



ESI COMMUNITY HANDBOOK

2023 - 2024

This Parent-Student handbook is designed to acquaint you with the policies and procedures of The Ecclesial Schools Initiative (ESI). It is necessary for you to read and to comply with all provisions and policies set forth in this handbook.

Since no handbook can anticipate every policy question or circumstance, parents should direct questions to the administration regarding items not answered in the handbook.

The information and policies described here are current for the 2023-2024 school year, but are subject to change. ESI reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Any such changes will be communicated through oral and written notices.

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About ESI

Who We Are

Founded in 2019, the Ecclesial Schools Initiative (ESI) is a not-for-profit educational corporation that is working to expand access to extraordinary Christ-centered education. The word *ecclesial* comes from the Greek word the New Testament uses for Church (ekklesia) meaning related to or oriented towards the Church. For many, it is an unfamiliar word, but it gets at the heart of our model and our mission.

ESI builds partnerships with local Church congregations that have a vision for Christian education and a heart for the families of their community. Partnering with these congregations to plant schools on their properties not only helps us keep costs low, it provides an environment essential for spiritual and moral formation for our students. ESI makes private education truly accessible by connecting our families to the funds made available by Florida's tax credit scholarship program. ESI bridges the gap between these funds and the cost of education by the generous support of financial sponsors.

Our Mission and Vision:

To expand access to extraordinary education by creating a network of thriving neighborhood schools planted and nurtured in local churches, offering a rich learning environment, formative Christian practices, and a classical liberal arts curriculum to children of diverse social and economic backgrounds.

What We Believe

As a network of Christian schools, we embrace "the faith that has been once and for all delivered to the saints" (Jude 4). The Nicene Creed is the symbol of that faith recognized by the whole Church. Board members, faculty, and administrators affirm the Nicene Creed wholeheartedly and without exception and are active members of churches that do the same.

Our curriculum and school culture is designed to support intellectual, moral, and spiritual growth in the great tradition of education that flows from the historic Christian faith. While we do not require a faith commitment from our students or their parents, we do require parents to acknowledge and to give their consent for their children to be taught accordingly and to participate respectfully in all aspects of the life of the school.

We understand that as a school the authority to determine the application of the Christian faith to all areas of life does not rest with us, but with the ecclesial bodies we partner with and to which our board members, faculty, and administrators belong. In this way, the authority to determine and apply Christian social, ethical, and moral teachings belongs to the Church and its leadership. Therefore, the behavioral standards and cultural protocol of each campus location will abide by and uphold the canons and constitutions, covenants, and/or bylaws governing the congregation or parish where the school is planted. To ensure that we remain faithful to "the faith that has been once and for all delivered to the saints," we partner only with congregations and parishes that are committed to upholding historic

orthodox Christian faith, and the social, ethical, and moral practices it requires, as it has been received.

Core Values

Because we are cultivating faith, wisdom, and service, our school culture is built around the practices of prayer, study, and work.

Prayer. Growth in wisdom and virtue begins and culminates in worship. This is why our school days open with the office of morning prayer and our days end with the doxology.

Study. The classical liberal arts curriculum is challenging and requires commitment and diligent study. This is why we follow the classical ideal of *non multa sed multum* - not many things, but much. We focus on long-term growth in the most important things, rather than short-term achievement in any number of things.

Work. Training students who can serve the common good with wisdom and skill means that real work is an indispensable part of the school culture. It begins in the garden where students learn to use their own eyes, ears, and hands, and to make use of tools and technologies that extend their use. It opens into the halls, common areas, and classrooms, where faculty and students help keep the school clean and well-kept.

Classical Christian Education

Education is preparation for life. The Classical Christian model of education is the time-tested means of providing students the intellectual and spiritual formation they need to be competent, virtuous learners themselves, and the practical experience to apply that learning wisely for the common good. This model places education on a trajectory that begins in wonder and culminates in wisdom and service.

Partnership with Parents

The family is the first school ordained by God, and the parents are the family's primary teachers. The authority of the school to teach and train children is delegated from the parents. This fundamental principle, captured by the phrase *in loco parentis*, has important implications for our schools and our families.

For the school it means that we understand our role is to support parents in the work of bringing up children in the "nurture and admonition of the Lord" (Ephesians 6:4). We are never to subvert or to supplant a parent's authority. For the family it means that parents must be engaged in their children's education.

We cannot maintain this partnership without regular communication. This is why we send out regular school communications, why we require parents to be present at such events as parent orientation, parent-teacher conferences, and parent-involvement days, and why our faculty and administration are always available to meet with or to take calls from parents.

Key Ways to Partner with the School:

- Mark your calendars to attend Parent Involvement Days such as Meet the Teacher, Parent Orientation, Parent-Teacher conferences, etc.

- Preparing and completing Florida choice scholarship (i.e., FTC, FES) information and satisfying tuition commitments in a timely fashion.
- Ensure your child gets a good night's sleep and receives a nutritious breakfast, lunch, and snack every day.
- Encouraging your child to develop the habit of reading by modeling, bringing them to the library, and listening to audiobooks, while decreasing screen time at home.
- Check your child for any signs of illness before sending him or her to school.

Highly Qualified Teachers

ESI schools do not require teachers to hold state teaching certificates, except where such certifications are required by law, accreditation, or eligibility requirements for participating in the state's tax credit scholarship program. However, according to educational best practices, all teachers must have received at least 1) a Bachelor's degree and 2) college-level instruction in the curricular area(s) to which they are assigned at the school, or must have commensurate professional experience and demonstrable skill and knowledge in a given curricular area. (A professional musician, for example, with extensive performance and private teaching experience, would not necessarily be disqualified as a music teacher).

Portrait of a Faculty Member

- Teaches children with respect, compassion, and excellence.
- Engages with colleagues charitably by using experience and knowledge to mentor and train others.
- Exercises authority properly. Has the courage to address a child's behavior for the most fruitful outcome. Maintains a warm but strict demeanor.
- Demonstrates competence in all matters taught. Creates learning environments that allow children to maximize learning.
- Employs a variety of pedagogical skills to maintain an ethos of peaceful learning
- A determined learner who pursues deep knowledge and understanding of the Christian and Classical tradition.
- Invests deeply in children, demonstrating hospitality, approachability, generosity, and Christ-likeness.

Non-Discrimination

ESI schools admit students of any race, color, religion, national or ethnic origin. It does not discriminate on the basis of race, color, religion, national or ethnic origin in the administration of its educational policies, admission policies, or scholarship and financial aid programs.

Governance and Administration

Governing Board

As an independent school network, ESI is governed by a board of dedicated volunteers with the expertise and experience necessary for fulfilling a board's primary duties—ensuring that the school remains true to its mission and sound in its fiscal responsibilities. It is important to note that the board governs, it does not manage. It does this most importantly by evaluating the one employee it has chosen to accomplish its mission—the president, the executive director of the network.

Led by Deans

Each ESI campus is led by a dean who is responsible for the teaching, learning, discipline, and culture of that location. This supports a consistent culture and ensures that students, as well as their parents, are known and loved. All faculty and staff at the campus report to and are evaluated by the dean. The dean in turn reports to and is evaluated by the president.

Network Administration

The campuses are supported by a centralized network administration that oversees business, operations, and human resources for each of the campuses, as well as academics and engagement. The network administration is led by the president, who as the executive director, is also head of schools.

School Policies and Procedures

Attendance

Regular and timely school attendance is essential for a student's academic growth and success. Each school day, as well as each part of the day, is designed with careful attention to a student's intellectual, moral, and spiritual growth. Parents are expected to ensure that their children attend school each day on time.

Students are considered tardy if they arrive at school any time after the official start of the school day or leave any time before the official end of the school day. Students are considered absent if they miss more than half of the school day.

Excused and Unexcused Absences

Absences are only considered excused for personal illness or injury or death in the family. Please note that prolonged or consecutive absences require a doctor's note.

In these cases please notify the school by emailing the following:

Ecclesial School Northland: receptionist_northland@esischools.org

Ecclesial School St. Albans: receptionist_stalbans@esischools.org

All other absences will be considered unexcused. Three or more unexcused absences in a term will result in a conference with the dean. Ten or more absences will put scholarships in jeopardy.

Make every effort to schedule appointments (medical, dental, extra-curricular) outside of school hours or on school holidays. Please use the early dismissal on Wednesdays to schedule appointments.

Excused and Unexcused Tardies

Ensuring your child is at school on time with the proper uniform is one of the simplest ways to support your child's learning. A student is tardy if they are not in the classroom ready to learn by 8:10 (grades K-4) or by 8:05 (grades 5-8). We will use an automated school information system that will notify you when your child is tardy or absent. Three tardies will result in a meeting with the dean.

Excessive Absences

Five unexcused absences within a term is considered excessive and may result in dismissal from school or loss of credit for that term. In the event of excessive absences due to serious illness or other excused absence, parents must meet with the dean to determine a plan to recover lost instructional time.

Communication

Appropriate communication is essential to a thriving school community. It is maintained by keeping regular channels of communication open and by making a commitment to speak with the appropriate people, in the appropriate manner.

Commitment

We ask parents and staff alike to be direct, charitable, and personal in all communications. This means speaking directly with the person who is most directly involved with your concern. For example, if parents have questions or concerns about a class, they should begin with the classroom teacher. We must approach these conversations by thinking the best of one another, striving to speak in person when possible.

Digital Media

Gossip and misunderstandings are perennial problems in communities, and this is often exacerbated by digital communications (such as email and text messaging) and especially by social media. Please use digital media like email and text to schedule important conversations rather than using them as the medium for important conversations. Please avoid having important discussions or especially disagreements over social media.

Meet the Teacher and Parent Orientation

The school will invite parents to a Meet the Teacher event the day before the start of school each August. This event is designed to introduce parents and their children to the school and to their teachers. Parents will be invited to return approximately two weeks later for Parent Orientation, which is designed to communicate important information about the

school year and to build the partnership between parents and teachers. Attendance by at least one parent is mandatory at Parent Orientation.

Parent/Teacher Conferences

The school will set aside days in September for parent-teacher conferences. Attendance by at least one parent at this conference is mandatory. Parents or teachers may request additional meetings throughout the year as the need arises.

School Communications

We live in a world saturated by information and as such are constantly bombarded by communications. A surprising consequence is that maintaining effective communication has become much more challenging rather than less. To ensure communication is effective, we have chosen a limited number of regular channels of communication. In general, school-wide communications to families will be made through email. On Mondays, families will receive a brief email that includes a snapshot of the upcoming week: important dates and details, announcements, signups, and occasionally, a special note from the dean. This is one way we are limiting the amount of paperwork and other correspondence to parents. Reading the all-school email each Monday is the primary way to stay informed about what is happening at school.

There may be occasions when other emails are sent to families, and in the case of an emergency like a school closure, we may also communicate via text. We will strive to limit these one-off communications.

Classroom Communications

Classroom teachers endeavor to partner and communicate with parents in meaningful ways. During school hours, teachers are tasked with teaching and planning. If there is an immediate need to communicate to a teacher, call or email the school's receptionist and he or she will communicate directly to the teacher. Teachers welcome email communication and strive to respond to emails within 24 hours during the school week, and upon returning from a holiday or weekend. Teachers will also send classroom communications on Fridays to inform parents about upcoming events, what students have been learning, and opportunities to serve in the classroom.

Emergencies

Drills and Procedures

Each classroom contains a copy of the Emergency Manual, which includes emergency procedures, policies, and protocols. Emergency drills, such as fire, tornado, and lock-down, are practiced at various times throughout the year in accordance with public safety guidelines. Contact the school if you have questions about these drills or procedures.

Emergency Closures

ESI schools will normally follow Orange and Seminole County Public Schools' decisions about closing schools for hurricanes or other emergencies. Information about school closures will be communicated by email the evening prior to closure.

Events and Field Trips

Field trips and other special events are curriculum-driven and beneficial to accomplish The Ecclesial School's educational objectives for a particular grade. These events will be scheduled periodically throughout the school year. Parents will be notified in advance of any such event or field trip. One permission slip for all school trips will be signed by a parent/guardian at the beginning of each year.

Field trips and events are designed to deepen and enrich student learning. There are a myriad of good opportunities in our community and we seek to be very intentional about the *what* and the *why* of our school events. Every grade level will experience an event that complements our nature studies program, an event that connects them to the beauty, architecture, and life of the church, and an event that relates to their history studies. This framework allows us to provide students with an exciting and memorable experience, while remaining committed to connecting students to things themselves and cultivating a love for learning.

Chaperones

Parents may be invited by the classroom teacher to join field trips as chaperones. A background check and a completed chaperone form are needed for all adults accompanying students on a field trip.

Administrators and teachers will coordinate chaperones for off-campus field trips. We seek to give parents an opportunity to serve the school and experience learning with their children.

Chaperones must have a completed background check on file in order to accompany students on a field trip. Chaperones must also abide by all the requirements indicated on the chaperone form. If a chaperone is asked to drive, they must have proof of insurance and a safe driving report on file.

Care for School Property

A faithful and trustworthy character is formed by faithfulness in small things. One way we support this character growth is by engaging students in the care and upkeep of the classroom and shared areas of campus. Students dispose of trash and clean tables after meals and snacks, put away tools and equipment after garden or recess, and help tidy and rearrange classrooms at the end of the day. Students occasionally replenish soap, wipe down counters, and pick up trash in the bathroom. Our hope is for students to feel ownership of the school and learn the importance of being good stewards of the beautiful facilities the host church has made available to us.

From time to time accidents will happen, even when students are being careful, and wear and tear is normal. However, damage to church facilities or classroom furnishings through carelessness or vandalism is unacceptable. In the event that a student damages property by careless misbehavior, intentional misuse, or vandalism, parents will be responsible for the cost of repairs.

Books and Learning Materials

Normal wear and tear of books is expected, even when they are being used properly and respectfully. In the case of a lost book, or undue damage caused by misuse or careless use, parents will be responsible for the item's replacement cost.

Medical

Health Policy

We rely on our parents as the first step in preventing infection in the school and protecting our school community. A sick child should not be sent to school but should remain at home in an environment where proper care may be given.

Students cannot be sent to school if they have had any of the following within the previous 24 hours:

- Fever >100.5
- Vomiting
- Diarrhea
- Excessive coughing and/or nasal drainage

A student who experiences vomiting or diarrhea at school, has a temperature over 100.5, or has excessive coughing and/or nasal drainage, will be asked to go home and should not return to school until he/she has not experienced these symptoms for 24 hours without assistance of medication.

A student with symptoms of an illness or who is unable to participate in the day's activities because of illness will be removed from the classroom and the parents, or an emergency contact if the parents cannot be reached, will be contacted. Students must be picked up within the hour of the school's request that the child be sent home.

Parents/guardians submit student medical information during enrollment when a student is first enrolled at the school. Parents/guardians should update a student's medical information in TADS whenever a student has changes in relevant health history or any changes in medication.

Medication Policy

Prescription Medications: Medication should be given at home if at all possible. No prescription medication of any kind will be administered at school unless specific instructions are given by the parent. Prescription medications must be brought to the school clinic by the parent/guardian in the current, original, properly labeled container, as dispensed by the pharmacist/physician. Under no condition will children, including siblings be allowed to share prescription medications. Parents must submit a [Medication Administration Form](#) that is filled out by the physician with the medication order listed. Medication labels must include the child's name, name of medication, direction of use, and date. Physician's prescription and medication labels must match. Any medications not picked up at the end of the year will be discarded.

Our school clinic has acetaminophen (Tylenol), ibuprofen (Motrin), diphenhydramine (Benadryl), and calcium carbonate (Tums) that can be given to your child, if needed during the school day. The school clinic also has cough drops, essential oils, herbal tea, hydrocortisone cream, Gatorade, and aloe vera gel available. Authorization for your child to receive these medications is given in TADS during the enrollment process.

Please note that even if you have filled out the form the school clinic will still call the Parent/Guardian before administering a medication. No medication or supplement will be carried on the student's person without permission from the school clinic.

Allergies

An EpiPen is a prescription medication used to treat severe allergic reactions and requires special authorization to administer at school. Our school policy regarding EpiPen administration is for the student's safety and mandated by state law. It is required to have an order signed by you and your child's healthcare provider ON RECORD to allow the EpiPen to be administered at school. This order must be renewed each school year. An [Authorization for Emergency Medication for Severe Allergic Reaction](#) acts as both the provider order and the emergency plan. Our staff will follow this plan should your child have an allergic reaction while at school.

ALL medications listed on your child's emergency plan (including antihistamines and inhalers) MUST be supplied by the parent/guardian in the original container. You must supply two sets of all medications that are listed on your child's emergency plan. One set will be kept in the school clinic; the other set will be kept with the teacher in the classroom. The school clinic will need to meet or speak with you one week before school begins to make sure that all forms have been completed appropriately, all medications have been supplied and are not expired, and to speak with you regarding any concerns you have.

Asthma

Asthma inhalers and nebulizers are considered prescription medications. Florida state law requires that schools have a provider order for ANY prescription medication to be taken at school, including self-administered asthma medications. This order must be renewed each school year.

If your child requires that an inhaler be kept at the school clinic or on their person an [Authorization for Asthma Medication Administration](#) form must be filled out and signed by the parent/guardian and the child's healthcare provider. This form includes information to let us know your child's triggers as well as routine medications that he/she is taking for asthma control. Students may carry their inhaler in their backpack if they are able to self-administer their medication effectively. If your child requires a nebulized medication the parent/guardian must also provide a nebulizer machine to keep at the school clinic. The school clinic can meet with you to discuss your child's individualized asthma plan.

Controlled Substance Administration

If your child requires a controlled substance to be administered during school hours, the school clinic will need to meet or speak with you one week before school begins to make sure that the [Medication Administration Form](#) has been completed appropriately. All

controlled substance medications must be brought to the school clinic by the parent/guardian in the current, original, properly labeled container, as dispensed by the pharmacist/physician. Pills must be counted by a school staff member in the presence of the parent/guardian who delivered the medication to school. Our school policy regarding controlled substance administration is for the student's safety and mandated by state law. It is required to have an order signed by you and your child's healthcare provider **ON RECORD** to allow the prescribed "controlled substance" to be administered at school. This order must be renewed each school year.

Serious Disease Guidelines

Serious diseases are communicable diseases that are potentially life-threatening or that can cause permanent bodily damage (e.g. meningitis, tuberculosis, and hepatitis). Common colds, COVID-19, acute influenza, chicken pox, strep throat and the like, though unpleasant and contagious, are not considered serious diseases for most people. The administration and school clinic will take all appropriate precautions to reduce the risk of infection of any student, employee, or volunteer by any known serious diseases.

Immunizations and Physicals

Upon enrolling in school, each student is required to have an immunization record (or medical or religious exemption form) and a physical on file. The physical must have been completed within the last 365 days prior to enrollment. Entering 7th-grade students must also receive an additional Tdap booster (or exemption).

Health Screenings

During the school year, the Seminole County Health Department will provide on-site screening for hearing and vision for 1st grade, vision screening for 3rd grade, and hearing, vision, and scoliosis screening for 6th-grade students. The screenings are optional, however, scoliosis screening is highly recommended by the Dept. of Health. There is no charge for the screenings and permission slips will be sent home prior to the screening date.

Nutrition

In order to promote healthy nutritional habits for students, we encourage parents to make healthy choices when packing lunches or snacks. Consider fruits, vegetables, snacks like popcorn, and water for drinks. A great resource for how to assemble a healthy meal is the Harvard Healthy Eating Plate.

School Day

Before School Care

Before Care is available (currently only at our St. Alban's campus) daily from 7:30 am- 8:00 for a fee.

School Hours

The school day begins at 8:05 am for grades 5-8 and 8:10 am for grades K-4th . The School day ends at 3:20 PM for all students, and 2:20 on Wednesdays. Dismissal on Early-release days in December and May are 12:20 pm.

Drop-off and Pick-up Procedures

Regular morning carpool begins at 7:55 am for grades 5-8 and 8:00 am for grades K-4. Students should not be left at the school before 7:55 am. Afternoon carpool is 3:20 pm–3:35 pm. Students not picked up at the conclusion of carline will be admitted to the aftercare program for a fee.

Early-release afternoon carpool is 12:20 pm–12:35 pm.

After School Care

Aftercare is available daily from 3:30 pm–5:00 pm for a fee. A snack will be provided.

THE ECCLESIAL SCHOOL AT NORTHLAND AND ST. ALBAN'S

K-4 Daily Schedule

	REGULAR (M, T, TH, F)	WEDNESDAYS	EARLY DISMISSAL
BEFORECARE	7:30 am – 7:55 am	7:30 am – 7:55 am	7:30 am – 7:55 am
AM CARLINE	7:55 am – 8:10 am	7:55 am – 8:10 am	7:55 am – 8:10 am
SCHOOL HOURS	8:10 am – 3:20 pm	8:10 am – 3:20 pm	8:10 am – 3:20 pm
PM CARLINE	3:20 pm – 3:35 pm	2:20 pm – 2:35 pm	12:20 pm – 12:35 pm
AFTERCARE	3:35 pm – 5:00 pm	2:35 pm – 5:00 pm	No aftercare on these days

THE ECCLESIAL SCHOOL AT ST. ALBAN'S

K-4 Daily Schedule

	REGULAR (M, T, TH, F)	WEDNESDAYS	EARLY DISMISSAL
BEFORECARE	7:30 am – 7:55 am	7:30 am – 7:55 am	7:30 am – 7:55 am
AM CARLINE	7:55 am – 8:10 am	7:55 am – 8:10 am	7:55 am – 8:10 am
SCHOOL HOURS	8:10 am – 3:20 pm	8:10 am – 2:20 pm	8:10 am – 12:20 pm
PM CARLINE	3:20 pm – 3:35 pm	2:20 pm – 2:35 pm	12:20 pm – 12:35 pm
AFTERCARE	3:35 pm – 5:00 pm	2:35 pm – 5:00 pm	No aftercare on these days

LOGIC SCHOOL Daily Schedule

	REGULAR (M, T, TH, F)	WEDNESDAYS	EARLY DISMISSAL
BEFORECARE	7:30 am – 7:55 am	7:30 am – 7:55 am	7:30 am – 7:55 am
AM CARLINE	7:50 am – 8:05 am	7:50 am – 8:05 am	7:50 am – 8:05 am
SCHOOL HOURS	8:05 am – 3:20 pm	8:05 am – 2:20 pm	8:05 am – 12:20 pm
PM CARLINE	3:20 pm – 3:35 pm	2:20 pm – 2:35 pm	12:20 pm – 12:35 pm
AFTERCARE	3:35 pm – 5:00 pm	2:35 pm – 5:00 pm	No aftercare on these days

Technology

General Use

The Ecclesial Schools Initiative is committed to embodied, interpersonal learning. Because of this, our curriculum and instruction makes use of real things—books, conversations, paper and pencil, plants in the garden. Technology is not generally used. Teachers and administrators make use of email for general communications, lesson planning, and monitoring academic progress and attendance, while students have limited use of iPads for norm-referenced testing. Otherwise, students will not use personal computers, laptops, or tablets during the school day.

Social Media Policy

Electronic communication is public communication. ESI practices an “open door” approach to electronic communication. Faculty and staff will not ordinarily communicate with students electronically. In the event that they do, they shall include one or both parents of the student in any and all electronic communication with a student. Students should always copy a parent when sending an email to a faculty or staff member, and should generally avoid communicating via text. Faculty and staff will not interact with students via social media.

Cell Phones and other Electronics

Students are not permitted to bring cell phones or other electronic devices to school. If any of these items are brought to school, they will be collected by a teacher or dean until they are picked up by a parent.

Tuition

Tuition at ESI schools is scaled according to a household’s Adjusted Gross Income (a federally determined number that takes into account a family’s number of dependents). Families receive a tuition agreement as well as payment options (one installment, two installments, or ten monthly installments) as part of their registration agreement. Tuition payments are due according to the terms of the tuition agreement.

Uniforms

Students are required to arrive at school neatly groomed and wearing a school uniform each school day and for all school-sponsored events. Students who come to school improperly dressed will not be allowed to attend class until they are in uniform.

Our uniform provides students with a limited variety of comfortable and durable clothing choices, while remaining cost-effective. In general, students may wear any combination of tops and bottoms. On special days or events, students will be required to wear a dress uniform. The school will clearly communicate this in advance to families.

Refer to the chart below for specific uniform requirements. Contact the school receptionist for more information:

Ecclesial School Northland: receptionist_northland@esischools.org

Ecclesial School St. Albans: receptionist_stalbans@esischools.org

Uniform Purchasing and Vendors

To ensure accessibility to families with financial need, we will apply a uniform credit toward their tuition bill. Uniform credits are scaled according to income and will be included in the tuition agreement.

Global Schoolwear

St. Alban's school
code: ECCL01
Northland school
code:
ECCL02

Logo items, plaid
skorts, and PE
uniform for 5–8



French Toast

school code:
QS61PXW

Bottoms (shorts,
pants, and leggings)



Uniform Requirements

Boys	Girls
GS=Global Schoolwear, FT=French Toast	
Dress Uniform, grades K-4 GS Navy short sleeve polo with logo FT Khaki pants Dress Uniform, grades 5-8 GS Blue short sleeve oxford shirt with logo FT Khaki pants	Dress Uniform, grades K-4 GS Light blue short sleeve polo with logo FT Plaid skort Dress Uniform, grades 5-8 GS Blue short sleeve oxford button down blouse with logo GS Plaid skort
Top GS Short sleeve polo with logo, navy (required) and light blue	Top GS Short sleeve polo with logo, navy and light blue (required)
Bottom FT Khaki shorts or pants (pants required)	Bottom GS Navy Plaid Skort (required) FT Khaki Shorts FT Khaki pants FT Navy leggings (worn under the skort)
PE Uniform, grades 5-8 GS Grey heather every tee with logo GS Navy mesh shorts	PE Uniform, grades 5-8 GS Grey heather fem. fit every tee with logo GS Navy mesh shorts
Outerwear (choose at least one) GS Navy half-zip fleece with logo GS Navy full-zip fleece with logo GS Navy long-sleeve full-zip sweater with logo	Outerwear (choose at least one) GS Navy half-zip fleece with logo GS Navy full-zip fleece with logo GS Navy button front cardigan sweater

Belt: Boys and girls in grades 2–8 should wear a brown leather belt when wearing shorts or pants.

Shoes: Boys and girls may wear traditional athletic running sneakers. No flashing lights, characters, or distracting designs are allowed. Additionally, boys may wear brown, black or navy dress shoes (i.e. oxfords or loafers) and girls may wear navy, black or brown Mary Jane shoes.

Socks and Leggings: Boys and girls should wear plain, matching socks in white, navy, black, or gray. Additionally girls may wear plain navy blue knee socks or navy blue French Toast leggings (worn under the skort) when the weather is cold. No designs, characters, ruffles, bows, etc. are permitted.

Outerwear: If needed, students may wear non-logo outerwear outside. It must be removed upon entry to the school.

Accessories: Hats, distracting hairstyles, hair accessories (matching headbands and ribbons are permitted), and hair pieces are not to be worn to school. Jewelry should be worn in moderation and not be distracting. No large or dangling earrings, necklaces, or bracelets that can get caught on items are permitted.

Grooming/Personal Appearance:

- Clothing should be worn properly (correct fit, clean, free of wrinkles and holes, etc.).
- Boys' hair should be off the collar, off the ears, and off the eyebrows, without use of clips, ties, or other hair accessories.
- All students' hair should be of natural color. No unnatural colors like blue, green, etc.
- Girls may wear makeup or nail polish. The makeup should be a light application and nails should be a light color, non-ostentatious.

Visiting Campus

Visitors

All visitors must check in at the front desk upon arrival with the appropriate form of identification. Part of the check-in process is rapid background screening through our Raptor system. (A valid driver license is required for a guest's first screening with Raptor). This allows us to extend hospitality to our families and guests while maintaining the safety and security of the school.

Volunteers

Background Checks: A background check through the State of Florida's VECHS program including fingerprinting is required in the following situations:

- Volunteers who work directly with students in a potentially unsupervised setting

- Volunteers who drive/chaperone students on school-sanctioned trips and events where the transportation is organized by the school

Background checks for parent/grandparent volunteers are valid for as long as they have a student enrolled at the school.

Checking in: Upon arrival on campus, all volunteers should sign in to get a temporary name badge for their time on campus. Volunteers should sign out before leaving campus.

Here are a few ways that you can volunteer at The Ecclesial School:

- Through teacher notes, student papers, and newsletters sent home;
- Laminating and cutting items for teachers;
- Lunch and Recess support;
- Field trips and school events
- Working with students in the class to practice sight words, math facts, and memorization pieces.

Service Opportunities

An important way parents demonstrate commitment to the school community is by volunteering to serve at school events or other service opportunities. Some opportunities will require attendance at the school, while others can be done remotely. Parents will be provided with a list of events and other service opportunities and should choose activities that best fit their gifts, abilities, and schedules. Teachers and/or teacher assistants will track, document, and facilitate volunteer efforts and assignments.

Academics

Calendar

The school calendar for the following year is published on the school website each year prior to summer break. There are approximately 175 days in the school year. Teachers and staff return to work the first weekday in August. Classes typically begin after the second week of August and end before Memorial Day in May.

Assessment

Philosophy of Assessment

Assessment is necessary for effective teaching and learning because it allows educators to measure student growth and progress, evaluate the effectiveness of instruction, determine strategies for addressing student needs, and to plan and refine lessons according to the progress of the class. Too often, assessment is only seen as a means of evaluating student performance. While measuring performance is important, assessment is also valuable because it ensures that plans for instruction, intervention and remediation are informed by data.

Evaluation

Evaluation, which is an important part of assessment, is an essential tool teachers use to provide feedback that students need in order to grow and improve and that parents need in order to be present and engaged in their child's education.

Grading

Students are evaluated in six core academic areas: language arts, mathematics, humanities (narrative); natural history; the arts; and gymnastic education. Teachers will evaluate students in terms of their growth/progress, rather than performance, and communicate that on progress reports. Students will receive an overall evaluation in each of these six areas in terms of whether they are **fluent, consistent, developing, or not developing** with respect to key indicators in these areas, rather than in the form of letter grades

We measure intellectual growth in terms of whether a student is developing, consistent, or fluent with respect to the skills of learning defined for a certain curricular area.

- **Fluent (FLT)**: The student demonstrates that he or she has attained the learning goals and is able to to apply each of them beyond the lesson or curricular area.
- **Consistent (CST)**: The student demonstrates attainment of learning goals.
- **Developing (DVP)**: The student demonstrates growth and progress toward these learning goals
- **Not developing (ND)** The student has not made adequate growth towards learning goals and is required to participate in academic support

Students are also evaluated in terms of growth in **character and virtue**. Again, since we seek for students to acquire virtuous habits of heart and mind through consistent practice, we evaluate whether students are **consistent** or **developing** these habits.

Student Promotion

Student promotion is determined on the basis of demonstrating consistency or demonstrating sufficient progress toward consistency, with respect to the key indicators for each of the six core academic areas, as well as emotional, social, and moral growth. Students who receive “not developing” marks in a given area will receive additional support from the teacher. The dean will call for a meeting with the parents to develop a plan for how the parents can help support the child's learning at home. Re-enrollment is contingent on students demonstrating growth. All decisions relating to promotion and retention will be made in consultation with the child's parents and teachers, but will remain at the discretion of the school administration.

Homework

Policy

Homework will not form a significant part of an ESI student's educational career.

Exceptions are: 1) completing assignments due to an absence, 2) reviewing materials such as sight words (K–2), vocabulary, memory items, or notes for an assessment, 3) rehearsing lines for a play or performance, or 4) engaging in extra practice (for example, math facts) to

attain grade-level proficiency in a given area. Teachers may suggest additional resources for students who would like to extend their learning.

Requirements and Recommendations

To encourage a love for reading, parents must commit to reading to their young children (grades K–2) for at least 20–30 minutes each and every evening. Older students (grades 5–8) are required to read for at least 30 minutes each and every night, either by themselves or with a parent. To assist with this endeavor, book recommendations, reading logs, and a school library lending system are in place to ensure that students have access to good books.

In lieu of nightly academic homework, parents are strongly encouraged to involve their children in meaningful household work and family responsibilities. Helping to prepare meals, set tables, clean up, pack lunches, and set out clothes for the next day, not to mention reading or playing with younger siblings, and caring for pets, are ordinary but powerful ways of supporting a child’s moral and spiritual growth. It also helps them acquire practical life skills in the process.

We also recommend that children use the time ordinarily allocated to homework to be involved in the arts (i.e., music, drama, drawing or painting), hobbies, or athletics. Unstructured play outdoors is an important use of their time as well.

Learning Differences and Disabilities

We recognize that an important aspect of accessibility is academic and not simply financial in nature, especially for students with unique academic challenges. Wherever possible we will work with our families to develop a plan that supports the growth in learning for students with learning differences, difficulties, and disabilities. Given the wide range of potential learning needs, each situation will be considered with a student’s individual needs in view.

The dean, teachers, and parents will work in concert to arrange and monitor student learning and accommodations. Should you have academic concerns about your child, please communicate with their classroom teacher.

Records

Report Cards

Report cards are issued at the end of each trimester and will include evaluative comments from the teacher. Approximately one week after the trimester ends, report cards are available through the Educate parent portal. Parents are encouraged to contact their child’s teacher at any point during the year with questions about their child’s progress or performance and schedule a conference as needed.

Student Records

Official academic and health records will be released upon payment of applicable tuition and fees that have accrued to the student’s account.

Student Confidentiality

All student records are considered confidential. Information regarding admission, academic progress, test scores, physical and mental health records, and attendance or withdrawal of a student will be confidential and restricted only to staff who are designated to have appropriate access to the information. Parents may have access to their child's permanent record by contacting the Dean. Parents may request an unofficial copy of their child's records, either in writing or via email to the dean. All records will be provided in a timely manner following the request (usually 24-hours).

Benchmark Testing

The NWEA Measures of Academic Progress (MAP) is a norm-referenced, computer-based adaptive test. It will be administered to students in grades K–8 each fall, winter, and spring. These tests are used for teachers to adjust instruction according to student achievement. The scores are also reported as a large group in the ESI Annual Report. Individual scores are distributed to families upon request from the student's classroom teacher or dean.

Schedule

A daily schedule for each grade will be distributed in orientation materials and will be available on the website.

Summer Reading

Families are encouraged to read together throughout the summer. Each year, teachers will provide lists of books for suggested reading. These lists will be available on the website.

School Culture

Conduct

Guiding Principles

ESI schools are firmly committed to the virtue of tradition and of moral formation. We believe that flourishing human lives are achieved by people, who through consistent practice and the development of habits, enjoy a degree of self-mastery. Traditionally, the virtues were understood in these terms: courage and temperance. Courage, for example, is self-mastery with respect to fear when it comes to doing the right but hard thing. Temperance on the other hand is self-mastery with respect to appetite when one lives in abundance. This does not mean that a virtuous person will never do wrong or that he or she will always do good. Rather, growth in virtue and character takes practice and is supported by acquiring habits of heart and mind, beginning with obedience, respect, and attention.

Protocols

ESI sets high standards and expectations for the conduct of its students. At times, our protocols may stand at right angles to a culture often marked by over-familiarity and even disrespect. We will nurture a culture where students will:

Address adults and fellow students by name, using proper forms of address.

Maintain eye contact when speaking and when being spoken to.

Extend greetings to guests and visitors, invite them into the classroom when appropriate, and make them feel welcome.

Recognize the appropriate behavior for the different locations they will encounter each day (e.g., classroom, playground, chapel, garden, and hallways).

Treat classrooms and learning materials, church campus, and facilities, and church and school staff, with respect.

Maintain a neat and well-groomed personal appearance.

Portrait of a Student

- Wholeheartedly attends to and participates in prayer, singing, and reciting
- Deep reverence for the Church and the things of God
- Consistently embodies the habits of heart and mind
- Enthusiastically provides service to friends and neighbors
- Naturally inquisitive with a love for learning
- Engages creation with wonder, pursuing beauty and working diligently on each task at hand.
- Grows in physical strength and stamina to do good in the world
- Well-read with the ability to narrate and reflect on good books
- Listens and speaks with wisdom and eloquence
- Appreciates and delights in common and fine arts

Discipline Overview

The Latin *disciplina* means instruction given, teaching, learning, and knowledge.

Discipulus used in scripture refers to a pupil, student, or follower. At the Ecclesial School, each student is disciplined and trained to develop right habits, attitudes, and affections. In the spirit of Hebrews 12, teachers and administrators are tasked with the responsibility of exercising authority over students rooted in love.

We begin by setting clear expectations and boundaries for students that are essential for making a peaceful and productive learning environment. Even when clearly instructed, it takes time for students to learn how to speak, act, and interact with one another properly. When it is clear that a child does not know what is required of him, the goal is to instruct and model the appropriate behavior.

“Let’s try that again.” When children have learned the right thing to do, it is not always so easy for them to do it. The transition from knowing to doing takes practice. This means supporting students as they develop good habits, such as asking them to “try it again” when they don’t get it right. The goal of course is not just good behavior but self-mastery. We will often explain this to our students in terms of helping them use their “I will” to gain mastery of their “I want.”

Forgiveness and Restoration

The practice of asking for and extending forgiveness is essential for relationships and maintaining a healthy school and home communities. When a child follows his “I want” to the hurt of his friend or even class, restoration needs to occur. This means acknowledging fault and asking for forgiveness. Children will learn how to ask for forgiveness with sincerity and how to graciously extend their forgiveness, keeping no record of wrong. Our hope is that this will help them learn the beauty and peace that comes from the restoration of the relationship.

Egregious Misconduct

The large majority of student discipline takes place in the classroom by the teacher. There are occasions and circumstances, however, that require immediate escalation to protect a student from causing significant damage to themselves, others, or their learning environment. A few of these behaviors are listed below:

- Bullying
- Cheating/Plagiarism
- Deliberately defacing school property (Vandalism)
- Discriminatory behavior
- Habitual problems with school-related policies
- Stealing
- Physically or verbally aggressive
- Consistent defiance and disrespect
- Using profane or obscene language, gestures, and innuendo
- Possession of weapons or illegal substance

Parents or guardians will be notified by the Dean or school counselor to discuss the incident and work through a restorative solution that allows for the student to continue learning. In the event of egregious misconduct, the Dean may not allow the student to return to class, but will ask parents to take the student home for the remainder of the day.

Suspension and Expulsion

Suspension and Expulsion are serious steps in school discipline. The Dean reserves the right to make the final decision regarding suspension and expulsion. The Dean will meet with parents to summarize the reasons for these steps and as well as the conditions for returning to school.

Prayer

The Daily Office

The Ecclesial Schools begin each day together with the traditional office of Morning Prayer, and conclude each together to sing the Doxology. Occasionally, staff and students will end the day with the office of evening prayer called Evensong. Enjoying a deep history in the church, these practices combine prayers, songs, and readings from the Bible, especially Psalms. Parents and members of the community are always welcome to join with us for this time of common prayer.

Services/Liturgies for Holy Days

From time to time throughout the year, the congregation or parish will observe special Church seasons or holidays. Students and their families are welcome, but not required, to observe these seasons or to attend any special services/liturgies.

For the most part, services/liturgies for holidays take place in the evenings after students have left for the day, or early in the morning before they arrive. At times, however, these will happen during the school day, and the school will adjust our use of the campuses in order to show respect and to accommodate the services/liturgies.

About Morning Prayer

From the morning and evening sacrifices offered by Old Testament Israel to the hours of prayer observed by the New Testament Church, the practice of daily morning and evening prayer has always framed the lives of the people of God. Indeed, since Adam and Eve were accustomed to meeting the Lord in the Garden “in the cool of the day,” it is clear this practice is rooted in Creation.

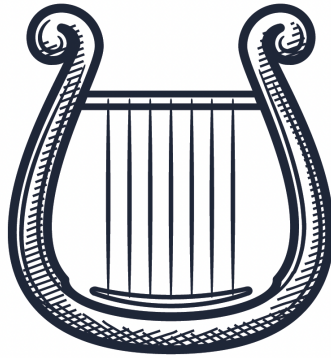
The Order for Daily Morning Prayer printed here is taken from the Book of Common Prayer (BCP) and has been in use since 1549. The order itself, however, is not particular to the Anglican church but rather reflects a tradition of daily prayer from the earliest days of the Church. The language of the prayers is traditional and, together with readings from the King James Version of the Bible, roots us in the language of five centuries of prayers, hymns, and theological reflections of the English-speaking church. It also connects us to the language of the classics of English literature.

The Order for Morning Prayer is formative. It is designed to direct our reading of Scriptures and to teach us how to pray through singing the Psalms and reciting prayers. The order falls into two parts: the first focuses on the orderly reading of the Bible and the second on formative prayer.

The Scriptures are God’s Word to us. It is fitting that we encounter them in Morning Prayer in the form of a dialogue. The Opening Sentences call us to acknowledge God’s presence, and we respond by confessing our sin and need of God’s mercy and forgiveness. We hear the assurance of pardon for all who repent and turn in faith to Christ, and we respond by boldly praying the Prayer our Lord himself taught us and by singing the Psalms inspired by the Holy Spirit. Next we listen to lessons or readings from both the Old and New Testaments, and we respond to each with a song that praises God, Father, Son and Holy Spirit. We conclude the first part by reciting the Creed, which teaches us always to respond with faith to the Word of God.

With hearts and voices tuned to sing God’s praise, and minds instructed by God’s Word, we are ready to offer him our prayers. We do so following St. Paul’s words to the Philippians: “Be careful for nothing, but in everything by prayer and supplication with thanksgiving let your requests be made known unto God.” We pray for Grace and Peace for the ensuing day, we supplicate God for our country and for the Church, we intercede for the needs of all

mankind, and we give thanks for how God has so faithfully provided for us. Finally, we are dismissed with a blessing from the closing words of 2 Corinthians: The Grace of our Lord Jesus Christ, the Love of God, and the Fellowship of the Holy Ghost be with us all evermore. Amen.



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