

Teacher (Instructor) – Staff Handbook

- Do not engage in social networking when you are supposed to be working.
- Assume that anything you post to social media is public. You cannot be too cautious on social media.
- Your social networking is subject to all of the policies in the SURGE Christian Academy Teacher (Instructor) - Staff Handbook, including “Professional Integrity” and “Confidentiality and Acceptable Systems and Equipment Usage.”
- Do not defame or otherwise discredit SURGE Christian Academy.
- Do not mention students or parents.
- Employees are not permitted to “friend” or interact with currently enrolled students on social networking sites.
- Photographs, videos, and recordings of students are not permitted to be posted.
- Do not use SURGE Christian Academy’s logo, trademark or proprietary graphics, or photographs of the school’s premises.
- Do not disclose personal or contact information, or post photographs, of coworkers or supervisors without their prior permission.
- If someone from the media or press contacts you about your social networking activities that relate to SURGE Christian Academy, speak to your Principal before responding.

BE MINDFUL THAT IF YOU POST IT ANYWHERE ONLINE IT IS NOT PRIVATE. Where Users place their communication in “privacy” marked social media, they cannot expect that their information will not be disclosed by a person within their “private marked group”. Such information may be disclosed by others within the “private group”, or the information may be discovered as part of the discovery process in litigation, or it may be disclosed by other means. SURGE Christian Academy may be provided this information and be required to investigate it further. Information that SURGE Christian Academy obtains may be disclosed without limitation for purposes of investigation, litigation, internal dispute resolution, and legitimate business purposes regardless of whether a particular User is involved.

You also should consider the following if your social networking includes any information related to SURGE Christian Academy:

- SURGE Christian Academy has spent substantial time and resources building its reputation and good will. These are valuable and important corporate assets. Before you engage in any social networking that identifies yourself as an employee of SURGE Christian Academy, or that identifies SURGE Christian Academy, please consider whether you are damaging SURGE Christian Academy’s reputation. If you are uncertain, you should consult your Principal before posting.
- Common sense suggests you are more likely to resolve complaints about work by speaking directly with your coworkers or Principal rather than by posting complaints on the Internet. If you, nonetheless, decide to post complaints or criticism, avoid doing so in a way that is defamatory or damaging to SURGE Christian Academy or any of SURGE Christian Academy’s employees or be prepared to face possible consequences.
- SURGE Christian Academy will, in its discretion, review your social networking activities. Please note that this Policy applies even if your social networking is anonymous or under a pseudonym. If you do engage in such social networking, you should be aware that in appropriate circumstances SURGE Christian Academy will take steps to determine your identity.
- If you need clarification of any aspect of this policy, contact your Principal/Headmaster.

Failure to comply with this policy may lead to discipline up to and including termination and if appropriate, SURGE Christian Academy will pursue all available legal remedies. SURGE Christian Academy may also report suspected unlawful conduct to appropriate law enforcement authorities.

SECTION IX: Personnel Requirements and Professional Documentation

1.00 Teaching Certification

All SURGE Christian Academy teachers are required to have or in the process of obtaining a teaching certificate, although some may initially have out-of-state certificates. SURGE Christian Academy encourages and supports ongoing professional development.

2.00 Maternity/Paternity Leave

Maternity and Paternity leave is arranged on an individual basis after dialogue between the employee and the Principal/Headmaster. Provided the employee has been employed with SURGE Christian Academy for one (1) full year, SURGE Christian Academy will grant up to twelve (12) weeks of unpaid leave for maternity leave. This policy is to run concurrent with any other federal or state law or regulations that may apply to the employee.

3.00 Staff Attendance

- **Hours:** It is important that staff be at school ready to work by the prearranged time set by the administration. Unless otherwise arranged and approved by administration all core classroom teachers are expected to remain in school and available until 3:30 p.m. Teachers (Instructors) are expected to work in their classroom or other assigned area helping students with their homework, tutoring, and other volunteer club or miscellaneous tasks.
- **Lunchtime:** If you need to leave the building, you MUST sign out when leaving and sign back in upon returning. This will be done on the computer (or binder) in the front office.
- **Emergencies:** you must inform the administration in person should you need to leave school before the end of the work day due to an emergency.
- **Professional Education days, pre- and post-school days:** Contractual obligations pertaining to length of working hours apply to these days. Personal leave or sick leave MUST be used when it is necessary to leave early on these days.
- **Mandatory Meetings:** Always be present and punctual for meetings, in-service days, various staff meetings, workshops, etc. as well as reporting on time for coverage of morning duty, recess duty, after lunch, final dismissal, etc. Always be prompt to your class. Tardiness sets inappropriate (unprofessional) example for the students.

4.00 Staff Absences

From time to time, it may be necessary for employees to be absent from work. SURGE Christian Academy is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside an employee's work hours may arise. Employees who are unable to report to work, or who will arrive late, should contact the Principal/Headmaster and inform him/her of their situation.

Employees who know in advance that they will need to be absent should complete a Teacher Absence Request form—available on drive—and submit it to the Principal for approval consideration. Employees who are unable to call in themselves because of an illness, emergency or for some other reason, should be sure to have someone call for them. Employees who are absent because of an illness for three or more consecutive days may be asked by the Principal to submit written documentation from their doctor.

A consistent pattern of questionable absences can be considered excessive, and may be cause for concern. In addition, excessive lateness or leaving early without informing administration will be considered a “lateness pattern” and may carry the same weight as an absence. Other factors, like the degree and reason for the lateness, will be taken into consideration. Principals will make a note of any employee’s absence or lateness, and his or her reasons, and have it placed in the employee’s personnel file. Employees should be aware that excessive absences, lateness or leaving early may lead to disciplinary action, up to and including termination.

It will be the teacher’s responsibility to secure a substitute teacher from the substitute teacher list provided. For your absence, always keep a sub folder in your room with work the substitute teacher can do with your students. In order to maintain high student achievement, we want our subs to do the necessary work. We do not want them to just do busy work. The sub folder should include the following:

- Substitute Pay form
- Class lists
- Seating charts
- Time schedule
- Special activity time
- Patrol schedule, etc. (if any)
- Emergency lesson plan
- Accident Forms
- Lunchtime Information
- Emergency Procedures
- Discipline Plan/Behavior Forms
- Attendance Forms
- Hall Passes
- Any special notes

If you happen to have a substitute teacher that you did not find to be capable or lacked classroom control, please let the Principal/Headmaster know. If you have a good substitute teacher, please also let the Principal know, so that he or she can be recommended for further assignments. We want the best teaching for our students. We already have the best teachers; we also want the best substitute teachers.

All further questions regarding absences from work should be directed to the Principal.

5.00 Employee Discipline

All employees are expected to meet SURGE Christian Academy standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, attitude, teamwork, job efficacy, and general compliance with SURGE Christian Academy policies and procedures. If an employee does not meet these standards, SURGE Christian Academy may or may not, at its sole discretion, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, attitude, general compliance with SURGE Christian Academy policies and procedures and/or other disciplinary problems.

The Principal/Headmaster should discuss any problem and present a written warning to the employee that clearly identifies the problem and outlines a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (*i.e.*, termination) if the problem is not corrected or recurs. The employee should acknowledge receipt of the warning and include any additional comments of his or her own before signing it. A record of the discussion and the employee's comments should be placed in the employee's file. Employees who have had formal written warnings may not be eligible for salary increases, bonus awards, promotions, leaves of absence or transfers during the warning period.

Corrective action may include any of a variety of actions depending upon the circumstances and severity of the particular situation. Corrective actions may be taken at the discretion of management and include any of the following:

- Verbal counseling with employee, to be confirmed in writing by the Principal or supervisor for the personnel file.
- Written warning, to be placed in the employee's file.
- Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If an employee is suspended, it will be documented in the personnel file.
- Discharge, which will be documented in the personnel file.

The above corrective action process will not always commence with a verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the employee's intent and motivation to change the performance, and the environment in which the offense took place.

6.00 Return of Property

SURGE Christian Academy may loan you property, materials or written information to help you do your job. You are responsible for protecting and controlling any property we loan you. You must also return it promptly if we ask. If you stop working at SURGE Christian Academy, you must return all SURGE Christian Academy property immediately. If you do not return our property and if the law allows, we may take money from your regular or final paycheck to cover the cost. Legal action will be taken if necessary, to retrieve SURGE Christian Academy property. Finally, in lieu of a final paycheck being directly deposited into your account, your paycheck may be held by the SURGE Christian Academy Board's designee until all property is returned.

7.00 Outside Employment

If you are a full-time employee, you are expected to devote your full professional effort to your position at SURGE Christian Academy. In general, outside work activities are not acceptable when they:

- o Prevent you from fully performing work for which you are employed at SURGE Christian Academy
- o Involve organizations that are doing or seek to do business with SURGE Christian Academy, including actual or potential vendors; or
- o Violate provisions of law or SURGE Christian Academy's policies or rules.

8.00 Conflict of Interest Policy

SURGE Christian Academy employees are expected to devote their best efforts to the interests of SURGE Christian Academy. Business dealings that appear to create a conflict between the interests of SURGE Christian Academy and an employee are unacceptable. SURGE Christian Academy recognizes your right to engage in activities outside of your employment that are of a private nature and unrelated to our business. However, you must disclose any possible conflicts so that SURGE Christian Academy may assess and prevent potential conflicts of interest from arising.

Please disclose actual or potential conflicts of interest, in writing, to the Headmaster - Principal – School Director before the instant they are foreseeable. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e., spouse or significant other, children, parents, siblings) as a result of the SURGE Christian Academy business dealings. If you have any question whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Principal/Headmaster to obtain advice on the issue.

The purpose of this policy is to protect you from any conflict of interest that might arise. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

9.00 Ethical Standards of Conduct Policy

SURGE Christian Academy values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

Just as SURGE Christian Academy expects the highest personal conduct from our students, we expect you to conduct business according to the highest ethical standards of conduct. Our primary concern is the student and the development of the student's potential. Employees will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity. Henceforth, all instructional personnel, administrators, and support staff of SURGE Christian Academy shall be required to complete training on the adopted standards of ethical conduct.

Concern for the student requires that SURGE Christian Academy instructional personnel, administrators, and support staff:

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

SURGE Christian Academy is aware of the importance of maintaining the respect and confidence of colleagues, of students, of parents, and of the community, employees of our school must display the highest degree of ethical conduct. This commitment requires that SURGE Christian Academy employees:

- a. Shall maintain honesty in all professional dealings.
- b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e. Shall not make malicious or intentionally false statements about a colleague. Training Requirement All instructional personnel and administrators are required as a condition of employment to complete training on these standards of ethical conduct.

10.00 Confidentiality—Non-Disclosure

SURGE Christian Academy protects all confidential student and business information. All information learned at the SURGE Christian Academy must be kept in strictest confidence, at all times. SURGE Christian Academy Employees shall not share any files related to the school with a person or an account not directly related to the school. Employees may not share files to themselves on a non-SURGE Christian Academy account. Our parents entrust SURGE Christian Academy with important information relating to their children and their educations. In safeguarding the information received, SURGE Christian Academy earns the respect and further trust of our parents. Your employment assumes an obligation to maintain confidentiality, even after you leave the company.

Confidential information includes, but is not limited to, the following examples:

- Progress-reports, grades, report cards
- Student Support Services
- Testing results
- Computer data
- Medical reports or information
- Enrollment information
- Financial information
- Discipline records
- Student and parent addresses, telephone numbers unless authorized to release

If you are questioned by someone outside the school or your department, please refer the request to Administration. No one is permitted to remove or make copies of any student or school records, reports or documents without prior management approval.

If you improperly use or disclose confidential student or school information, you will be subject to disciplinary action, up to and including termination of employment and legal action. This applies even if you do not benefit from releasing the information.

11.00 Work Product

SURGE Christian Academy retains legal ownership of the products of your work, including anything you develop for use at the school on school hardware, networks, or servers. No products created while employed by SURGE Christian Academy can be claimed, construed, or presented as property of the individual, even after employment by SURGE Christian Academy has been terminated or the relevant project completed. This includes written and electronic documents, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for SURGE Christian Academy, regardless of whether the intellectual property is actually used by SURGE Christian Academy. Although it is acceptable for you to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume), please bear in mind that information classified as confidential must remain so even after the end of employment, and that supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of SURGE Christian Academy.

12.00 Meeting Requirements

Great education results from the collaborative efforts of teams of educators working together and communicating with one another to ensure depth of knowledge and alignment and rigor of learning over time. Various teams will meet each month to ensure alignment across campuses and collaboration among campuses, facilitating the sharing of best practices.

13.00 Performance Evaluation

SURGE Christian Academy employees are regularly evaluated. Our evaluations are designed to set standards and guide professional development. Teachers (Instructors) and staff are hired at SURGE Christian Academy because they are determined to be highly qualified through a rigorous hiring process involving SURGE Christian Academy teachers (instructors), leaders, and staff. Upon hire, it is expected that all staff will seek ways to improve professionally. Via informal walkthroughs and formal observations, staff will be observed several times during the school year. In addition, you and your supervisor (principal/headmaster) will have formal performance evaluation(s) to discuss your work and goals, to identify and correct weaknesses, and to encourage and recognize your strengths.

14.00 Expectations of Faculty Members Who Have Children at the School

When a faculty member has a child who attends SURGE Christian Academy, we ask that as professionals each faculty member refrain from the following:

1. Dropping into your child's room unannounced or during break time;
2. Discussing your child with his/her teacher during the day unless during a scheduled conference;
3. Allowing your child to come to your room during the school day;
4. Allowing your child to play on the grounds, classrooms or in the halls unsupervised before and after school; and
5. Prior to dismissal, removing your child from the classroom or class line. All faculty members will pick their children up from the designated pick up area.

SECTION X: Teacher (Instructor) Job Description

1.00 Goals

To create a safe, flexible class environment favorable to learning and personal growth; to establish effective rapport with students and know their individual needs to be successful; to motivate and challenge each student to reach their highest potential; to instill the love of reading and writing in every student that will provide them with a solid foundation to be lifelong learners.

2.00 Performance Responsibilities, include:

- Teach reading, writing, language arts, social studies, mathematics, science, citizenship using the course study specified in state and federal laws, and adopted by SURGE Christian Academy.
- Develop lesson plans for whole group instruction, and individualized and small group instruction that will follow the curriculum and meet the needs of each student.
- Establish and maintain a high standard of student behavior using PEAK strategies that will ensure a functioning learning atmosphere in the classroom.
- Evaluate student's academic and social growth, by keeping appropriate records and progress reports.
- Communicate with parents through emails, phone calls, notes, conferences to discuss the student's progress of SURGE Christian Academy's academic program.
- Identify the needs of each student and cooperate with other professional staff members to help solve a problem, be it academic or behavioral.
- Create an environment conducive to learning by creating functional and engaging classrooms with displays, learning centers, stations, and libraries.
- Maintain a professional presence by dressing professionally and acting in a professional manner on and off the campus.
- Gum chewing is not professional and since gum is not permitted for students, staff needs to set the proper example.
- Continue to grow professionally through in-service educational activities provided by SURGE Christian Academy.
- Maintain classroom inventory and teach the students how to take care of supplies and when needed make a requisition of books and supplies necessary to obtain high student achievement.
- Supervise class at all times, and when necessary supervise any student who might be doing something to harm them self or others.
- Administer group and individualized assessments and evaluations in accordance with SURGE Christian Academy and the county's testing program.
- Participate in faculty meetings, committees, and the sponsorship of student activities.
- If you have an issue with a staff member please follow the Standard Operating Procedures and talk to the person and work out the problem before going to the next level.
- Always be present and punctual for meetings, in-service days, weekly teacher meetings, workshops, etc. as well as reporting on time for coverage of morning duty, recess duty, final dismissal, etc. Always be prompt to your class. Tardiness sets a bad example for the students.
- Be available at all times throughout the school day or let the office know your whereabouts.
- Set an example for students through personal conduct during and after school hours.

- Staff members are expected to maintain a professional relationship with students and parents at all times.
- Support the school, the administration, and your colleagues. When you learn of a problem, let your principal know but do not discuss internal problems with parents.
- Maintain strictest confidence when dealing with personal lives of students.
- Do not discuss any student with other students or parents, in public or private.
- Never ridicule or embarrass a student.
- Keep accurate attendance records. Notify the office if a child is absent more than two days.
- Any child sent to the office must have a note explaining the reason he/she was sent (i.e., sick, disciplinary action, etc.)
- Assume personal responsibility for each child in your class. Give full attention to your class with regard for the safety and physical welfare of the children. Do not leave your class unattended at any time. If an emergency occurs, let the office know so that coverage can be provided.
- Each scheduled class must be held, with the teacher in charge, until the period has ended. The dismissal of any class before a period has ended results in a disturbance for all other classes still in session and upsets the orderly functioning of the school.
- Dismiss classes and pick up from specials classes promptly.
- Classroom clean-up after each class and most especially at the day's end is your responsibility. Have students assist you in this effort.
- Assist with the organization of materials and supplies, inventory, and keeping equipment in good repair.
- Prepare and maintain attractive bulletin boards.
- Teacher will fully engage in and participate in the Character Education Program and activities within the school.
- Teacher's Area – All staff members are expected to clean up afterwards.

SECTION XI: School-Based Leadership Team (School Advisory Council)

1.00 Functions of a School Based Leadership Team

- Facilitates the involvement of the school community in the development of the School Improvement Plan
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan strategies with fidelity (develop process/procedures and tools).
- Developing and supporting school-based implementation capacity (professional development, technical assistance, coaching) to support continuous improvement
- Using data for continuous improvement of student outcomes
- Customize implementation at the individual PA campus level to meet specific campus needs

2.00 Duties of the School Based Leadership Team

Although the School Based Leadership Team is not directly involved in the day-to-day operations of the school, it is involved in a number of tasks that affect the operation of the school. The School Based Leadership Team:

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitates communication within the professional learning community
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:
 - ✓ High Academic Achievement
 - ✓ Effective Educators
 - ✓ Adequate Resources and Facilities
 - ✓ Safe and Orderly School, including Discipline: Detention and Suspension Data
 - ✓ Strong Parent and Community Relations
 - ✓ Data analysis that may include but not limited to the following:
 - Research-Based Assessments: SAT 10, PSAT, SAT, ACT, AP
 - Summative Assessments Based on curriculum
 - Crisis Plan
 - Inventory
 - AYP
 - Attendance
 - Retention
 - Better Practices
 - Surveys
- A summary of the data analysis emphasizing information supporting targeted improvement areas
- Action Plan, including identified goals, interventions, resources required, responsibilities for tasks, timelines, and monitoring and evaluation procedures

3.00 Frequency of Meetings

It is recommended that School Based Leadership Teams meet at least once a month. However, during the development of the School Improvement Plan teams and/or based on needs, it may meet more frequently.

4.00 Selection Process

The process for selecting members of the School Based Leadership Team is flexible. However, in order to secure the broadest cross section of the school and school community points of view, it is suggested that a communication is sent from the principal/headmaster to teachers (instructors) outlining the duties and responsibilities of the School Based Leadership Team. In that same communication it is also recommended that suggestions by teachers (instructors) be made regarding individuals who would be appropriate candidates for team membership. Candidates must be willing to remain positive, objective and focused on the goal of improving teaching and learning. In addition, they should be willing to devote the time, energy, and creativity needed to be an effective team member. Final decision is to be made by the Principal/Headmaster.

5.00 Term of Service

The term of office is somewhat flexible. Each member will serve a minimum of one year and a maximum of three consecutive years. To ensure that there is some consistency of membership from year to year, it is suggested that approximately two-thirds of the composition of the team remain each year, while approximately one-third of the members rotate off the team. Therefore, some members may be elected to serve a one-year term, while others may be elected for a three-year term. Each team should develop a process for ensuring that there is continuity on the team from year-to-year, while still upholding the election guidelines.

6.00 Leadership Positions

As the instructional and organizational leader of the school, the principal/headmaster is ultimately responsible for the effective implementation of the school improvement process. However, effective implementation by definition must include the sharing of responsibilities and decision-making with other members of the team.

Below is a list of leadership positions and responsibilities that would be established for each School Based Leadership Team at the beginning of each school year. Each team should elect these positions. Any team member other than the principal/headmaster may serve as an officer on the School Based Leadership Team.

Chairperson:

- Meets regularly with principal to discuss school issues and develop meeting agenda.
- Standing items on the agenda should include:
 - -Reviews minutes from last meeting
 - -Updates from any sub-committee meetings or assigned projects
 - -Reviews (Quarterly) progress towards objectives set in SIP
 - -Requests agenda items for next meeting
 - -Establishes next meeting date
- Leads meetings and facilitates distribution of agenda to all team members of the School Based Leadership Team
- Keeps the team focused on the topic of discussion
- Reminds team members about meetings at least one week in advance
- Assists in completing reports due for the team

Recorder:

- Takes minutes at all meetings
- Distributes minutes no later than one week after the meeting
- Posts minutes of each School Based Leadership Team meeting in a designated place in the drive for all teachers to see
- Sends copies of minutes (within one week) to all School Based Leadership Team members
- Maintains copies of minutes and quarterly/annual reports, data and other important documents
- Timekeeper:
 - Assists team in establishing the length of each meeting and/or the timeframe for each agenda item
 - Monitors time throughout the meeting and reminds team of timeframe

Team Members:

- Attend meetings regularly
- Represent the interests of constituent group- not just their own
- Determine how to engage stakeholders in meaningful ways in school affairs
- Commit to working collaboratively with team
- Bring issues and concerns of constituent group to team meetings and communicates the activities and decisions made by the School Based Leadership Team
- Communicate information from the School Based Leadership Team to their constituent group

SECTION XII: Emergency and Safety Procedures

1.00 Evacuation and Emergency Drills

Familiarize students and staff with emergency evacuation procedures. The following are directions to aid in establishing drill procedures:

1. All personnel shall be assigned responsibilities during fire drills.
2. All rooms shall be assigned routes for students to exit during drills. Students shall proceed to the next nearest exit or to the designated alternate route if the first assigned exit is blocked.
3. Evacuation drills should be conducted at various times of the day and in different situations.
4. All drill alarm systems should be kept in working order at all times.
5. Police and fire departments should be supplied with a floor plan of the school so they can direct emergency equipment to the needed area.
6. The various alarm methods (*Fire, Lockdown, Evacuation*) used for different types of evacuations should be distinct from each other.
7. Students should not be permitted to stop for coats, books, or other belongings.
8. Evacuation drills should be orderly and students should walk quietly at all times.
9. Teachers should stand at their classroom doors until students have filed out. They should check to see that windows and doors are closed but not locked, and follow students out of the building.
10. Teachers should instruct pupils to line up and exit the building in the prescribed manner in an efficient, orderly, calm manner.
11. Custodians should report to the area where utility controls are located.
12. Personnel should be assigned to check all rooms including restrooms, closets, and storerooms to be certain all students have evacuated the building.
13. Personnel should be assigned to each exit to see that unauthorized personnel and students do not reenter the building.

14. Students should be directed to an area away from emergency response vehicles and equipment.
15. When students reach assembly areas, implement some form of student accountability (head count, roll books, buddy system, etc.). Any discrepancy should be reported immediately to the principal.
16. When students reach designated assembly areas, they should remain there until further instructions are given.
17. Upon a prearranged signal, students should return to the building.
18. Reports of all evacuation drills should be sent to the proper authorities.
19. Personnel should be designated to aid and assist handicapped students in evacuating the building.

2.00 Lockdown / Intruder & Fire Drills

The key to the successful internal practice drill is ensuring that staff and students are aware of the drills, goals, and objectives, as well as individual roles and responsibilities for all involved. It is SURGE Christian Academy's responsibility to communicate the importance of having these drills with our children and take this emergency preparedness seriously.

1. Review Procedures with Faculty & Students. The key to the successful internal practice drill is ensuring that staff and students are aware of the drills, goals, and objectives, as well as individual roles and responsibilities for all involved. Students and staff members should be familiar with exit routes; diagrams of these should be posted in rooms. Primary and alternative routes should be selected. Make sure each room and other areas of the building have easy-to-find posters displayed near doorways of each classroom. The fire alarm should be clearly distinguishable from other emergency warnings. Fire extinguishers should be checked regularly and serviced by a qualified agency as necessary.
2. Announce Drill date to Teachers
3. Optional Letter to Parent. While parents understand that a certain level of emergency preparedness by the school is necessary, it is still essential to communicate the importance of having them and their child take emergency preparedness seriously.
4. Notify 911 Dispatchers of Drill. Also, notify them at the conclusion of the drill.
5. Assemble Crisis Team Evaluators. The crisis team, or designated faculty members should be assigned sections of the building to evaluate. This will speed up the drill, taking minimal time from classroom instruction.
6. Initiate Lockdown / Fire Drill.
7. Crisis Team Evaluates Each Room. They should be instructed to knock on doors, listen for talking, look in windows for visible students, and check for computer monitors left on.
8. When Complete, Release Students.
9. Crisis Team Meets to Evaluate and Debrief.

3.00 Fire Drill Procedure

During the fire evacuation drill, it is important to familiarize students and staff with the evacuation process, to identify irregular behavior of students and staff, and to test alarm systems and evacuation procedures. It is recommended that fire drills be conducted quarterly, at different times of the day. The following are suggestions to aid in establishing fire drill procedures:

1. Notify 911 dispatchers of drill also notify them when the drill is complete.
2. Issue evacuation order.
3. Begin student evacuation. Students, faculty, and others in the building should evacuate the building immediately upon hearing the fire alarm. Prearranged evacuation routes posted in the classrooms should be used.
4. Maintain orderly movement. Students should not be permitted to stop for coats, books, or other belongings. Fire drills should be orderly, and students should walk quietly, with faculty supervision at all times. If the designated route is blocked, students should proceed to the next nearest exit or the designated alternate route. Teachers should stand at their classroom doors until students have filed out. They should check to see that windows and doors are closed but not locked, and follow students out of the building. They should take their class roster with them.
5. Maintain student accountability. When students reach assembly areas, implement some form of student accountability (*head count or buddy system should be implemented*). Any discrepancy should be reported immediately to the principal.
6. Keep students in assigned area. Personnel should be assigned to each exit to ensure that unauthorized personnel and students do not reenter the building.
7. Record evacuation times. Evacuation times should be recorded for each side of the building.
8. Return to building and evaluate.

4.00 Lockdown Procedure

1. Report to prior assigned location. Everyone reports to the assigned classrooms or lockdown location as quickly as possible.
2. Hang “Lockdown” sign on outside door. This notifies visitors to the building not to enter and why they will not find business as usual at the building.
3. Close, lock, and cover windows and doors. Teachers should quickly check the hallway to locate any students in the hallway before locking the door. Window blinds or drapes should be closed.
4. Do not open doors or windows. Once door is locked, the door should not be opened for knocks or other reasons. The door or window should only be opened by the prearranged “all clear” signal. Everyone in the room should stay away from doors and windows. No one is to leave the room to use the bathroom or any other reason.

5. Take roll.
6. Wait for further instructions.
7. Evacuate only when told.
8. When complete, release students.
9. When safe, check building.

5.00 Tornado/Hurricane Drill Procedure

The interior walls are used so each class will line up in a line by their classroom doors down on their knees with their heads covered by their hands facing the wall. Students will remain that way until notified by walkie-talkie. Teachers make sure you have your class roster and walkie-talkie. When the National Weather Service issues an all clear students and staff may return to their normal schedule.

1. Drill alarm.
2. Duck, cover, hold initiated. Take cover under a nearby desk or table, positioning as much of the body as possible under cover or lean against a secure wall away from windows. Cover eyes by leaning the face against the arm. Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.
3. Check self.
4. Evaluate location for integrity and safety.
5. Recount students.
6. Drill evaluation.

6.00 General Safety

SURGE Christian Academy is committed to providing the resources and manpower necessary to develop, implement, and administer a safety program for the protection of its employees. All management personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of our safety program will be conducted by management to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Principal. If you or another employee is injured, you should contact outside emergency response agencies, if needed. If an injury does not require medical attention, please make a written report of injury/illness to the Principal in case medical treatment is later needed and to insure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits form must be completed in all cases in which an injury requiring medical attention has occurred.

7.00 Safety Rules

1. No smoking on school property.
2. Horseplay and fighting will not be tolerated in the workplace.
3. Possession of unauthorized firearms, alcoholic beverages, illegal drugs, or unauthorized medically prescribed drugs will not be tolerated in the workplace. Please inform the Principal if you are required to take medication during work hours. Written medical evidence stating that the medication will not adversely affect your decision making or physical ability may be required, particularly if you will drive a vehicle on school business.
4. Immediately report accidents, near accidents, and property damage to the Principal regardless of severity.
5. Operate equipment only if you are trained and authorized.
6. If you do not understand a job assignment, please ask the Principal.
7. Inspect your classroom and work area for potential hazards.
8. Immediately report any unsafe condition or act to the Principal. Take any temporary corrective action you can to render the area safe until permanent corrections can be made.
9. If you create or see a potential hazard, correct the hazard immediately or use safety tape to isolate the area before leaving it unattended.
10. Maintain an orderly environment. Store all equipment in a designated place. Put scrap and waste material in a refuse container.
11. Report any smoke, fire, or unusual odors to the Principal.
12. Use proper lifting techniques.
13. Comply with all state and local traffic laws, signs, signals, markers, and persons designated to direct traffic. Fasten seat belts before driving any motor vehicle.
14. Assist and cooperate with all safety investigations and inspections and assist in implementing safety procedures as requested.

8.00 Building Security

All employees who are issued keys to the office are responsible for their safekeeping. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on the SURGE Christian Academy campus after hours without prior authorization.

9.00 No Harassment / No Molestation Policy

We do not and will not tolerate unlawful harassment of our employees or harassment/molestation of our students. The term “harassment” includes, but is not limited to, slurs, jokes, and other verbal, graphic or physical conduct relating to an individual’s race, color, sex, religion, national origin, citizenship, age, sexual orientation, or disability. “Harassment” also includes sexual advances, requests for sexual favors, offensive touching, and other verbal, graphic or physical activity involving the inappropriate touching, petting, playing, kidding, hugging, or other sexually related or adult-oriented activity toward a child. Not only does this behavior violate this No Harassment Policy, but it may violate the child abuse statute and will be reported.

Our students and adults (teachers, administrators, staff members, parents, and visitors) are expected to interact with each other in a professional and respectful manner. Although our adults can and should be friendly with the students, becoming too friendly with each other sometimes results in confusion and anxiety.

If a student or the student’s parents become aware of any adult’s communications or actions toward one or more students that seems unusual, overly friendly, or otherwise inappropriate, such information should immediately be reported to the guidance counselor or administrator of the division.

The philosophy of SURGE Christian Academy is to have a nurturing and safe environment for our students. Under no circumstances should a child be publicly or privately humiliated or treated in a disrespectful manner. No teacher or staff member should ever yell at or excessively reprimand a student. All matters of discipline should be handled with professionalism and confidentiality.

10.00 Sexual Harassment Policy

SURGE Christian Academy prohibits sexual harassment in any form, involving employees, vendors, school volunteers or students. SURGE Christian Academy defines sexual harassment as any inappropriate sexual comment or behavior that is done to an adult or student. All staff members are fully responsible for their comments and actions and they will be held accountable for those actions. Behaviors that are considered to be sexual harassment include, but are not limited to the following:

- Spreading sexual gossip.
- Unwanted sexual comments.
- Pressure for sexual activity.
- Any unwanted physical contact of a sexual nature.
- Making unwanted sexually suggestive phone calls, emails, or written notes.
- Creating a hostile, offensive or intimidating environment based on or related to gender that interferes with an individual’s work performance.

If you feel threatened or intimidated in any way, please bring your concerns to administration. All complaints will be investigated in a confidential, fair and adequate manner. No retaliation against individuals who file a complaint will be tolerated.

11.00 Suicide Prevention for Low to High Risk Events

A. Guidelines for When the Risk of Suicide Has Been Raised:

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because s/he has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs.

1. Take the threat of self-harm seriously.
2. Take immediate action. Contact the building administrator or designee to inform him/her of the situation.
3. A teacher or other school personnel close to the student talks with him/her in a quiet, private setting to clarify the situation and provide appropriate support.
4. The designated staff person (Guidance Counselor) trained in suicide prevention is contacted to meet with the student and does a basic screening that includes specific inquiry as to the existence of a suicide plan. The School Guidance Counselor meets with the student immediately.
5. Parents must always be notified when there appears to be any risk of self-harm, unless it is apparent that such notification will exacerbate the situation (see #6 below). The individual who notifies the parent should be an administrator or other person who has the experience/expertise and/or a special relationship with the student and parents. Resource information should be provided if needed. It is suggested that the handout, “Five Minutes Can Save A Life” be reviewed with the parents. The same person should follow-up with the parents within a few days to determine what has been done and the next steps.
6. When the school administrator knows, or has reasonable cause to suspect, that a student has been or is likely to be abused or neglected, he must make a report of suspected abuse or neglect to the Department of Children and Families. Teachers and other school personnel are to inform the school administrator of suspected abuse so that the administrator can make the report. Teachers, guidance counselors, social workers and other “school officials” are all mandated reporters for suspected child abuse and neglect. In the event that a school staff member determines that a student under age 18 appears to be at risk of attempting suicide and the parent/guardian refuses to expeditiously obtain services for him/her, a report should be made to DCF for neglect – failure to seek necessary mental health treatment, which may place the child at-risk of serious harm. The DCF will conduct an assessment to determine if abuse or neglect does exist and to engage the family voluntarily in meeting the treatment needs of the child. If the parents still will not seek treatment and the DHHS believes that this places the child at-risk of serious harm, a Court Order will be sought ordering the required treatment services.
7. If deemed necessary, or if the student refuses to give any information, contact the prearranged crisis service agency or call the statewide crisis hotline to access the appropriate crisis intervention agency in your area. This call should result in obtaining consultation with a professional with the skills, authority and responsibility to formally assess the student for suicidality and the necessary level of care.
8. Document actions taken as required by school protocol.

B. Guidelines for Medium to High Risk Situations

Medium to high risk exists when a staff person observes or is told that a student is making explicit statements indicating the wish or threat to die, has access to or is in possession of lethal means, or appears significantly depressed, moody, irritable, unable to concentrate or withdrawn.

1. All staff members understand that they must take suicidal behavior seriously every time.
2. The staff person “on the scene” takes immediate action to inform the building administrator who will locate the trained staff person designated to respond to such situations. Schools must have alternates identified in the event of unavailability of staff due to conference attendance, illness, vacation, etc.
3. The staff person talks with the student, staying calm and listening attentively. It is crucial to keep the student under continuous adult supervision until the designated trained staff person arrives.
4. The trained staff member conducts a basic suicide risk assessment with the student to determine the lethality of the threat. This includes:
 - a) Determining if the student has a plan.
 - b) Asking if the student has lethal means on their person or accessible elsewhere.
 - c) Consulting with a crisis service provider if necessary to obtain an assessment of the student’s mental state and a recommendation for treatment.
5. If the student is in possession of lethal means, secure the area and prevent other students from accessing this area. Lethal means must be removed without putting anyone in danger. It is best to call a trained law enforcement officer to remove lethal means. Law enforcement officers have special training to de-escalate a situation that can very quickly become dangerous (i.e. possession of a gun or knife).
6. The administrator (or designee) contacts the parents or guardians to:
 - a) Notify them of the situation and request that they come to school.
 - b) Provide them with a full report upon arrival at school.
 - c) Discuss and advise them on steps to be taken. This should include reviewing the materials found in the handout, “Five Minutes Can Save A Life.”
 - d) Release the student to the parents/guardians with referrals and resources (names and phone numbers).
 - e) Inform the parents/guardians that you will follow-up with them on actions taken.
 - f) If the parent/guardian refuses to obtain services for a child up to age 18, and the child is believed to be in danger of self-harm, a report should be made to DCF for neglect – failure to seek necessary mental health treatment which may place the child at risk of serious harm. DCF will conduct an assessment to determine if abuse or neglect does exist and to engage the family voluntarily in meeting the treatment needs of the child. If the parents still refuse to seek treatment and DCF believes that this places the child at risk of serious harm or at immediate risk of serious harm, a Court Order will be sought ordering the required treatment services.

7. NO STUDENT IN THIS SITUATION SHOULD BE LEFT ALONE OR SENT HOME ALONE!
8. In the event that the situation requires transportation to a hospital emergency department, crisis services and/or law enforcement should be contacted to assess the situation and expedite the transition to the hospital.
9. Document actions taken as required by school protocol.
10. Debrief with all staff members who assisted with the intervention.
11. Follow up with parent/guardian as arranged.

12.00 Reporting Misconduct and Child Abuse Policies and Procedures

All SURGE Christian Academy instructional personnel, administrators, and support staff have an obligation/duty to students, society and the institution to report alleged instructional personnel, administrators, and support staff misconduct that affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors.

1. The procedure for reporting employee or administrator misconduct is:
 - a. Contact the school's principals (in writing) of the specific nature of the alleged misconduct including information on the employee(s) involved, witness(es), and victim(s).
 - b. Retain a copy of the written allegation (which has been signed by the administrator) so that there is a written record of the date and time the report was made.
 - c. Using the Office of Professional Practices Educator Misconduct Form, the school will contact the Florida Department of Education, Office of Professional Practices Services, for all legally sufficient allegations within 30 days.
 - d. If the school has not filed an Educator Misconduct Form for an allegation you feel should have been reported, you are ethically obligated to report the incident directly.
2. There are employee liability protections provided under FL Statutes 39.203 and 768.095 that apply to all employees who report alleged employee or administrator misconduct. An employee cannot and will not be terminated or held liable for any suspected misconduct that they report. SURGE Christian Academy staff has an ethical obligation to the students in our program. That ethical obligation requires that staff:
 - a. Shall make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personal identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

SURGE Christian Academy prohibits confidentiality agreements with instructional personnel or school administrators who are dismissed, terminated, or resign in lieu of termination due to misconduct that affects the health, safety, or welfare of a student, and any reference provided to a potential employer in an educational setting will disclose the misconduct.

Reporting Child Abuse

Unfortunately, child abuse, neglect and abandonment are all too frequent occurrences in today's society. In our capacities as educators or employees at an educational institution, at some point in our careers we are likely to come into contact with child abuse, neglect or abandonment. This prompts the question, "how do I recognize and deal with such a situation when it occurs?"

This policy is designed to provide guidelines for reporting suspected child abuse, neglect, and abandonment.

Florida Statutes require that all school personnel report situations involving potential child abuse, neglect, or abandonment.

The statute contains these definitions:

"Abuse": any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired.

"Neglect": when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child's physical, mental, or emotional health to be significantly impaired to be in danger of being significantly impaired.

"Abandonment": a situation in which the parent or legal custodian of a child, or in the absence of a parent or legal custodian, the caregiver responsible for the child's welfare, while being able, makes no provision for the child's support and makes no effort to communicate with the child, which situations is sufficient to evince a willful rejection of parental obligations.

Signs of Physical Abuse:

The child may have unexplained bruises, welts, cuts, or other injuries; broken bones; or burns. A child experiencing physical abuse may seem withdrawn or depressed, seem afraid to go home or may run away, shy away from physical contact, be aggressive, or wear inappropriate clothing to hide injuries. Signs of Sexual Abuse The child may have torn, stained or bloody underwear, trouble walking or sitting, pain or itching in genital area, or a sexually transmitted disease. A child experiencing sexual abuse may have unusual knowledge of sex or act seductively, fear a particular person, seem withdrawn or depressed, gain or lose weight suddenly, shy away from physical contact, or run away from home. Signs of Neglect The child may have unattended medical needs, little or no supervision at home, poor hygiene, or appear underweight. A child experiencing neglect may be frequently tired or hungry, steal food, or appear overly needy for adult attention. Patterns of Abuse Serious abuse usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

If you have a belief, concern, or thought that you have witnessed, heard, or heard about a situation possible involving abuse, neglect, or abandonment, you must do the following:

- Florida Law and School Board Policy require the reporting of all instances of suspected child abuse, molestation, and child neglect by the person who first suspects the abuse or by the person who the child told first.
- Report any case of child abuse to the administrators.
- There is a list of phone numbers at the end of this manual. The emergency/abuse hotline number is included on that list.

All teachers must take the Child Abuse course provided by SURGE Christian Academy.

SURGE Christian Academy Employees are MANDATORY reporters of suspected child abuse, neglect and abandonment, and have an obligation and an affirmative duty to students and families to report all actual or any suspected child abuse, abandonment, or neglect.

Immediately, Please Call the ABUSE HOTLINE at: 1-800-96-ABUSE or report online at:

<http://www.dcf.state.fl.us/abuse/report/>

Liability Protections

Any person, official, or institution participating in good faith in any act authorized or required by law, or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action. (F.S. 39.203).

An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under F.S. Chapter 760. (F.S. 768.095)

13.00 Quick Guide to Human Services in Pinellas County

To find or give immediate help, dial 2-1-1 (24-hours) – Tampa Bay Cares

ABUSE/DOMESTIC VIOLENCE SHELTERS	DISABILITY SERVICES
(727) 562-1542	
CASA (Community Action Stops Abuse).....895-4912	Deaf & Hearing Connection for TB.....399-9983
Goodwill Industries.....523-1512	
Florida Abuse Hotline.....1-800-96-ABUSE (22873)	Handicapped Young Adults.....572-0107
Help A Child.....544-3900	Pinellas Assoc for Retarded Children (PARC).....345-9111
RCS (Religious Community Services)	State of Florida, Div. of Blind Services.....893-2341
The Haven.....727-442-4128	Suncoast Epilepsy Association.....546-2856
FL Domestic Violence Hotline.....1800-500-1119	Upper Pinellas Assoc. for Retarded Citizens.....799-3330
Watson Ctr for the Blind & Visually Impaired.....544-4433	
CHILD CARE	ELDER SERVICES
Boley Centers for Behavioral Health Care.....821-4819	Area Agency on Aging.....570-9696
Child care Resource & Referral.....547-5750	Gulf Coast Jewish Family Services.....538-7150
Coordinated Child Care of Pinellas.....547-5700	Neighborly Care Network.....573-9444
Happy Workers Children’s Center.....894-5337	Senior Helpline217-8111
R’ Club Child Care.....578-5437	Social Security Administration.....1-800-772-1213
The Salvation Army.....323-2222	EMERGENCY SHELTER/FOOD/ FINANCIAL ASSISTANCE
	ASAP Homeless Services.....823-5665
COUNSELING/MENTAL HEALTH	American Red Cross898-3111
Boley Centers for Behavioral Health Care.....821-4819	Beacon House Men’s Shelter.....823-5780
Directions for Mental Health.....524-4464	Community Service Foundation.....461-0618
Family Service Centers.....489-5280	Consumer Credit Counseling of Central FL
Gulf Coast Jewish Family Services.....538-7460	And the Sun Coast.....1-800-720-9537

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Marriage & Family Center – St Petersburg.....381-9400	Dept of Children and Families/Food Stamps
-Clearwater.....726-9408	St Petersburg Service Center.....893-5200
National Alliance for the Mentally Ill.....791-3434	Clearwater Service Center.....469-5700
Operation PAR.....1-888-727-6398	Family Resources Runaway Shelter
Resource Center for Women.....586-1110	-St Petersburg..... 893-1893
Suncoast Center Community Mental Health.....327-7656	-Clearwater.....298-1606
Homeless Emergency Project.....442-9041	
CRISIS/HOTLINE SERVICES	Pinellas Co. Human Services -St Petersburg582-7781
2-1-1 Tampa Bay Cares.....2-1-1	-Clearwater.....464-8400
Family Service Ctrs (Sexual Assault Svs).....489-5290	RCS (Religious Community Services)
Florida Poison Information Center.....1-800-222-1222	Food Pantry.....443-4031
National Runaway Switchboard.....1-800-RUN-AWAY	Grace House.....446-5964
Personal Enrichment through Mental Health Svc..791-3131	The Salvation Army..... 822-4954
RCS (Religious Community Services)	St Petersburg Free Clinic.....821-1200
The Haven.....442-4128	St. Vincent de Paul Society St Petersburg..... 825-0725
Clearwater.....441-3790	



Teacher (Instructor) – Staff Handbook Acknowledgement Form

School Year _____

The SURGE Christian Academy Staff Handbook (“Handbook”) has been written so that all SURGE Christian Academy teachers (instructors) and staff members know of the school’s policies and procedures and of behaviors that are expected and prohibited at school or at school functions. I understand that the Teacher (Instructor) – Staff Handbook is not intended to include all policies of SURGE Christian Academy.

SURGE Christian Academy reserves the right to interpret and modify any of its policies or practices in its sole discretion. I understand that I should consult the Principal/Headmaster regarding any questions not answered in the Teacher (Instructor) – Staff Handbook.

Since the information, policies, and benefits described in this Teacher (Instructor) – Staff Handbook are subject to change at any time, I acknowledge that revisions to the Teacher (Instructor) – Staff Handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

I understand that it is my responsibility to comply with any revisions made to the Teacher (Instructor) – Staff Handbook. I further understand that the contents of and the provisions contained in this Teacher (Instructor) – Staff Handbook are for informational purposes only and do not constitute a legally-binding agreement or a contract of employment, express or implied.

I acknowledge that I have accessed/reviewed the Teacher (Instructor) – Staff Handbook and that I have read it in its entirety and agree to comply with the afore mentioned policies and procedures contained in the Teacher (Instructor) – Staff Handbook.

I will sign a copy of this Staff Acknowledgment and provide it to the Principal/Headmaster of SURGE Christian Academy.

_____ / _____ / _____

Staff Name Print

Position Hired

Date

_____ / _____ / _____

Staff Name Signature

Position Hired

Date