



**OCEAN SHORE**  

---

**S C H O O L**

**PTO Handbook**

Updated January 2016

# Ocean Shore School Parent Teacher Organization Handbook

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## **Section I: General Information**

# **Ocean Shore School Guiding Principles**

## **Vision Statement**

Ocean Shore School students grow to be caring people who embrace diversity and are environmentally and socially responsible. They are curious and enthusiastic learners who develop strong academic and life skills. OSS students are critical, independent thinkers who are engaged members of society.

## **Mission Statement**

OSS's collaborative learning community of teachers, parents, students and staff form a working partnership to enrich the educational experience for the children. Because of this partnership, the school is able to provide an experiential learning process that is enhanced by cross-aged interaction, field trips, project-based learning, and community involvement. Each child's individual potential is maximized to foster a positive self-image, life-long love of learning, and strong critical thinking skills.

We, the members of Ocean Shore School Community, are committed to:

- Providing an experiential and challenging academic program that maximizes individual student potential;
- Providing a well-rounded education that nurtures the whole child;
- Being a diverse community built on mutual respect, collaboration, and civic responsibility;
- Having parent participation as a cornerstone of our program.

## **School Description**

Ocean Shore School (OSS) is a public school in the Pacifica School District, serving students in kindergarten through eighth grade. As a public school, Ocean Shore School has access to the entire range of student services available to all schools in the district. In addition to state and district-mandated curriculum, Ocean Shore School utilizes the skills and talents of the parent body to assist in providing a larger variety of learning experiences.

Ocean Shore School is founded on a holistic approach to education, providing challenging academics, nurturing the joy of discovery in learning, and fostering the social and emotional growth of all students.

There are no admission requirements for students, however, prospective students must enter the district lottery held in January at the district office. Additionally, parents and/or guardians commit to active participation in the school, as laid out in the PTO handbook. If there are no student vacancies, waiting lists are established and maintained according to district policy.

**Section I: General Information**  
**Guiding Principles/School Description**  
**01/02/15**

## **Enhanced Educational Environment Offered at Ocean Shore School**

Parents, teachers and administrators collaborate and work together to supplement the educational program.

The following activities, made possible by parent participation, are integral aspects of our school:

### **Small Group/Individualized Instruction**

With active parent participation in the classroom, the student-to-adult ratio is reduced, allowing better opportunity to address individual student needs.

### **Enriched Curriculum**

The variety of enrichment activities that we provide is ever changing based on the talents of our parents and teachers, and the needs of the student community.

Enrichment activities augment the curriculum in a variety of ways. Teachers can utilize enrichment activities to integrate multiple academic subjects into one common theme, providing a realistic context for their application. Enrichment activities also provide curriculum that is not routinely available to students in a traditional school setting. Field trips, art instruction, living history, music, and various types of hands-on learning experiences are enrichment activities that are common at Ocean Shore School.

### **Community Atmosphere**

We believe that children learn best and are able to achieve their greatest potential when they feel nurtured and respected. Thus, we strive to maintain a safe, supportive environment and to provide activities that are esteem building and teach personal responsibility. Cross age activities are another way we foster community and social/emotional growth.

#### ***Section I: General Information***

#### ***Enhanced Educational Environment Offered***

***01/02/15***

## **History**

Ocean Shore School was originally founded in 1971 as the "Laguna Salada Alternative Class," a two-classroom, K-3 pilot program housed within the Vallemar school facility. For the first five years of its existence, it had to approach the Board of Trustees each year in order to renew its approval to operate as a pilot program. By 1976, the program was an obvious success and the Board granted it permanent approval to operate. Over the next 20 years, the program continued to grow and was moved to the Cabrillo campus and then to the Sharp Park campus.

In 1997, the Laguna Salada Union School District asked for input from its school communities in order to develop a facilities modernization plan for the entire district. By this time, the Laguna Salada Alternative Class had evolved into the Laguna Salada Alternative School (LSAS) and had 210 students in 8 classes. For several years there had been debate within the LSAS community and the district as to whether or not the school should expand.

Several general membership meetings were held to discuss these questions. The first task was to determine which aspects of the school were absolutely essential. The membership identified these three essential components:

**Kindergarten - 8th Grade Program.** Parents were adamant about retaining the alternative school as a K-8 program with 6th, 7th and 8th graders on the same site as the younger grades.

**Mandatory Parent Participation.** Mandatory and extensive parent participation was seen as the cornerstone of the school program.

**Parents/Guardians as Equal Partners.** It was felt that much of the school's success was due to the unique partnership of teachers and parents. Parents are integral partners in the decision-making process, and participate in curriculum enhancement under teacher supervision.

The membership expressed a strong desire to have a permanent site, which would require growing to about 350 students, the minimum population per the District. The membership felt that as long as the previously identified essential components remained the cornerstones of the school, growth to 350 students would not be detrimental to the program. Although some members expressed fear of losing the intimacy that came with being a small program, many others felt the school would benefit from the expanded social and academic opportunities that would come with a larger population. It was also recognized that at 350 students, LSAS would remain a relatively small school within the district, where the norm was between 500 and 600 students per site.

### ***Section I: General Information***

#### ***History***

***01/02/15***

## **History**

LSAS presented their position to the Board of Trustees. When the trustees voted on the District-Wide Facilities Modernization Plan, it was determined that LSAS would be allowed to grow and have its own site, the former Pacific Manor school site. LSAS moved to this site the winter of 2001, and was modernized in 2005.

Also in 2001, after experiencing several years of confusion and misconception among the general community about the meaning of the word "alternative" in the school's name. The PSD Board changed the name of the school from Laguna Salada Alternative School to Ocean Shore School.

### ***Section I: General Information***

#### ***History***

***08/01/06***

## **Section II: Parent Participation Commitment**



## **Specific Requirements of Parent Member**

To achieve its goals, Ocean Shore School depends on the active participation of our parent body. We request that each family commit to the following:

- Complete 100% of required hours, agreed by contract;
- One special project per family per year;
- Attendance at three general meetings per year;
- Participate in Fundraising.

The number of children a family has enrolled in the school determines the minimum level of participation hours. Each family is asked to sign a contract on an annual basis, thereby agreeing to abide with this request.

The minimum number of participation hours is as follows:

1 child in Kindergarten	85 hours/year
1 child, grade 1 or above	95 hours/year
2 or more children	145 hours/year

Ways to earn hours are discussed in much greater detail in later sections of the handbook. It is expected that parents earn at least 15 of their hours doing activities that involve working directly with Ocean Shore students.

The following pages contain a sample parent contract.

**Section II: Parent Participation Commitment**  
**Specific Requirements**  
**10/13/15**

# Sample Parent Contract

## Parent Participation Contract with OSS Parent Teacher Organization

### Accountability for Commitment by All Families in Ocean Shore School

Each family at Ocean Shore School is responsible for meeting the agreed upon hourly commitment stated in the contract at the beginning of the school year. It's a good idea to keep a personal record of your hours in order to compare it with the recorder's summary of hours which is distributed quarterly.

Families are expected to complete their hours in a timely manner throughout the school year. In January, the PTO Representatives from each grade will review hours of all Ocean Shore families, and distribute notices to those families who are significantly low in hours. The notice will include instructions for any action the family should take, including suggestions for ways that each family can contribute in a way that works for them. Also, the notice will provide direction for how the family can address the PTO Board if it wishes to do so

There are a variety of ways for families to meet the parent participation commitment. Specific policies and procedures for arranging to work at school, do special projects, drive on field trips and earn hours in various other ways are outlined in the handbook and will also be reviewed during the orientation. It is the responsibility of Ocean Shore families to determine how they would like to earn hours and then make the appropriate arrangements in accordance with Ocean Shore procedures outlined in the handbook. Classroom Ombuds and PTO Grade Representatives are available to answer questions and assist families to find ways to fulfill their participation commitment. It is the responsibility of the member family to contact the Ombud if they require guidance in meeting the participation commitment.

### Commitment

For purposes of simplification, the term "I" is used in the following statements; however, the parent participation commitment is viewed as a family commitment, and should be understood by all adult members of the family:

I understand that I must follow and am subject to OCEAN SHORE SCHOOL policies and procedures when scheduling to work at school or during school related activities, and that I must follow rules of appropriate conduct outlined in the handbook at all times when working with children or other OCEAN SHORE SCHOOL members.

I understand that I must contact my Ombud as soon as possible if I have questions or concerns about meeting my participation commitment.

I understand that it is mandatory to have at least one adult representative for my family in attendance at all three general meetings. I am encouraged to attend monthly classroom Planning and PTO Board meetings.

I understand that I must complete at least one special project during the school year.

I will participate in OCEAN SHORE SCHOOL fundraising efforts.

I understand that I will conference with my child's teacher at least once a year.

I understand that I am expected to earn at least 15 hours of my commitment doing activities that involve working directly with students.

We, the \_\_\_\_\_ family have read the policy regarding commitment requirements for the Ocean Shore School Parent Teacher Organization. We understand and accept this policy as fair and reasonable and pledge to fulfill our hours for the 2015-2016 school year.

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1 child in kindergarten	85 hours
1 child in grade 1 or above	95 hours
2 or more children	145 hours

Name(s) & Grade(s) of child(ren):

Child's Name \_\_\_\_\_ Grade, Teacher \_\_\_\_\_

Child's Name \_\_\_\_\_ Grade, Teacher \_\_\_\_\_

Child's Name \_\_\_\_\_ Grade, Teacher \_\_\_\_\_

Signed Parent/Guardian \_\_\_\_\_ Signed Parent/Guardian \_\_\_\_\_

Print Name \_\_\_\_\_ Print Name \_\_\_\_\_

Date: \_\_\_\_\_

Complete this form and turn in to your oldest child's Ombud.

Page 2 of 2

**Section II: Parent Participation Commitment**  
**Parent Contract**  
**08/01/06**

## Different Ways to Participate – Overview

The participation commitment at Ocean Shore can often seem overwhelming in the beginning, but most parents find that if they make it a priority, they can easily fulfill the commitment. Parents must take personal responsibility for their decision to place their children at Ocean Shore. The school's success is dependent upon its parent members fulfilling their participation commitments.

The extensive communication network at Ocean Shore serves to keep parents informed about what is happening at school and various opportunities to earn hours. There are a variety of ways to fulfill the hours obligation and information is regularly available by reading the weekly newsletter and checking the family folder.

Several common ways for parents to earn hours are identified below, but it must be stressed that this is only a partial list. Your classroom ombuds are the best resource and are there to facilitate parent/guardian participation in the school.

### Ways to earn hours during school time

Classroom Aide

Field trips

Special Projects

Theme Days

POD days

Copy Room Aide

Art

Library

Computer Lab

### At home or after school hours

Alternative Service

Administrative job

Childcare

Odds and ends

School events, projects

Tech Team

Committee Work

Site Beautification (Landscaping)

Planning Meetings

Trainings outside school hours

Detailed descriptions and specific policies and procedures for earning hours are located in the following pages.

**Section II: Parent Participation Commitment**  
**Different Ways to Participate: Overview**  
**03/10/15**

## **General Policies and Procedures for Working with Students**

### **Requirements for Adults Working with Students**

Any adult working with children more than one time per school year must provide proof of inactive TB status, dated within the last 4 years.

Parents who test positive on the TB skin test must provide chest x-ray results that are negative for active TB. After providing these x-ray results, parents are exempt from further TB testing. Please provide copies of TB testing results only. Original medical records will not be accepted.

05/01/2005

### **Miscellaneous Policy Notes for Adults Working at School**

Parents new to Ocean Shore will meet with a Buddy family to determine what training is appropriate for them to receive before working at school with students.

03/01/15

Because of safety concerns and supervision requirements, parents may not bring siblings or non-Ocean Shore children to school while working unless pre-approved by the teacher.

If an event for which you have volunteered, such as but not limited to aide day, field trip, special project, etc., is canceled due to unforeseen circumstances, you are entitled to claim hours you would have worked UNLESS you receive a 48-hour notice prior to cancellation.

Parents are responsible for notifying the teacher directly prior to the beginning of the school day, if they are unable to work on a day for which they are scheduled. This policy applies to anyone scheduled to work at school, either with students or for the teacher. If a parent misses his or her scheduled day, and does not notify the teacher in advance, it will be considered a no show.

The first no show will result in a contact from the person who supervises that job.

Any subsequent no shows will result in the docking of hours scheduled to be worked.

02/12/2002

**Section II: Parent Participation Commitment**  
**Parents as Educators, Behavior and Conduct**  
09/11/01

## **Parents as Educators, Behavior and Conduct**

It is important that all parents participating at Ocean Shore understand their responsibility to behave and conduct themselves appropriately.

Philosophy: The Ocean Shore Executive Board recognizes its responsibility to foster and maintain a healthy and friendly environment for both parents and children. At the same time, Ocean Shore parents who contribute their time, energy and talents to enrich the educational program are expected to carry out their responsibilities in a professional manner. Positive reinforcement of good behavior is encouraged. In addition, a professional attitude in working with the teachers and other parents is essential in maintaining a positive, effective program. Within the scope of this philosophy, the Board has adopted a School Volunteer Guidelines. Parents are encouraged by the Board of Education to use these guidelines.

### **SPECIFIC STATEMENTS OF (1) WHAT IS AND (2) WHAT IS NOT ACCEPTABLE AND RESPONSIBLE BEHAVIOR.**

#### (1) What is responsible and acceptable behavior

- Working with children under the direction of the teacher;
- Report any concerns to the teacher and / or principal;
- Provide positive reinforcement to children;
- Treating children with respect and courtesy;
- Use and respect shared space designated for the work being done;
- Respecting the privacy of the child and his/her family;
- Keeping confidential any information and/or incident which requires this.

In order to provide a safe school environment for all students, promote a non-biased attitude that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Pacifica School District Board of Education prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

#### (2) What is not responsible and unacceptable behavior

- Any act which endangers the health, safety or well being of others in the school setting;
- Countermanding instructions of teachers, staff or principal;
- Arguing or threatening behavior with staff, parents, or children;
- Touching students under any circumstances (including when attempting to redirect them)
- Physically or verbally assaulting students; (Example includes verbally intimidating a student even if you have had previous interactions with the student as the child of a friend and even if you feel you are acting within reason to scold, argue or threaten the student.)
- Disruptive behavior including potential for physical or verbal abuse, violence or threats;
- Willful destruction of school property or equipment;
- Stealing school property or personal property of anyone else who uses school;

- Arriving on premises in an intoxicated state or becoming intoxicated while there;
- Smoking on school property;
- Noise pollution;
- Using a cell phone for any purpose other than to inform the proper authorities of an emergency situation or to receive urgent news regarding the health and well being of a family member or yourself;
- Giving preferential treatment.

Follow-up: Teachers have the responsibility of maintaining responsible and acceptable behavior in the classroom/learning environment of Ocean Shore. Parents acting independently of the classroom environment are responsible and need to self-monitor their own behavior. There may be instances where responsibility requires monitoring the behavior of another peer (parent or other adult). Affirming and giving recognition to parents whose behavior and actions are in harmony with this philosophy are welcome. When behavior is judged to be not acceptable and/or harmful to the philosophy established here, any of the following actions may be appropriate:

- Call to the attention of the person(s) involved that the behavior is not acceptable and refer them to this document;
- Stop the behavior if it is destructive or violent;
- Contact other staff or persons for assistance to intervene with you, if necessary;
- Discuss the action with ombudsperson if conflict resolution is needed beyond action that has already been taken;
- Document the behavior in writing to ombudsperson with copy to person(s) involved if necessary.
- Inform school principal.

***Section II: Parent Participation Commitment  
Parents as Educators, Behavior and Conduct  
09/11/01***

## **Ways to Participate at School**

### **Daily Aide (Classroom Aide)**

#### ***Description***

A daily aide is a parent who is assigned to a particular classroom for whatever time period the teacher has specified. These times are often negotiable. The teacher may utilize that parent however he or she feels is appropriate. Parents should not aide until they have met with their buddy family and received any orientation that is deemed appropriate.

#### ***Policies/Procedures Related to Daily Aide***

##### ***Scheduling to be a Daily Aide***

The scheduler in your child's class will contact all parents in the class to determine availability and scheduling preferences; however, it is your responsibility to contact the scheduler if he or she does not contact you. The scheduler will coordinate parents to work in the classroom according to the teacher's needs and the parents' availability, and will distribute a monthly calendar of aides to the parents and the teacher. Scheduling notices may occur by email and/or paper notification.

You may aide in any class. If you wish to aide in a class other than your child's, contact the scheduler for that class to let him or her know of your availability. In the event that multiple parents wish to work at the same time and /or date, all efforts will be made to arrive at a reasonable and equitable solution for all. If no solution can be found, a lottery will be held to determine which parent shall be scheduled for the desired time period.

Parents of children in the class will have priority over parents of children that do not have a child in the class for which they wish to aide.

#### ***Section II: Parent Participation Commitment***

##### ***Daily Aide (Classroom Aide)***

***09/11/01***



## ***Policies/Procedures Related to Daily Aide (continued)***

### *Recording your Daily Aide Hours*

Record your daily aide hours on your family's hours record sheet located in the binders near the parent folders.

### *Conduct of the Daily Aide*

Remember, when aiding at school, your job is to assist the teacher in whatever way she/he feels is most useful. Here are some basics to remember:

- **Be on time.** Arrive in time to consult with the teacher about the day's routine, read any instructions the teacher has for you, set up any necessary equipment and ask any questions that you have;
- **Be observant.** Be alert to what is going on in the classroom and watch for cues from the teacher. It may be appropriate for you to stop whatever you're doing and help elsewhere;
- **Be useful.** If you have free time, walk around the classroom and see if any students need help to stay on task or have questions. If students don't need help or redirection, look to see if any part of the classroom needs to be straightened up or cleaned. Bookshelves, paper drawers, materials supply areas, tabletops, etc., almost always need some attention;
- **Be professional.** Be discreet with information about students, families and teachers. Keep any personal information confidential. If you should observe things that cause you concern, discuss these issues with the teacher;
- **Be quiet.** Keep unnecessary conversation to a minimum, especially chatting with other parents in the classroom;
- **Be positive.** The focus of Ocean Shore is on developing self-esteem and independence. Praise positively for specific behavior and treat children with respect.

## ***Section II: Parent Participation Commitment***

### ***Daily Aide (Classroom Aide)***

***09/11/01***

## **Specialized Aide**

### ***Description***

A specialized aide is a parent who works in a specific curricular area on a regular basis, for example, working as a first grade reading aide for an hour each morning or being a computer lab aide for the Grade 4/5 class every Tuesday.

### ***Policies/Procedures Related to Specialized Aide***

There are no formal policies or procedures specifically governing the use of specialized aides. Specialized aides must adhere to the general requirements for all parents that work at school with students.

Generally, the teacher informs the ombudsperson or classroom scheduler of any specific needs for specialized aides, and the ombudsperson or scheduler will disseminate this information to parents in the class. Occasionally, a teacher may approach a parent directly if he or she feels the parent demonstrates the skills necessary for a particular job.

If you believe you would like to work as a specialized aide, contact the ombudsperson(s) for the specific grade levels or classes you would like to work with, and let them know what your particular area of interest is. The ombudsperson will relay the information to the appropriate teacher or scheduler.

It is always at the discretion of the teacher to decide if and how a parent will be utilized as a specialized aide.

Record your hours on your family's hours record sheet located in the binders near the parent folder.

## ***Section II: Parent Participation Commitment***

### ***Specialized Aide***

***09/11/01***

## **Field Trips**

### ***Description***

Any school-sponsored activity in which students leave the school facility with adult chaperones is considered a field trip. Transportation of field trips may be walking, driving or taking public transport. Field trips may be for an entire class or for a select group of students. Teachers and/or parents may plan field trips, but teachers always retain the authority to establish guidelines and make any necessary decisions regarding the trip.

### ***Policies/Procedures Related to Field Trips***

#### ***Student Participation***

*Field trips are an essential component of the Ocean Shore curriculum, and as such are neither considered to be an extra nor a privilege. Certain conditions however may prevent a child from going on a specific field trip. These include:*

- Misbehavior on a past trip or trips;
- Failure to complete work that is required preparation for a specific trip;
- School behavior that indicates a child's inability to participate in a field trip without extraordinary supervision;
- Failure of a parent to turn in all required paperwork.

Teachers must notify parents if their children will not be allowed on a field trip.

#### ***Rules for Field Trip Drivers***

In accordance with Pacifica School District policy, each adult driving on a field trip must provide a copy of:

- Current California Driver's license;
- Automobile insurance policy declarations page indicating liability insurance which provides AT LEAST \$100,000 per person and \$300,000 per accident on liability, and \$25,000 property damage per accident;
- Completed and signed PSD volunteer driver form. 06/05/2001

The driver and all passengers in any vehicle must be restrained by seat belts. Children must ride properly buckled up, in the back seat, in a safety seat or booster until they are at least 8 years old or 4'9" tall. If a driver allows anyone in the car to ride without a seat belt, or, as appropriate, a child safety car seat, or allows anyone to ride with his/her seat belt unfastened, that driver will receive no hours for driving the trip, and will not be allowed to drive again on a field trip that year. 06/30/2009

### ***Section II: Parent Participation Commitment***

#### ***Field Trip***

***02/10/04***

**Rules for Field Trip Drivers (continued)**

A driver may allow his/her own child to sit in a car seat where there is a functioning air bag. Otherwise, students are not allowed to sit in a car seat where there is a functioning air bag. If a parent wishes to place a child other than his/her own child in a car seat where there is an air bag, proof of deactivated air bag will be required. 09/01/2001

All field trip drivers will carry list of emergency phone numbers and emergency forms for all the children he/she drives on that field tip. 11/10/1986

No unauthorized stops during field trips, such as for food or to the gift store are allowed. Stops may be made if approved by the teacher. 06/03/2002

Because of safety concerns and supervision requirements, parents/chaperones may not bring younger siblings of children that are not part of the class group on Ocean Shore field trips. 09/01/2001

In order to earn hours on a field trip, you must be responsible for three children. Exceptions can include if the teacher feels a smaller child-to-adult ratio is necessary and/or appropriate, or the parent is a driver and, because of seat belt, car safety seat and/or air bag restrictions cannot carry more than two children. In that instance, a parent must be responsible for a minimum of two children. 02/14/2003

If a driver fails to appear for a field trip without prior notification, it will be up to the discretion of the field trip coordinator and teacher to decide if that parent may drive again. 03/10/1987

Drivers are responsible for their group at all times during the field trip. If you need to escort a child to the restroom, car, etc. advise another parent or the teacher to supervise the rest of your group.

Trips out of school are an extension of the classroom, and children are expected to behave as if they were still in the classroom. It is the adult's responsibility to confront any student whose behavior is inappropriate, even if the student is not in his/her car. Adults should be specific about why the behavior is not appropriate. If a child continues to misbehave, the parent should advise the teacher who will then supervise that child for the rest of the trip, or give further direction to the child.

Advise the field trip coordinator immediately if you were scheduled to drive a trip but due to unforeseen circumstances cannot make it.

Drivers should arrive to the classroom a few minutes before departure time to get proper instructions and directions.

The field trip coordinator will submit your hours to the Hours Recorder.

**Section II: Parent Participation Commitment**

**Field Trip**

**02/10/04**

***Rules for Field Trip Drivers (continued)***

If an event for which you have volunteered, such as an aide day, field trip, special project, etc., is canceled due to unforeseen circumstances, you are entitled to claim hours you would have worked UNLESS you receive a 48-hour notice prior to cancellation. 02/12/2002

***Scheduling to Drive on a Field Trip***

The call-in procedure or email call-in is frequently used to schedule drivers for a field trip. The Field Trip Coordinator will send out a message with information about the upcoming field trip and when to call in if you would like to drive.

***Overnight Field Trips***

Hour for hour credit will be given for all field trips, up to 12 hours' maximum credit per calendar day (which is defined as midnight to midnight);

For example, if a class goes on a three-day, two-night field trip, leaving school at 8:30 a.m. May 15, and returning to school at 2:30 p.m. May 17, each parent would get a total of 36 hours for the trip: 12 hours for May 15, 12 hours for May 16, and 12 hours for May 17;

Parents on a one-night field trip that begins at 6:00 p.m. May 25 and ends at 8 a.m. May 26, would get a total of 14 hours: 6 hours for the time between 6 p.m. and midnight on May 25, and 8 hours for the time between midnight and 8 a.m. on May 26.

Teachers may authorize additional field trip hours if they feel it is warranted. 02/01/2004

Prep time hours for overnight class field trips shall be determined by the teacher.

***Section II: Parent Participation Commitment***

***Field Trip***

***02/10/04***

## **Special Projects (Theme Days, etc.)**

### ***Description***

"Special Projects" is the catch-all term that describes a wide variety of enrichment activities. Parents and teachers generate special project ideas, often in a collaborative effort during monthly planning meetings. Parents typically supply the bulk of the labor for special projects, while the teacher monitors and directs the activities as appropriate for the situation.

Each classroom has a Special Projects Coordinator who is available as a resource for any parent who needs help planning and implementing a special project.

### ***What qualifies as a Special Project?***

All the following activities qualify as "Special Projects" and can be used to fulfill the family commitment requirement of one special project per year.

#### *Theme Days*

A Theme Day is a school day when all or nearly all of the day's curriculum in the classroom is devoted to a common theme. Students are divided into small groups, and then rotate through various activity centers, each of which is led by an adult. Occasionally, two or more teachers combine to do a joint theme day.

#### *Literature Groups*

Parents meet with the same small group of students for an hour each day, over a two- to three-week period to read and discuss a selected work of literature. A related art or craft project may be included.

#### *Music and Foreign Language*

Parents with these skills coordinate with teachers to provide a music or foreign language lesson to the class.

#### *Oceans Week*

Any activities done with students during Oceans Week would qualify as Special Project Time. Oceans Week is discussed in more detail later in this Handbook.

#### *PODS*

PODS are schoolwide activities that occur about 4-5 times per year. Teachers may ask for parents to help supervise, plan and/or implement these activities.

## ***Section II: Parent Participation Commitment***

### ***Ways to Participate at School***

#### ***Special Projects (Theme Days, etc.)***

***05/15/03***

## **Policies/Procedures Relating to Special Projects**

If the adult offering the special project has any concerns about his or her ability to safely supervise particular students, he/she should seek guidance from the teacher. The teacher may recommend that the student be excluded from the special project, or that special accommodations be made. If special accommodations are necessary in order for a particular student to participate in the special project, hours will be granted for any additional parent labor that is necessary to provide the accommodations.

Prep time may not exceed the time spent doing the special project. 05/14/2003

Parents may receive reimbursement for purchases or services used during school activities. Any purchases over \$10.00 must be pre-approved by the appropriate activity coordinator or executive board member. 06/05/2001

For non-classroom accounts, either the president or one of the vice presidents must approve request for reimbursement. 04/27/1995

The special projects coordinator will turn in hours for special projects. Do not record your hours in the hours binders. 05/20/2003

***Section II: Parent Participation Commitment  
Ways to Participate at School  
Special Projects (Theme Days, etc.)  
05/15/03***

## **Oceans Week**

### ***Description***

This Kent award-winning program has been a part of the Ocean Shore School curriculum since 1986. Each year a marine science topic is studied in depth by the entire school for at least a week. Past topics include: the polar seas, coral reefs, marine mammals and the kelp forest. A large variety of learning experiences are provided, such as learning centers at the beach and cross-grade rotations through learning centers at school, individual theme days for each classroom, and school-wide assemblies. Seventh and eighth grade students develop organizational and leadership skills by leading learning centers.

### ***Policies/Procedures Relating to Oceans Week***

No formal policies exist for scheduling to work during Oceans Week. The Oceans Week Coordinator will send out various fliers with specific information when it is time to sign up for Oceans Week activities. In addition, an Oceans Week bulletin board will be posted at school with sign-up sheets and pertinent information.

Please note that all policies that apply to parents working with students would apply to anyone who wishes to work with students during Oceans Week.

### ***Library and Computer Lab***

There are no formal policies for working in these areas; however, there is a coordinator for each of them, whom you may contact if you would like to work in either or these areas. Generally, the coordinator will send out a notice, either via the cubbies or parent folders or via email, with instructions as to what type of help is needed and how to sign up. The coordinator can also assist you to get whatever training is necessary for you to work in these areas.

Also, classroom teachers may seek parents to support student learning in the computer lab. These opportunities usually require a weekly time commitment.

Please note that all policies that apply to parents working with students would apply to anyone who wishes to work in either the library or the computer lab.

Record your hours spent working in the library or computer lab on your family's Hours Record sheet located in the binders near the parent folders.

### ***Section II: Parent Participation Commitment***

#### ***Ways to Participate at School***

#### ***Oceans Week/Library and Computer Lab***

***09/11/01***



## **Buddy Family**

### ***Description***

All new families are assigned a buddy family. The buddy family should contact the new family and arrange to meet within the first 2 weeks of school. There is a checklist of topics that the buddy family should cover with the new family; and, more importantly, the buddy family can serve as a supportive resource for the new family.

### ***Policy/Procedure related to Buddy Families***

Buddy families will meet with new members and discuss/review all items on the checklist provided by new parent coordinator. Once these items have been fully discussed to the satisfaction of both the buddy and the new family, both the buddy and the new member can sign the checklist and turn it in to the New Parent Coordinator. The New Parent Coordinator will give the Recorder a list of names of all the buddy/new family pairs who have completed this checklist, and each of these families (both buddy and new family) will be awarded two hours. Buddies will continue to earn hours for the time they spend with their new member family during that family's first day participating at school and/or doing a special project.

### ***Working at School, but not with Students***

For those parents who are not comfortable working with students, but who are available to come in during the school day, there are ways to earn hours at school without working with students. Several administrative jobs (elected positions) entail work that can be done at school during school hours; however, they don't include any direct work with students. Examples of these jobs are Copy Room Aide and Parent Resources Monitor. Administrative jobs are discussed in greater detail later in this handbook.

Frequently there are also project preparation and maintenance tasks that need to be taken care of at school. Contact your ombudsperson, or the school secretary or members of the PTO Executive Board if you would like to be available to earn hours doing these types of tasks.

## ***Section II: Parent Participation Commitment***

### ***Ways to Participate at School***

#### ***Buddy Family/Working at School, but not with Students***

***09/11/01***

## **Participating Outside of School**

### ***Administrative Job***

To provide a quality program, there must be administrative support. It is the goal that the administrative support not exceed 15% of the total hours earned by parents. Administrative positions do not earn hour for hour credit. Hours earned for administrative jobs are determined by the PTO Executive Board and are listed on each job description. There is a binder kept in the Parent Room with copies of all job descriptions. Job descriptions can also be found on the PTO website.

Parents who are not available to come to the school regularly during school hours can do many administrative jobs.

Some administrative jobs are elected positions. Please see Section III for information about election procedures.

If you hold an administrative position, the Hours Recorder will automatically credit you with a proportional amount of hours for that job on a monthly basis.

### ***Policies related to Administrative Jobs***

A person may only hold one Executive Board position per school year. 08/18/1983

Persons may not hold two or more administrative jobs that have conflicting requirements.  
Persons accepting administrative jobs will be required to carry out the current job description. 02/22/1994

*The procedure to follow when a person is not fulfilling their administrative duties will be:*

- a) A Board member will speak to the parent to encourage improvement in their job performance and notify them that they have 30 days to improve.
- b) Immediately after meeting between the Board member and parent, a written confirmation of their conversation will be given to the parent with a copy to the Board President.
- c) If, after 30 days the Board decides no marked improvement has occurred, the parent will be replaced by way of appointment by the Board. 01/28/1997

**Section II: Parent Participation Commitment**  
**Participating Outside of School**  
**Administrative Job**  
**04/18/07**

## **Childcare**

### ***Onsite***

The Childcare Coordinator will send out notices requesting workers for specific events that are onsite, such as planning meetings.

### ***Policies/Procedures Relating to Childcare:***

Families can provide in-home childcare during the school day for commitment hours. The maximum hours that may be earned are the total commitment minus 15 hours. Childcare hours are earned while parents attend meetings, aide in the classroom, drive on field trips or do special projects. Childcare hours reported are equal to the hours the parent spent in the classroom working with the students. An exception is where a parent providing childcare to two or more preschool age children earns one and one half hour per hour while watching those children. Hours reported are per time spent watching children, not per number of children or per number of families. The parent whose children are being watched should record the hours on the Hours Record sheet of the family that is providing the childcare. A parent providing childcare for more than one family must designate which parent is to record the childcare hours.

For onsite childcare, record your hours on your family's Hours Record sheet located in the binders near the parent folders. 02/12/2002

### ***Baking***

You may earn up to 10 hours per year baking or cooking items for use at school bake sales and other school events. 08/01/2003

### ***No Hours for purchase***

You may not earn hours by purchasing materials for use at school. Either submit your receipts to the treasurer for reimbursement, or use the money to purchase Alternative Service hours.

## ***Section II: Parent Participation Commitment***

### ***Participating Outside of School***

#### ***Childcare/Afterschool Special Project/Baking/No hours for purchase***

02/12/02

## **Committee Work**

### ***Description***

Various committees do much of what is accomplished by the PTO. Committees may be appointed by the Executive Board to study a topic in detail and formulate a strategy for dealing with it, or general members may be granted approval by the Board to form committees in order to study and make recommendations regarding topics of concern to them.

### ***Specific Policy/Procedures relating to Committee Work***

Three types of committee work have been identified for which Ocean Shore members may earn hours, under the following guidelines:

1) **Ongoing committees** that support school programs such as the Tech Team, Site Council or Library Committee. Hours spent on actual labor/training, etc., should be recorded as Odds and Ends or in the appropriate classroom. The following pertains specifically to meetings of ongoing committee members:

Hour-for-hour credit for meeting attendees, up to a maximum of two hours per month. Hours are only awarded if meetings actually take place; i.e. there won't be an automatic credit of two hours per month.

2) **Short-term committees** are designed to study a specific topic and then make recommendations to the board. The following applies to short-term committees:

Meeting attendees earn hour-for-hour credit up to five hours.

Hours will only be awarded after the committee has provided recommendations to the Executive Board.

If the committee feels that five hours is not adequate, then the committee should seek guidance from the executive board. Some possible solutions may be that the focus of the committee be narrowed, the Board may determine that additional hours are warranted, or the Board may choose to disband the committee.

***Section II: Parent Participation Commitment  
Participating Outside of School  
Committee Work  
05/12/03***

*Specific Policy/Procedures relating to Committee Work*

Hours will only be awarded after the committee has provided a program that is ready to be integrated into the school. "Integration" does not include the time it takes to train parents, but it does include acquiring the materials or identifying the resources and planning how to implement the program.

*General Rules for all Committees*

In all of the above cases, attendance should be recorded on an "Hours for the Recorder" form for each meeting. Once the committee has met its requirements in order to earn hours (as outlined above) the committee chair should turn in the "Hours for the Recorder" form to the Recorder, so that hours can be credited to all committee members.

*Only those in attendance will earn hours for each meeting.*

Hours for committee work will only be awarded to those committees that have stated their intentions (purpose of committee, estimated time, number of members, etc.) to the Executive Board and have received prior approval from the Executive Board.

The committee is responsible for maintaining documentation of its progress. It is recommended that the committee chair provide written notes of all committee meetings to the PTO President on a regular basis. If this is not done, the committee chair must provide meeting notes upon request of the PTO President or Executive Board. Failure to do so may result in the disbanding of the committee, with no hours awarded to any committee members.

In the event that other types of committees are formed that don't fit any of the descriptions of those listed above, the executive board will work with the committee members to determine how the hours allotment should be structured.

***Section II: Parent Participation Commitment  
Participating Outside of School  
Committee Work  
07/12/05***

## **Alternative Service**

### ***Description.***

Alternative Service is an option for family members who prefer to have a substitute family member work at school for them. Family members purchase commitment hours by paying into a pool of funds that is utilized to pay Alternative Service assistants. These assistants work regularly in the same classroom, thus providing consistency and continuity. Often the assistants are Ocean Shore family members who have demonstrated exceptional skills working with children and have been recruited by teachers to work in this capacity.

Ocean Shore family members who work as assistants are still obligated to fulfill their hours commitment for their own children so there is no loss of participation hours.

The program is administered by the alternative service coordinator, which is a PTO Executive Board-appointed position, filled by an Ocean Shore parent.

### ***How to Purchase Hours***

Alternative Service contracts are located in the parent folder of the Alternative Service Coordinator. You may contract for all the hours you plan to purchase and pay in installments or all at once. Fill out the form and attach your check, and leave it in the Coordinator's parent folder. Alternative Service hours purchased are tax deductible.

### ***Policies/Procedures Relating to Alternative Service***

All but 15 hours of a family's commitment may be purchased through Alternative Service.

04/29/1981

The Alternative Service Coordinator will provide a monthly summary to the Hours Recorder of the number of hours a family has purchased, and monthly accounting of income/expenses to the Treasurer.

### ***Section II: Parent Participation Commitment***

#### ***Participating Outside of School***

##### ***Alternative Service***

09/08/09

## **Parent Training**

Parents may earn hours by attending parent training activities, or providing training to other Ocean Shore parents. The training must teach a skill that will enable parents to work more effectively at school and/or with children.

Parent Training may be provided at Ocean Shore School in a variety of ways, such as one-time training sessions offered during the evening or weekend or regularly scheduled, ongoing sessions. Parents may also earn hours by attending classes offered by agencies such as the Pacifica School Volunteers, the Pacifica School District, and the San Mateo County Office of Education. Other classes or events may also qualify to earn parent training hours, but they must be approved by the PTO Executive Board.

### ***Policies and Procedures Related to Parent Training***

Parents who wish to offer parent training to other Ocean Shore parents must obtain prior approval from the PTO Executive Board.

Parent trainers will earn hour-for-hour credit for any training session they conduct, plus prep time. Prep time may not exceed the time spent conducting the training.

Training sessions may be repeated as long as there is a minimum average of three attendees per session.

Trainers must provide a sign-in sheet that states the date, time and subject of the training session. Attendees must sign in for each session they attend. After the training, the parent trainer will submit the sign-in sheet to the Hours Recorder.

In addition to parent training provided onsite at Ocean Shore, parent training hours are preapproved for classes provided by the Pacifica School Volunteers, Pacifica School District, or San Mateo County Office of Education. Parents should record hours in their hours binders for any training they receive from these agencies. The name of the course and the provider must be included

In order to earn parent training hours for attending classes that are not provided by any of the agencies listed above, parents must get authorization from the PTO Executive Board.

No more than 10 hours per year may be earned taking classes offered by outside agencies.

### ***Section II: Parent Participation Commitment***

#### ***Parent Training***

***05/12/03***

## **Odds and Ends**

### ***Policies and Procedures Related to Odds and Ends***

Odds and ends are miscellaneous jobs that are done either at home or at school. They range from correcting papers to site beautification. There is no specific list of things that need to be done, but you can notify your teacher or ombudsperson if you would like to do classroom odds and ends. There may be a current list of Odds and Ends on the bulletin board in the Parent Hallway for school ideas. Record your odds and ends hours on your family's hours record sheet located in the binders near the parent folders.

### ***Planning Meetings***

#### *Specific Policy/Procedures Relating to Planning Meetings*

Members may earn hours for each planning meeting they attend. The number of hours earned per family for each meeting is equal to the length of the planning meeting, rounded up to the next 1/2-hour increment. For example, a planning meeting that lasts 40 minutes would be rounded up to one hour. A meeting that lasts an hour and 20 minutes would be rounded up to 1-1/2 hours.

In order to be credited with these hours, members must sign in on the attendance sheet provided by the ombud or meeting chair, and their signatures and family names must be legible. Ombuds or meeting chairs will write the amount of time to be credited to each family at the top of the attendance sheet, and will submit it to the Hours Recorder. 02/12/2002

### ***Section II: Parent Participation Commitment***

#### ***Odds and Ends***

***09/10/03***



## **I have a great idea! Whom do I tell?**

One of the great things about Ocean Shore is the input from parents is highly valued and utilized whenever appropriate. Many of the existing aspects of our school were initiated by parents. Oceans Week, the Art Connections Curriculum, Choral Music Instruction and Peer Mediation are all examples of parent-inspired programs.

### ***Here are some guidelines for seeing your idea become a reality:***

If you have an idea that affects only your child's class, you should speak to the Ombudsperson. The Ombud is your liaison to the teacher. Even if you wish to speak to the teacher directly, you may find it helpful to speak with the Ombuds first. The Ombud can advise you and help you to shape your idea so that it fits the needs of the class.

For any ideas that affect more than one classroom, contact the PTO President at least a week prior to the next Executive Board meeting (generally held on the second Tuesday evening of the month), and request to be put on the agenda so that you can present your idea to the Board.

Ideally, you should be able to answer the following questions before you go to the Executive Board meeting:

- How will your idea improve Ocean Shore School?
- What students will benefit?
- How much time is involved?
- When (how often) would it happen?
- Who will implement it?
- Do you have other parents willing to help you?
- What materials are necessary?
- What will it cost?

As you can see, you really should give a lot of thought to your idea before you present it to the board. If you have no idea how to even begin to answer these questions, then make an appointment to talk to an Ombudsperson, Vice-President, President or the Principal. They may be able to give you the information you need, or at least help you get started.

### ***Section II: Parent Participation Commitment***

#### ***I have a great idea! Whom do I tell?***

***08/01/06***

## **I have a great idea! Whom do I tell? (continued)**

Any idea that involves students during class time and/or teachers must have the support of the affected teachers and the Principal. The Executive Board may ask you to present your idea at one of the teacher/ombud meetings. These meetings are less formal than Executive Board meetings, and they provide an important opportunity for all the teachers and most of the Executive Board to discuss any issues related to parents and teachers working together to deliver the educational program. If you are asked to present your idea at the teacher/ombud meeting, you will be advised how to get on the agenda.

Another point that is very important to remember is that you cannot expect others to implement your plan for you. Assuming you get approval from the Board to proceed, the Board can provide guidance and direction, but the burden will be on you to make things happen.

### ***Why am I getting resistance?***

There are a variety of reasons that the Board, teachers or Principal may not be eager to support a well-intentioned idea. There may be safety concerns; there may be too many other pressing priorities, your idea may not meet the needs of the school, it might cost too much or the benefits might not be worth the potential problems that it may cause.

Please don't take it personally if your plan isn't met with enthusiasm. Instead, use what you have learned to refine your plan to a more realistic venture. Perhaps the Board can't invest full scale in your idea, but it would support a trial run or limited version, or you can wait for a more optimum time to introduce your plan again. Even if your specific idea is not utilized, your enthusiasm and eagerness to contribute can promote an exchange of ideas that may lead to other exciting and creative enhancements to the school.

## **Section II: Parent Participation Commitment**

### ***I have a great idea! Who do I tell?***

**09/11/01**

## **Hours Commitment**

### ***Policy Regarding earning hours***

Laguna Salada Alternative School, now called Ocean Shore School, was founded on the basic premise that parents and extended family should have an active role in a child's education by participating at school. This active participation provides three important benefits:

- Enhances each student's experience by providing hands on learning opportunities, small group instruction, adult interaction and an exposure to a variety of activities and ideas.
- Parents/guardians know what is happening at school and with his/her child.
- It builds community.

To ensure that each family remains connected to the school and to maintain the support of all families, PTO monitors hour's commitment.

Hours may only be earned and recorded for a family who has a child currently enrolled at school. Hours are based on children per residence for multiple families in one home (considered a single family unit). At the beginning of each year, the parent/legal guardian of student provides a list of up to 4 adult family members who will be working at school or PTO sponsored events. The family members are subject to all same requirements as that of a parent outlined in school handbook and the PTO handbook. These are the only individuals who will receive hours credit for a family.

Note: Any person who does not have a student enrolled at Ocean Shore School may volunteer by contacting Pacifica School Volunteers. Community volunteers do not earn hours. 4/18/2007

To earn hours, the activity must support the entire program, a class or as approved, a group of Ocean Shore students. Hours may be earned for fundraising when the revenue from the event is placed in general fund or a designated account. If a family will individually benefit from fundraising efforts, hours may not be earned. (See fundraising section for policies about fundraisers.)

12/06

***Section II: Parent Participation Commitment***  
***Hours Commitment***  
***04/18/07***

## **Recording Your Hours**

You want to make sure you receive credit for the time you contribute to the school. In addition to recording your hours as described below, **KEEP YOUR OWN RECORDS!**

Each family has an hours record sheet located in alphabetical order in the binders near the parent folders. Use this sheet to record your hours as directed on the sheet.

You do not need to record the following types of hours:

**Field Trip Hours:** The Field Trip Coordinator will submit your hours to the Hours Recorder.

**Committee Work:** The committee chair will provide a copy of meeting minutes and attendance to the President. The President will approve these and submit them to the Hours Recorder.

**Administrative Jobs:** If you hold an elected position, the Hours Recorder will automatically credit you with a proportional amount of hours for that job on a monthly basis.

**Alternative Service:** The Alternative Service Coordinator will provide a monthly summary to the Hours Recorder of the number of hours a family has purchased.

**Planning Meetings:** The class Ombud will submit the attendance sheet to the Hours Recorder so that all in attendance will be credited.

**Theme Days:** The Special Projects coordinator will submit your hours to the Hours Recorder, you may need to sign in on the sheet provided by the coordinator.

When in doubt, you can always ask the chairperson of the activity that you are doing, your Ombud, a Vice-President or the President.

### ***Policies and Procedures Related to Recording your Hours***

Hours will not be credited to any family that has not turned in a signed parent contract and all other fees and documentation indicated in the parent packet. The Ombudsperson will provide written notification to any family who is delinquent in turning in these materials. 06/05/2001

### ***Cancelled Events***

If an event for which you have volunteered, such as but not limited to aide day, field trip, special project, etc., is canceled due to unforeseen circumstances, you are entitled to claim hours you would have worked UNLESS you receive a 48 hour notice prior to cancellation. 02/12/2002

### ***Section II: Parent Participation Commitment***

#### ***Hours Commitment***

***04/18/07***

*If there is an error in your hours summary, or you forgot to record your hours*

Errors are inevitable, so keep track of your own hours and check them against the summary, if there is a discrepancy or you forgot to record some hours, provide a written statement to the Hours Recorder. Phoned-in hours will not be accepted.

*Donating hours to another family*

It is not permitted for families to solicit other families for donations of hours. It is also not permitted for families to sell their excess hours to other families. However, a family that has surplus hours may designate that the hours they work be credited to another family. Donation forms are available in the hours binders, turn them into the Hours Recorder.

*If you think you will not be able to fulfill your commitment*

If you are concerned that you will not be able to fulfill your commitment, it is in your best interest to contact your Ombud as soon as possible. Your Ombud will work with you to optimize all opportunities for you to earn hours.

Please review the first page of the parent contract (you should have your own personal copy and there is also a sample in this handbook) for procedures related to failure to fulfill the hourly commitment.

**Section II: Parent Participation Commitment**

**Hours Commitment**

**04/18/07**

## **Guidelines for the Administrative Placement Families and families placed in Special Day Class (District and County) through IEP**

When classrooms are full to capacity in a particular grade across the district, the Associate Superintendent may place a student at Ocean Shore School. This is called an administrative placement and occurs without family choice. This placement exists for the one school year.

Families in the District SDC (Special Day Class) class are placed at Ocean Shore through an IEP (Individualized Education Plan) process.

All families are considered part of the PTO. This membership entitles the family to inclusion in the PTO roster, a family folder and inclusion in all school wide information and communication.

As part of the PTO, these families also take part in the following:

- Work in the classrooms
- Field trips
- Hold PTO administrative jobs
- Are asked, but not required, to fulfill the family hours commitment and the fundraising commitment

All families must fill out the start of the year family packets if they wish to work in the classroom and/or drive on field trips. The SDC community is supported by a class ombud and a PTO/District SEPAC (Special Education Parent Advisory Council) Representative.

If you are a family in one of these situations, tours and information are available throughout the year with the Prospective Parent Liaison.

## **Section III: Parent Teacher Organization Administrative Systems**

## **Ocean Shore School Parent Teacher Organization**

Ocean Shore PTO is the Ocean Shore School Parent Teacher Organization and is the governing body of Ocean Shore. It is comprised of all Ocean Shore teachers, parents, and the Principal. We are incorporated as a nonprofit organization and operate under bylaws that are in accordance with Section 5310 (b) (1) of the Nonprofit Public Benefit Corporation Law of the State of California. These bylaws are available for any member to view upon request.

The Board of Directors of the Ocean Shore PTO is more commonly referred to as the Executive Board, and consists of the Principal, a representative for the teachers, and the following elected positions:

President or Co-Presidents  
Vice Presidents (2)  
Secretary  
Treasurer  
Parent Representatives  
Fundraising Manager

The Executive Board meets at least monthly, and under Bylaw Article II is authorized to act on behalf of the members, "any action which would...require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors."

### **Classroom Organizational Structure**

Each classroom has several key positions that are integral to the smooth operation of classroom activities and classroom integration with the entire school.

#### ***Ombudsperson***

Note: Each classroom has a liaison called an Ombud. Since this person works closely with the teacher, handles confidential or sensitive information, and may have financial responsibility, this position is teacher selected.

- Facilitates Parent-Parent and Parent-Teacher communication and problem solving;
- Takes minutes at planning meetings and disseminates to all parents. (May chair planning meeting if teacher desires);
- Disseminates information about classroom activities to all parents in class, in a variety of ways: fliers, phone trees, school newsletter, bulletin Board, master calendar, e-mails, etc.
- Organizes class roster;
- Resource for questions about Ocean Shore policies, procedures, classroom activities, etc.

#### ***Section III: Parent Teacher Organization Administrative Systems***

##### ***Ocean Shore School Parent Teacher Organization***

##### ***Classroom Organizational Structure***

***05/12/03***



## **Elected officers**

### ***Scheduler***

- Works with teacher and parents to schedule parents to work in the classroom either as daily aides or specialized aides.

### ***Special Projects Coordinator***

- Works with teacher and parents to coordinate theme days and other special project activities;
- Resource for parents who need help planning and implementing special project activities.

### ***Field Trip Coordinator***

- Works with teacher to plan and organize field trips;
- Coordinates parents to drive on field trips;
- Responsible for ensuring all parents driving on field trips have appropriate documentation.

## **Other non-elected positions:**

### ***Art Coordinator***

Usually a teacher will request that one or two parents volunteer to be the classroom art coordinators. These parents will work with the teacher to plan and implement regular art lessons in the classroom using the Art Connections curriculum or another agreed upon curricular program. The parents may also be asked to maintain portfolios for each child and to display the artwork at various locations. Parents earn hours towards the special projects requirement of 15 hours.

### ***Miscellaneous***

Teachers or their ombudspersons will often seek parents to do special jobs on a regular basis, such as organizing Scholastic Book orders or cleaning cages of class pets. Hours are generally taken as classroom odds and ends.

## ***Section III: Parent Teacher Organization Administrative Systems***

### ***Ocean Shore School Parent Teacher Organization***

#### ***Classroom Organizational Structure***

***05/12/03***

## **Admission Policies**

Admissions are handled per district procedures. These can be referred to by contacting the Pacifica School District office or viewing the PSD website at [www.PacificaSD.org/District/1120-Untitled.html](http://www.PacificaSD.org/District/1120-Untitled.html)

## **Fundraising Policies & Procedures**

Each school year, Ocean Shore families are encouraged to donate \$300 per child to support the PTO budget and decrease the need for fundraising activities. Families may help meet these needs by donating directly by check or monthly autowithdrawal, by participating in school-wide fundraising efforts, or by a combination of donation and participation. Typically, OSS's annual fundraisers will include a school-wide event (such as a Read-a-thon) and a family-friendly or adults- only event (such as a carnival or adult social). Supplemental and ongoing fundraisers are often offered as well. These may include passive fundraising, such as using PTO website to make Amazon purchases or turning in Boxtops from products purchased; or they may include active fundraising such as selling products. OSS is a 501(c)3, tax-exempt organization; all donations may be deducted according to IRS code.

For school wide or community service fundraisers, approval must be received from the Fundraising Manager and then the remainder of the PTO Board. The PTO prefers fundraisers where the membership is offered a service or product that they can choose to purchase or not, versus a fundraiser where the membership will be asked to do solicitations or take on a more active role. In order to avoid conflict of interest, the PTO board will need the following information to evaluate school wide and community fundraisers:

- Name and phone number of person sponsoring the fundraiser, and contact person;
- Product of service (i.e. See's Candy, Otis Spunkmeyer Cookie Dough, etc.);
- Date, time and description of fundraiser;
- Percentage profit to the school, (i.e. 50%, 100%, etc.);
- Names of other entities, (for example, yourself, your company), who will benefit from this fundraiser other than the school, (for example, through publicity or financially);
- Approximate hours requested for yourself and/or other parent members.

The PTO Board reserves the right to refuse any fundraiser proposal.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Fundraising Policies & Procedures***

***06/03/02***

## **Fiscal Management/Budget Policies & Procedures**

### ***Fees for Insufficient Funds***

Fees charged for checks returned for insufficient funds will be paid by the writer of the check.

11/30/1982

### ***8th Grade Account***

At the annual PTO budget meeting, a dollar amount per 8th grade student will be budgeted to the 8th Grade account, to be used however the students, their parents and teachers feel is appropriate.

The PTO will not provide any additional funds to the 8th grade account, unless an unforeseen, exceptional situation arises. If such a situation occurs, the PTO will work with the 8th grade class to seek and consider various options; and if it so desires, the PTO may provide additional funding to the 8th grade account for that year only.

If there are excess funds in the 8th grade account at the end of the school year, the money will be returned to the PTO to be used for the next year's 8th grade account.

Exclusive of funds in the 8th grade account, any excess funds from sources that may make a profit, will be rolled into the general PTO account.

06/05/01

### ***Reimbursement to Parents for purchases or services used during school activities***

Parents may receive reimbursement for purchases or services used during school activities.

Any purchases over \$10.00 must be pre-approved by the appropriate activity coordinator, teacher, or executive board member responsible for the budget.

06/05/2001

For non-classroom accounts, requests for reimbursement must be approved by either the president or one of the vice presidents.

04/27/1995

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Fiscal Management/Budget Policies & Procedures***

06/03/02

## **Fundraising/Budget Policies & Procedures**

### ***Procedure to Obtain Reimbursement***

Obtain a reimbursement form available on the website or from the reimbursement form file, (located beneath the parent folders). Fill out the form and then attach a copy of the purchase receipt. Submit the form and attached receipt to the appropriate activity coordinator or executive board member. The activity coordinator or executive board member will review and sign the form, then submit the form and attached receipt to the treasurer. The treasurer will write a check for the specified amount to the Ocean Shore member, and leave it in the member's folder within 30 days of receipt of the form. 09/01/2001

### ***Procedure to Deposit Funds***

Obtain a deposit form available on the website at [www.oceanshoreschool.org](http://www.oceanshoreschool.org) or from the form file, (located beneath the parent folders). Fill out the form and then submit with checks to the treasurer's file. If submitting cash please place it in the safe.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Fundraising/Budget Policies & Procedures***

***06/03/02***

## **Communication**

There is always a lot happening at Ocean Shore, which necessitates an extensive communication network so that everyone can be kept well informed. Although you may feel like there is an information overload, it is vital that you pay attention to all information that you receive via the communication network. You never know when the information will be pertinent to you, so please read it all! Any information or communication through the following venues must be school related only.

**Cubbies** - Every classroom has cubbies or mail files for each child. This is usually the route for the most important notices that are sent home to all parents, such as information from the superintendent, the principal, your child's teacher or the PTO president. Student work is usually sent home via the cubbies, also. Please make sure to read your child's "mail" each day.

**Weekly Newsletter** - This is sent out from the principal at the beginning of each week, and includes important information from a variety of services.

**Family Folders** - There is a folder for each family in the parent area. There is a maximum of two family folders per family. Parents can communicate with each other via these folders, and less urgent (though still important) notices may be distributed here. Family folders should be checked a minimum of once a week. Names are listed according to the last name of the student. Family folders are to be accessed by adults only.

**Meetings** - Meetings are an important way of disseminating information and are discussed in further detail later.

**Rosters:** School Roster - Rosters will be distributed with the names, addresses, e-mail addresses and phone numbers of all families via email.

**Job Roster** - A job roster will be posted above the parent folders. This roster lists all the administrative jobholders and their phone numbers and emails. Please refer to this when you need to know who to contact regarding a specific issue.

**E-mail** - An e-mail group will be set up for electronic distribution of classroom or school wide information. Online discussion groups must be co-moderated by an Ombud, or classroom parent/guardian designated by the teacher.

**Parent Resources Desk** - Copies of the handbook, job descriptions and various other administrative documents may be found here. Please feel free to read and/or copy any information you find.

**Web Site** – Our web site currently provides a general overview of our school.

### ***Section III: Parent Teacher Organization Administrative Systems Communication***

## **Meetings**

In addition to being a mode of disseminating information, meetings provide important opportunities for all to participate in the group process of planning, problem solving and decision making which is essential to maintaining and improving the school.

**General Meeting** - There are three mandatory general meetings each year usually held in September, January and May. The superintendent, school board members, or other members of the community may attend to discuss important issues that impact Ocean Shore and/or the community. Often the Executive Board will present items to the general membership for discussion and then vote to change or adopt new policy. Status reports on various aspects of the school will also be presented. Even if you don't care to participate actively at the meeting, it is still essential that you attend so that you will be informed of the critical issues that are discussed, and you will understand the rationale for any actions that result.

**Planning Meetings** - These meetings are held monthly in each classroom. The time and day will be determined by the classroom teacher. Notices will be sent home with the specific time for each class's meeting. Childcare may be available onsite, and there may be a small fee. During the planning meeting, the curriculum for the upcoming month (and sometimes beyond) will be discussed. Parents are encouraged to share their ideas for enrichment activities, and teachers will let parents know how they can help to enhance the curriculum. Any upcoming events in the classroom will also be discussed, such as field trips, theme days, etc. Meeting attendance is not required, but is strongly encouraged.

**Executive Board Meetings** - These meetings are generally held the second Tuesday evening of the month in the faculty lounge. Any interested member may attend. If there is something specific that you want to discuss, notify the president at least a week ahead of time so your item can be put on the agenda.

**Teacher Ombuds Meetings** - These are bi-monthly meetings held with all the teachers, ombudspersons, the vice presidents and president. Agenda items usually deal with issues related to the coordination of parents and teachers working together to deliver the educational program.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Meetings***

***06/23/08***

## **Elections**

### ***Selection Process for Administrative Jobs***

The PTO Executive Board is elected by the PTO membership so that it represents the parents. As required by the Site Council By-Laws, the Site Council is elected so that it represents parents and/or community. The election process allows parents to select parents to perform administrative tasks that facilitate the program.

It is the intent that most administrative jobs be elected by general membership or, as appropriate, the class members. However, there are jobs, other than PTO Executive Board and Site Council, which have significant impact on OSSPTO. These positions are appointed by the PTO Executive Board as representatives of the parents and teachers. Any position that has significant financial responsibility; represents our school to the parents, public or school district; and/or handles sensitive/confidential information is appointed by the PTO Executive Board. All other jobs are elected by parents.

Note: Each teacher has a liaison called an ombud. Since this person has to work closely with the teacher, handles confidential or sensitive information and may have financial responsibility, this position is teacher selected.

#### *School-wide Positions:*

By May 1st, job descriptions are posted as elected or appointed. For two weeks, parents may sign up for specific jobs. The deadline (date and time) is clearly posted and communicated by posting notice with jobs, and through school and PTO communication processes.

At the posted deadline,

#### Elected Positions:

- For any job where only the required number of candidates have signed up, the parents assume the job for the following year.
- If more than the required number of candidates are listed, an election is held. One week before the general election, a ballot is created and placed in each family folder with a deadline of 3pm on the date prior to the May General Meeting. Deadline and location of the ballot box is clearly communicated on ballot and through school/PTO publications. By 3pm on the day before the General Meeting, all ballots are counted by the Job Coordinator and one other parent (OR PTO Executive Board Member).

Only one vote per family. If a family has two folders, only one ballot is placed in one of the folders.

For shared positions, the names will be listed as a team and may only receive one vote.

When counting the ballots, if a category received more votes than indicated (e.g. vote for one and two names are checked), the vote for this category will not be counted.

Write in candidates will not be accepted.

If no one has signed up for a job, then President calls for candidates at the May General Meeting.

- If only one candidate steps forward, this person has job.
- If more than one candidate steps forward, an election is held providing the membership a week to cast the votes. (Deadline, date and time, and location of the ballot box is clearly posted and communicated.)
- If no one steps forward, it becomes a board appointed position for the upcoming year.

When the election process is completed, ballots and names of those who counted the ballots are turned over the PTO President, who shall retain them until Oct. 1 of the following year.

#### *Appointed Positions:*

For all appointed positions, parents may list names on posted job descriptions or may contact the PTO President. The PTO Executive Board may require a submission of written statement outlining qualifications. Any requests for consideration of an appointed job must be submitted one week before the May General Meeting. The PTO Executive Board will meet prior to the May General Meeting to determine who will be appointed to these positions. The filled positions will be announced at the May General Meeting. For any unfilled positions, the board will accept nominations at the General Meeting to be reviewed at the next PTO Executive Board meeting.

#### *Classroom Elected Positions:*

Once the class lists have been finalized, the ombud notifies the class that an individual may submit his/her name for elected positions (special project chair, field trip chair, or scheduler). The ombud must provide a deadline for submission of names. At the deadline, if more than one person is interested, the ombud prepares and sends ballots to each family (one vote per family) clearly communicating the deadline and location where the ballots are to be turned in. The election process must be complete by one week before the general meeting so that the job roster can be printed and distributed by the September General Meeting.

### **Section III: Parent Teacher Organization Administrative Systems**

#### **Elections**

**06/23/08**



## **Section IV: Program Supports**

## **Parent Training**

Ocean Shore provides various means of parent training so that parents can be more comfortable and capable when working at school or working with their own children at home. Time spent at training sessions provided by Ocean Shore or preapproved outside agencies (such as literacy training provided by the Pacifica Volunteers) is encouraged and can be credited towards your hours commitment.

**Oceans Week and Special Theme Days** - Formal training sessions are required for many of the jobs that parents undertake during Oceans Week or some of our more extensive theme days and field trips. In these cases, the teacher or appropriate activity coordinator will coordinate the training.

**Evening Educational Meetings** - From time to time, parents or teachers may conduct evening educational sessions at school. These may be one-time events or a series. Past topics have been conflict resolution, parenting teens, and using the internet.

**Teacher provided** - Many teachers conduct training sessions for parents who will be working routinely in a specific academic area.

**On the job training** - Often, the buddy family serves in this role; however, the ombudsperson or new parent coordinator can provide a veteran family if the buddy family is not available for this.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Parent Training***

***09/01/01***

## **Technology Team**

The technology team is chaired by the computer lab coordinator (an elected position) and any parents that would like to serve on this committee may do so by contacting the coordinator. The team usually meets as a group monthly or bimonthly as needed, and oversees and coordinates the general operation of the computer lab and assists to maintain computer equipment in the classrooms. The computer lab coordinator also coordinates with PSD personnel, since some of the equipment is provided and maintained by the district. In addition to maintaining the equipment, the tech team acts as a liaison to the faculty and parents, supporting them in any way necessary to allow them to utilize the equipment to its maximum benefit.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Technology Team***

***09/01/01***

## **Community Building/Social Events**

Ocean Shore is far more than just a school that your child attends. It is a community. In addition to our parent training, communication network and various meeting, we have several other mechanisms in place for maintaining a supportive environment, which are briefly described below. There is a coordinator position for each of following activities.

### ***Buddy Families***

All new families are assigned a "buddy" family. The buddy family should contact the new family and arrange to meet within the first 2 weeks of school. There is a checklist of topics that the buddy family should cover with the new family; and, more importantly, the buddy family can serve as a supportive resource for the new family.

### ***Parent Resource Library***

This collection of books and other materials is in the Parent Room and available for checkout. Here you can find information on a wide variety of topics including parenting, education and personal growth.

### ***Social Events***

We recognize the value of having fun together! In addition to being great stress busters, these events provide networking opportunities for parents to share resources and get support from each other. The social coordinator organizes and advertises these events.

### ***Parent Bulletin Board***

Many items of interest to Ocean Shore parents may be found on the various bulletin boards near the parent communication folders.

### ***ASEP - After School Enrichment Program***

Throughout the school year, two nine-week sessions of after-school classes are offered on a fee basis for Ocean Shore students. Visit the website to view previous sessions offerings. The ASEP coordinator works with the Principal and is responsible for all aspects of arranging the program. They can be contacted for questions or suggestions.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Community Building/Social Events***

***08/01/06***

## **Evaluations**

Each year Ocean Shore asks each family to complete an anonymous evaluation. This evaluation is based on the goals and objectives identified in our Guiding Principles. In addition, each year there are a few questions requiring a narrative response. These questions generally deal with specific, timely issues at Ocean Shore.

Your input on these evaluations is vital! The evaluations are carefully scrutinized and a summary report is prepared for the Executive Board. Annual goals and executive board actions are often directly tied to responses from these evaluations.

### ***Section III: Parent Teacher Organization Administrative Systems***

#### ***Evaluations***

***07/24/05***