



EICA

FACULTY HANDBOOK

Welcome to Ebenezer International Christian Academy. This handbook will provide general information about Ebenezer International Christian Academy and serve as a guide to the school's policies, rules, regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certified staff. This includes administrative staff to the extent that the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing its information. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all-encompassing to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between Ebenezer International Christian Academy, and the policies and regulations of the Board of Education. In reading this handbook, please understand that State or federal law, the negotiated agreement, and Board policies and regulations will control where a direct conflict exists.

This handbook does not create a "contract" of employment. Staff positions and assignments that do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis, notwithstanding anything in this handbook or any other publication or statement, except for an approved contract.

The administration will be responsible for interpreting the rules in the handbook and shall have the right to make decisions and revise rules at any time. Should a situation or circumstance arise that is not explicitly covered in this handbook, the administration will decide based upon applicable school policies, State and federal statutes and regulations, and the school's best interests.

Faculty Purpose Statement

Learning for Life: Ebenezer International Christian Academy (EICA), working with the families and communities it serves, is committed to educational excellence for all students, promoting creativity and love of learning within a caring and secure environment where the students are in control of their futures.

EICA seeks to provide an essential education by providing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff.
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above.

- Comprehensive support programs and services that meet the diverse needs of students.
- Safe, clean and supportive facilities and learning environments.
- Implementation of a curriculum that is based on state standards in reading, writing, speaking, listening, mathematics, science and social studies/history and essential learning in visual and performing arts, world languages, technology, health and physical education, and career and technical education.
 - It is appropriate for the developmental level of the students.
 - Addresses diverse learning needs.
 - Instills a passion for learning and the importance of life-long learning.
 - Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information.
 - Develops expected work ethics, as well as group participation and leadership skills.
 - Incorporates character education and multicultural education, including respect for diversity.
 - Provides for application of technology in all learning areas.
 - Provides access to advanced courses; and
 - It is organized in a schedule that is functional and meets student needs in all curriculum areas.
- Providing a supportive learning environment which includes:
 - a welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity.
 - learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
 - Implementation of policies and practices that result in an orderly environment with emphasis on consistent, school-wide positive behavior.

I. GENERAL SCHOOL POLICIES

Teacher Absences

The school has established policies concerning the teacher's absence due to illness and emergencies. Each teacher is allowed ten days of sick leave without a deduction in salary.

Absences resulting from personal illness, weather conditions, serious family illness, or death of an immediate family are considered excused absences. Specifics may be found in the most recently negotiated agreement between the EICA and the employee.

All applicable paid leave will be used before any unpaid leave is taken. All paid leave must be used before and in conjunction with the FMLA (Family Medical Leave Act).

Payment of Salary

Salary payments will be made to all employees in twelve equal installments on the 20th of each month. If the 20th falls on a non-school day, all employees will be paid on the last working day before the 20th of each month.

Grievance

Any school employee who feels aggrieved because of the actions of a school official shall first take the matter to the principal. If satisfactory action is not obtained from the principal, the employee must then reach out to Ms. Greisys Cue.

PROFESSIONAL ETHICS STANDARDS

All employees must adhere to the professional ethics standards established by the Florida Department of Education, as such standards may be modified from time to time. The professional ethics standards which certified employees are expected to adhere to include those set forth below.

STANDARDS OF ETHICAL CONDUCT

Ebenezer International Christian Academy

(Adapted from the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida)

1. Our school 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.

2. 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.

3. Concern for the student requires that our instructional personnel:

- 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 based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- H. Shall not exploit a relationship with a student for personal gain or advantage.
- I. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. 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 our employees:

- a. Shall maintain honesty in all professional dealings.
- b. Shall not based on 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, educational support employees, and administrators are required as a condition of employment to complete training on these standards of ethical conduct.

Reporting Misconduct by Instructional Personnel and Administrators All instructional personnel, educational support employees, and school administrators have an obligation to report misconduct by instructional personnel, educational support employees, and school administrators which 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. Reports of misconduct of employees should be made to the school Principal. Reports of misconduct committed by administrators should be made to Ms. Greisys Cue.

Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services. Policies and procedures for reporting misconduct by instructional personnel or school administrators which affect the health, safety, or welfare of a student are posted in the school office and on our Web site at eicaschool.com.

Reporting Child Abuse, Abandonment or Neglect All employees and agents have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect. Call 1-800-96-ABUSE or report online at: <http://www.dcf.state.fl.us/abuse/report/>.

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, stealing food, or appearing 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.

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)

Evaluations

Evaluations of teachers will be conducted in accordance with the school's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies and following through on commitments and promises to be honest and consistent.

Professional Attire

Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

ACADEMIC MATTERS

Purpose and Goals of Academic Achievement

Ebenezer International Christian Academy is committed to providing a quality education for all EICA students consistent with the school's mission statement. Effective quality instruction by teachers is an essential means of meeting the school's mission of providing quality education.

Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the students' mission of understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the school. Teachers will model classroom instruction on the educational model implemented by the school and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

Academic Instruction

Teachers shall use the EICA provided curriculum for instruction, including the use of supplemental curriculum materials, and any other instructional materials adopted and implemented by EICA.

Measuring and Reporting Academic Achievement

Teachers shall use EICA approved assessment instruments and techniques to measure student achievement, record the results of such assessment. Teachers must evaluate student mastery of content during each quarter to provide a measure of each student's academic proficiency for that period. Teachers must record at least two grades per week. GRADES MUST BE RECORDED FOR ALL SUBJECT AREAS.

Recording Grades. At a minimum, all courses must contain a homework portion, a quiz portion, and assessment portion according to the grade weights below.

Grade Weights in Courses

Course grades are to be divided as follows:

Lesson completion - 10%

Quizzes/Projects - 30%

Assessments - 60%

Grading Scale. Teachers are to use the grading scale set forth below.

STUDENT EVALUATION SCALE

POINTS	GRADE
100-90	A
89-80	B
79-70	C
Below 69	F
Inc.	Incomplete

If a student needs to improve their grades, the following steps should be followed.

1. Have a personal conference with the students and parents.
2. Provide the student with individual assistance.
3. Clarify course expectations.
4. Provide knowledge checks
5. Consult the principal and pupil's parents.

If the student fails for the semester, the teacher should be sure he/she has retained communications to parents and students regarding the student's failing grade.

Reconsideration of Grades Questions raised concerning assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Reports to Parents: Grades and credit are assigned monthly (4 weeks). Progress reports are sent to parents at the end of each four-week period during the school year.

Parent-Teacher Conferences

Parent-teacher conferences will be scheduled during the first quarter. Teacher attendance at Parent-Teacher conferences is mandatory.

Teachers are expected to be prepared for such conferences, which include having completed grade books, which include all student assignments, work, or tests completed within five (5) days of the date of the Parent-Teacher conference.

Lesson Plans

All teachers will submit lesson plans for the following week to the principal every Friday. Emergency lesson plans should be made available to substitutes when teachers are absent.

Students

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who require special accommodation should be given those accommodations as prescribed. Student school records must be kept confidential. Student information should be shared only with school staff.

Managing Student Conduct

The teacher is responsible for articulating expectations at the beginning of the school year, implementing the expectations on a consistent basis. Being familiar with the student handbook for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

Faculty Meetings

Faculty meetings will be scheduled to provide information, in-service activities, and other items pertaining to the welfare of the school and faculty.

**Receipt of Teacher Handbook
Of Ebenezer International Christian Academy**

This signed receipt acknowledges receipt of the Teacher Handbook of EICA. This receipt acknowledges that I understand I am to read and be familiar with the handbook, that I know the handbook contains a disclaimer of contract, and that the manual includes the school's policies of non-discrimination and equity. The handbook's specific complaint and grievance procedures should be used to respond to harassment or discrimination.

Date: _____ Teacher's Signature: _____

Return to: School Principal

Ebenezer International Christian Academy

900 West 49 St Suite 562

Hialeah, FL, 33012