

Eastwood Christian School



Parent Handbook
2024-2025
Grammar School

ECS POLICIES AND PROCEDURES

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GENERAL INFORMATION

MISSION STATEMENT

As a ministry of Eastwood Presbyterian Church, Eastwood Christian School offers a Classical-Christian model of education that seeks to train students in a Christian world and life view, provide students with an atmosphere for the development of Christian character and service, facilitate personal worship of God through academics, and equip students for whatever may be God's call on their lives. In light of this mission, our goals are:

1. Students will promote biblically principled thinking throughout all academic disciplines as they learn to take every thought captive to the obedience of Christ.
2. Students will integrate faith and learning in every subject by illustrating the interrelatedness of all of God's creation.
3. Students will become responsive disciples living in the community by actively engaging in service to those God places within their reach.
4. Students will delight in cultivating discipline and perseverance as they present God with their best in all areas of academic assignment.
5. Students will display proficiency in their academic curriculum, which meets or exceeds state requirements to the extent that it does not violate the school's mission or statement of faith.

School Colors:

Blue and White

School Mascot:

The Warrior

EASTWOOD'S GRAMMAR SCHOOL LINE OF AUTHORITY

Eastwood Presbyterian Church
Session

Eastwood Christian School
Board

Headmaster

Principal

Teachers



School Profile

2024-2025

Susan Gaines, Grammar School Principal

Eastwood Christian School

1701 E. Trinity Blvd., Montgomery, AL 36106

School Hours: 7:45-2:00

Mission

Eastwood Christian School is a ministry of Eastwood Presbyterian Church and is a Christ-centered, classical college preparatory school (K4-12). Its educational philosophy is committed to disciplining young people through academics to foster a love of learning and a passion for Jesus Christ. The school opened in 1996 and presently enrolls 272 students (K4-12).

Academic Program

Eastwood Christian School offers a college preparatory curriculum based on the classical Trivium—grammar, logic, and rhetoric. An educational emphasis supplements this based on the classical Trivium—grammar, logic, Mathematics, Science, Latin, Theology, and rhetoric. Eastwood’s Upper School students take Logic, and twelfth-grade students take Rhetoric. All seniors must present before a faculty panel.

Tuition

<https://docs.google.com/document/d/1NzMuzSOfi8CzzdwF0Fd3wZe5LNeZZEiNeDUvpiQheQ/edit?usp=sharing>

Grammar School Curriculum Overview

K4

Phonics (Sing, Spell, Read, and Write), Math (Mathematics Their Way, center-driven and hands-on), Bible (Character Trait Study), Science (theme-centered and center-driven), a significant focus on playing to learn

Kindergarten

Phonics/Handwriting (Open Court), Math (Hands-On Math/Houghton, Mifflin, Harcourt), Bible, History, Science

First Grade

Phonics/Handwriting (Open Court), Math (Houghton, Mifflin, Harcourt), Bible, History, Science (Purposeful Design)

Second Grade

Spelling (The Grammar of Spelling - Canon Press), Math (Houghton, Mifflin, Harcourt), Bible (Old Testament – God’s Promises), History (Old Testament and Ancient Egypt – Veritas Press and other sources), Science (Purposeful Design), Handwriting, (Zaner-Bloser), Grammar (Rod and Staff), and Vocabulary (Wordly Wise)

Third Grade

Math (Houghton, Mifflin, Harcourt), Bible (New Testament - The Names of God), History (Greece-Rome – The Life and Ministry of Christ- Veritas Press), Literature (Ancient), Science (Purposeful Design), Penmanship (Zaner- Bloser), Grammar (Rod and Staff), Spelling (The Grammar of Spelling - Canon Press), and Vocabulary (Wordly Wise)

Fourth Grade

Math (Harcourt), Bible (Children's Catechism), History (Renaissance and Reformation – Veritas Press), Literature (Renaissance and Reformation), Science (Purposeful Design), Handwriting (Zaner-Bloser), Grammar (Rod and Staff), Spelling (The Grammar of Spelling - Canon Press)

Fifth Grade

Math (Harcourt), Bible (Shorter Catechism), History (US History 1400 – 1880 – Veritas Press), Literature (Early U.S.), Science (Purposeful Design), Penmanship (Zaner-Bloser), Grammar (Rod and Staff), Spelling (The Grammar of Spelling - Canon Press)

Upper School Curriculum Overview

Hours: 7:45 am – 2:05 pm

Resources

Upper School Profile

Upper School Course of Study

Sixth Grade

Math (Harcourt), Bible (Shorter Catechism), History (US History 1880 – Present – Veritas Press), Literature (Later U.S.), Science (Earth), Penmanship (Zaner-Bloser), Grammar (Rod and Staff), and Vocabulary (Wordly Wise)

Seventh Grade

Literature (World Religions and Missions), World Geography, Foreign Language (Intro Latin), Mathematics, Earth Science, Old Testament Overview, Grammar/Composition

Eighth Grade

Ancient Literature, Ancient History, Foreign Language (Latin I), Algebra I/Pre-Algebra, Logic, New Testament Overview, Grammar/Composition

Ninth Grade

Medieval Literature, Medieval History, Foreign Language (Latin II), Geometry/Algebra I, Physical Science, Biblical Interpretation/Systematic Theology, Grammar/Composition

Tenth Grade

Later European Literature, Later European History, Foreign Language (Latin III), Algebra II/Geometry, Biology, Biblical Themes, Grammar/Composition

Eleventh Grade

American Literature, American History, Foreign Language (Spanish I, French I), Pre-Calculus/Algebra II, Chemistry, Christian Apologetics, History of Thought, Grammar/Composition

Twelfth Grade

British Literature, Government/Economics, Foreign Language (Spanish II, French II), Calculus/Pre-Calculus, Anatomy-Physiology, Applied Theology, Rhetoric. An ECS family must understand and be committed to classical, Christ-centered education. Parents should want their children to attend Eastwood Christian School because of the instruction's content, methodology, and the faculty's character. Eastwood Christian School is a learning-oriented community that challenges students to achieve their educational potential for the sake of serving the Kingdom of God.

Academics and Curriculum

A. Communication with parents

1. *The Warrior Weekly and Overviews:*

You receive weekly emails with these communication tools to inform you of upcoming events and assignments for your child's class. **Parents should check e-mail and PlusPortals daily as this is our primary means of communication with you.**

2. **Weekly Folder:**

Your child's papers are sent home in the "Weekly Report Folder." This folder contains your child's papers and a weekly report. Please look over the papers and the weekly report carefully. Sign the report form, place it and your child's papers in the folder, and return it the following school day. The weekly report form has a place for comments or questions concerning behavior, homework, or grades. Please feel free to note any concerns on this form.

3. **Parent Notebook:**

Please refer to your Parent Notebook often. Do not write on any pages in the notebook. The pages in the front pocket are yours to keep. **Plan to return the notebook during the last week of school.**

4. **Academic Performance:**

Teachers should contact parents with concerns about a student's academic performance or discipline issues. Teachers copy the principal on all emails concerning these things.

5. **Teacher Communication:**

Your child's teacher will communicate with you through personal notes, phone calls, or the school's online system, **PlusPortals**.

6. **Mandatory Parent-Teacher Conferences:**

During the first quarter, we set aside time for mandatory parent-teacher conferences for all students in grades K5 through four and all new students in grade five. Grade five parents may request a meeting.

7. **Contacting Teachers During School:**

Do not attempt to contact your child's teacher via cell phone during the school day. The teacher cannot return your call or reply to your text until after dismissal. If you need to message your child, make carpool or study hall changes, or have an emergency, please call the school office.

B. Textbooks

All textbooks and class books should display an "Eastwood Christian School" stamp. Students in grades two through five must cover their non-consumable books with paper covers. You may use brown paper sacks or any type of heavy-duty brown paper. Stretch book covers are not allowed. Teachers inventory all classroom books before and at the end of school. If your child has a book(s) missing at the end of the year, you are financially responsible for replacement.

C. Homework

Students have just almost six hours of rigorous academic instruction. The bulk of education should have occurred there. However, homework is a necessary part of a student's life. It helps reinforce concepts taught in class and allows students to learn about a topic in more detail. Some skills simply require drilling. For the most part, homework reinforces concepts covered in class. We encourage parents to assist their children when necessary and to insist on good study habits.

1. Math Homework:

Please check your child's math homework **daily**. Math checkers are available to assist you. Please circle the problem your child missed and have your child rework it either on the back or on a separate piece of paper (make sure to staple these together). If your child spends much time on a problem or cannot understand the math concept, note this as well. Your child should not erase the original work because it can often help the teacher understand where your child needs reinforcement. Your assistance also gives the teacher an immediate reference point for the review time during the next math lesson.

2. Late Homework:

If your child does not turn in homework on time, this shows on the weekly report form at the front of your child's homework folder or student binder. Teachers may also use additional methods to alert you of missing assignments. You are notified by email if homework is two or more days late. Ten percent is deducted daily for late assignments for up to five days. The teacher gives a grade of "zero" after five days.

3. Challenge Homework:

Our teachers offer "Challenge Homework" two to three times a week for children and families in grades three through six who desire additional academic challenges. The child is responsible for copying these extra assignments and picking up any required worksheets. Your child's teacher has answer keys and makes them available before school or at the beginning of break time. These are enrichment assignments and are not checked or graded by the teachers.

D. Grades

1. General:

ECS Lower School maintains a quarterly (nine-week) grading and progress-reporting schedule for grades K-6. Weekly reports and papers go home for you to carefully review, sign, and return the following school day. In grades two through five, parents of children are provided continual updates on grades and assignments through **PlusPortals**. Access to the site is by the following link: www.plusportals.com/eastwoodschool. Parents receive an email with instructions on using this site before the beginning of the year, and they are available on Eastwood's website. All procedures, user names, and passwords are the same for returning students. If your child is new to Eastwood, you will receive an assigned username and password via email. Grades are often available online before the actual papers go home. Please do not discuss the score with your child before viewing the hard copy. If you have a question about one of your child's grades, contact the teacher **after** viewing the paper.

2. Ratings:

Academic:

A - Excellent 90-100%

B - Good 80-89%

C - Satisfactory 70-79%

F - Failure 69% and below

I – Incomplete

Non-academic:

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

3. Effort/Initiative and Christian Self-Government:

Teachers keep a daily discipline log for each student. The teacher sends it home with the graded papers each week. These grades cover the following areas:

Effort/Initiative

- Completes homework consistently
- Follows directions
- Is attentive
- Works neatly
- Works well independently

Christian Self-Government

- Accepts correction cheerfully and has an obedient spirit
- Demonstrates self-control

Teachers use the daily log to record the number of times a student struggles in the above areas and use the non-academic scale to record the information in the following rubric:

First Quarter:

Eight or Less = S

Nine through Seventeen Checks = N

Eighteen or More Checks = U

Second, Third, and Fourth Quarters:

A student receives an “I” if given a “U” for a previous quarter and receives nine through seventeen checks for the current period. An “I” is also given to students who have an “N” for the previous quarter and show improvement.

You may view the kindergarten scale on the kindergarten report card.

Teachers are responsible for informing the parents and administration of any student whose academic performance consistently fails to meet Eastwood’s standards.

4. Monitoring Academic Progress:

As the school is an extension of the home, it is vitally important that parents know their child’s progress. Please monitor your child’s grades regularly on your **PlusPortal** account.

5. Report Cards:

Grades one through five can access report cards online at each quarter's end. Parents receive an email notification when report cards are ready for viewing. Hard-copy report cards are sent home with kindergarten students only. Please contact the school office if you desire a copy of your child’s report card and cannot print one at home.

6. Promotion and Retention:

Students are promoted based on academic achievement. Students who cannot pass a significant portion of their educational requirements may not advance to the next grade level. The Board will watch the child’s progress closely and give a final decision to the family by May 1st.

E. Teacher availability

Teachers are often available after school hours to give students extra help should they require it. Meetings are available on an appointment basis. Parents should expect teachers to fulfill a tutoring role only if the parents privately contract with the teacher.

F. Tutoring Policy (ECS has set forth the following guidelines for tutoring to provide quality assistance for students struggling in their academic disciplines.)

1. The teacher makes every effort to determine and work through the struggling points in a student's academic interests in the classroom. Upon faculty request, the principal will assist in assessing a student's weaknesses. The student's parents work with the teacher to achieve satisfactory performance in a particular academic discipline.
2. Once these attempts in the classroom have been exhausted, the school is at liberty to offer three options outside the classroom for compensated, guided support. Tutoring will be under the direction of the principal. The three options are as follows:

a. Teacher Supervised:

Once an evaluation of a student's difficulties is performed, additional study aids can assist the parents. Repetitive practice of complex concepts may alleviate the problem. The teacher and principal will work to provide quality materials to aid parents in their tutorial efforts. This type of tutoring should be the first course of action if a teacher can help without compromising class preparation for the next day.

b. Student Tutors:

Older students may provide help to younger students at a reasonable hourly rate. It is at the discretion of the school to supply appropriately suited and academically qualified students in these positions. The time chosen must be acceptable to both parties and cannot interfere with either's homework schedule. A faculty member will always maintain close supervision during the tutoring session. Before a student enrolls in this tutoring option, the teacher, principal, and parents must agree.

c. Adult Tutors:

Outside adult tutors are the final option. A list of qualified adult tutors is available. The tutor sets the rates, and they vary. Scheduling is between the parents and the tutor.

3. Parents are responsible for paying the tutor directly at the time of service. If payment falls behind, the tutor may decide to continue tutoring sessions.
4. If either party determines that the arrangement is not working, each is free to discontinue the sessions. Tutors will try to assist their students in bringing their work to a satisfactory standard. However, tutors are not "miracle workers." Both parties must be diligent in achieving the desired results. Not all students can receive straight "A"s; therefore, realistic goals are necessary. On occasion, results come in a relatively short period of time. But for most, time and hard work will take place before improvement. In either case, parents need to know this before the commencement of tutoring sessions.
5. Occasionally, it comes to the tutor's attention that the student is grappling with a "heart issue" rather than an academic one. The tutor should relinquish responsibility to the parents.

Discipline

Teachers do not function above parental authority but instead with delegated authority from the parents. One of Eastwood's most attractive distinctives is its commitment to partner with parents and continue the work they have begun in their homes. We honor their love for their children and their trust in our school by communicating and informing them of disciplinary matters.

Handling Specific Discipline Issues

A. Goals:

1. Instruction to capture the heart of the student.
2. Punishment fits the crime.
3. Proper Documentation.
4. Teacher involved until resolved.

B. Student Discipline Issues

1. The teachers give the student a warning for the first offense.
2. The student's name goes on the board for the second offense.
3. For the third offense, a check goes by the student's name, the teacher gives the student a yellow slip, and the student takes it to the office. The principal will meet with the student and possibly contact the parents.
4. For the fourth offense, the student goes immediately to the office. The administration then determines further action. The principal notifies the parents and may ask them to come to the school. Missed classwork given during disciplinary action may result in a grade of "0."
5. Certain behavior requires immediate attention. Lying, cheating, fighting, blatant disrespect, etc., are examples of the kinds of behavior that need a trip to the principal or headmaster's office.

Guidelines and Expectations

A. CONCERNING TEACHERS

1. Grievance Policy:

Courtesy and promptness are essential when handling questions and complaints. The goal is to solve each complaint with the persons directly involved at the lowest level, moving the issue up the chain of authority only when necessary for resolution. The following steps apply the biblical injunction recorded in Matthew 18:15 - 17 to resolve a problem between believers.

- a. The teacher and parent (mother or father or both) meet privately to seek a resolution with a spirit of reconciliation. All parties want the good of the child. Do not attempt to resolve conflicts with emails or texting. Phone calls are permissible, but meeting in person is preferable.
- b. If unresolved, the teacher and the parents meet with a third party, the principal. The student's mother and father should be involved in this meeting.
- c. If unresolved, the matter goes to the headmaster, School Board, or its designated committee. The Board will steer the parties toward reconciliation. If reconciliation does not occur, the Board will make the final judgment on the issue.

2. Records of Children of Divorced Parents:

- a. Only parents with legal custody of a child can request and receive official records of that child. ECS will honor a court agreement that explicitly gives a non-custodial parent the right to request and receive official child records. However, ECS will not honor a request for school documents without a court agreement or signed "records release" from the legal custodial parent.
- b. Step-parents and grandparents fall into the same category as non-custodial parents. Without a signed "records release" from the legal custodial parent, ECS will not release a child's records to a step-parent or grandparent.

Staff / Student Impropriety Policy:

- a. Staff should only meet alone behind closed doors with one child with parental consent. The principal must clear exceptions to this policy.
- b. If staff members must have a one-on-one conference with a child, they must notify their supervisor. The meeting should be in a room with an open door.
- c. Staff members should be diligent in protecting children, the school, and the church from even the appearance of impropriety. The world (and some who call themselves the church) has shamelessly neglected to protect helpless children. As followers of Christ, we want to avoid all appearances of evil and demonstrate genuinely and appropriately expressed compassion.

B. CONCERNING PARENTS AND STUDENTS

1. Each day your child enters the school building, the faculty takes great care to provide for your child's safety and well-being. Teachers are monitoring the hallways and restrooms beginning at 7:30 a.m. No one is available to supervise your child before that time. Do not leave your child until the doors are open.

2. Attendance Requirements for Students:

A student enrolled at Eastwood Christian School should be present every day school is in session unless there are extenuating circumstances. The teacher and the office keep attendance records and show these on the student's report card. Yearly records are in each student's cumulative record.

3. Tardiness:

The school doors open at 7:30 a.m., with classes beginning promptly at 7:45 a.m. Students should go directly to their respective classrooms. Students not in their homeroom at 7:45 a.m. are tardy. A student arriving after 7:45 a.m. should report to the office before class. If parents believe extenuating circumstances should excuse the tardy, they should contact the school office. Five tardy episodes equal one absence. Absences over eighteen will be referred to the board and may result in retention. **Excessive tardiness is inconsiderate and disruptive. It must not become a pattern of behavior.**

a. Doors are open from 7:30 a.m. until 7:45 a.m. for your convenience. Please make a special effort to have your child at school between 7:30 a.m. and 7:40 a.m. It provides adequate time for your child to go to the restroom, sharpen pencils, turn in homework, and begin seatwork. It also provides a more peaceful beginning for the child and teacher. If you arrive after the doors are closed, you must accompany your child into the office and sign in on the sheet provided. Please contact the office or send documentation if there are extenuating circumstances.

b. All tardiness to school appears on the student's record. The administration addresses habitual tardiness. You may check your child's attendance record, absences, and tardies at any time on your Plus Portal account.

4. Games, Toys, and Electronic Devices:

a. Lower School students should not bring toys, dolls, electronic devices, games, make-up, chewing gum, or carbonated beverages to school.

b. Cell phones, iPods, MP3s, cameras, etc., should not be brought to the Lower School campus. Kindles or other electronic book devices may be allowed if the teacher approves.

5. Designated Areas:

a. Students should remain on the premises designated for the grammar school throughout the day. They may not go anywhere else without permission.

b. All visitors on the campus must sign in with the office and let school personnel know when they are on school grounds during school hours.

c. The playground is considered part of the school campus until 5:00 p.m. Please only allow your child to go to the playground with supervision during school hours. An unsupervised child is any child (student or sibling of a student) not in the physical presence of an authorized adult.

d. **No unsupervised children will be allowed on the school campus during school hours, 7:30 a.m. until 5:00 p.m.** The study hall program is available to eligible families.

6. Snack Break/Lunch:

Each day, 1st – 5th-grade students will have a short break during which they are free to talk, play outside, and eat a snack. Send snacks and drinks from home daily. Please label all items with your child's name. No carbonated beverages are allowed. **Refrigerators, vending machines, and microwave ovens are unavailable to grammar school students.** Healthy snacks are a great way to energize your child during the school morning. Please try to send fruit, crackers, or other non-sugary snacks as often as possible. You may send a lunch or order lunch from our vendors. **Microwaves are not available to warm lunches from home.**

7. Carpool rules:

The school will dismiss promptly. Any child not attending study hall or enrichment classes must wait in the designated area during dismissal. There are several ways you can help us keep student dismissals smooth and orderly: Make sure your children are well-informed and know who will be picking them up each day.

- a. The carpool area must remain quiet so that teachers can dismiss the students as quickly as possible.
- b. If someone other than the usual carpool driver picks up your child, the school must know beforehand. We will not place a child in a car without permission from the parent.
- c. All drivers must comply whenever the office issues an alternate carpool route. When the north entrance is closed as an exit for some drivers, it is closed for all drivers. Please do not consider yourself to be an exception to this rule.
- d. Please **discontinue any cell phone conversations when the carpool line starts moving.** Even the slightest distraction increases the possibility of an accident.
- e. **Always** display your carpool tag. With window tinting, it is often difficult to identify the drivers. **Always** place your tag in the **upper portion of your front window.**
- f. In the event of inclement weather (tornado warnings, lightning, heavy rain, etc.) at carpool time, all children will be kept inside the building until the threat has passed. You must come to the office if you desire to check your child out of school during this time.

8. Parking lot rules:

- a. ALWAYS watch for children in the school parking lot. Cross the parking lot nearest the office only at the designated crosswalk.
- b. **The campus speed limit is five mph.**

9. Birthdays:

We cannot allow birthday celebrations of any kind during school hours. Do not send birthday snacks to school. If you are planning a party, invitations may be distributed at school only if you invite the entire class or all of your child's gender. Individual birthday greetings are permissible. **Eastwood Church policy prohibits using church grounds for non-member parties during the week and on weekends.**

10. Reimbursement for Special Event Expenses:

If you volunteer to help with any special events, science experiments, etc., that involve incurring personal expenses, please clear this with your child's teacher. Once approved, you may submit your receipt(s), accompanied by a Parent Reimbursement Form. The form is in the family packet. Additional copies are available in the office. The school does not want out-of-pocket expenses to be a hardship for any family.

11. Recess Volunteers

If you volunteer to take your child's class to recess, know that at least one staff member should always be with you. If a child asks to go to the bathroom, have the child use the crosswalk and go to the office door. The office personnel supervise the child and are responsible for returning him or her to class.

11. Field Trip Apparel:

Navy blue field trip tee-shirt
with long jeans or any uniform bottom and uniform shoes

If your child is going on a field trip or observing a special "Warrior Wear Day," the teacher will indicate this either on the overview or by other written notice. You will receive written notification of the desired apparel if your child is in kindergarten.

12. Absences: There are four types of absences:

a. Excused absences: Sickness, death in the family, emergency doctor visits, or providential hindrances

(1) No Prior Notification Necessary:

a. Make-up work: The make-up period should be equivalent to the length of the absence. Make-up work is placed on the student's desk for pickup between 12:30 p.m. and 2:00 p.m. If you want the work to be sent home with a sibling, please inform the office before 11:00 a.m.

b. Prior Notification Necessary Absences (Previously referred to as "unexcused"): An absence for any reason other than sickness, death, emergency doctor visits, and providential hindrance.

(1) Prior Notification: The parent, rather than the student, must notify the office in writing for planned absences at least two-weeks prior to the event.

(2) Make-up work: Any homework assignments given during the absence are due when the student returns. Students may have to call friends to determine if they missed homework assignments. Make-up tests and quizzes should be rescheduled before departure (preferably before the student leaves). (Sometimes, this is not possible due to the length of the absence.) Parents need to work directly with their teachers concerning make-up work.

(3) Students who leave during the day must be dismissed with a parent through the office. Always sign your child out on the clipboard provided. Please notify the office in advance if possible. You are encouraged to schedule doctor's appointments in the afternoon. Attendance of less than half a day counts as an absence.

c. Breach of Contract: If a parent chooses to keep a student away from class without notifying the school, the Board will consider this a breach of contract. The headmaster will contact the parent directly to ensure this does not happen again. The office will inform the teachers of the ramifications of the absence. Zeroes or late penalties may result.

d. Truancy: Students who do not show up for a class or leave campus without a parent's permission and without notifying the school are truant.

(1) It is the school's responsibility to ensure students are not allowed to leave without the express knowledge of their parents. The school will call the homes of students who fail to check in for homeroom to verify that they are safe and in the care of their parents.

(3) Truant students will receive zeros for work missed. The administration will work with the parents to determine the severity of the punishment, i.e., detention, suspension, or expulsion.

Excused Absences

Reasons:

- Sickness
- Death in the family
- Providentially hindered

No prior notification necessary

Make-up work can be done when student returns.

Time for make-up work will be equivalent to time away from school.

(Note: Students checking in for partial days will be responsible for all the work due for the entire day.)

Prior Notification Necessary Absences

Reasons:

- Scheduled doctor's appointment
- Family vacation
- Extracurricular activities
- Anything other than sickness and death

Parents should notify the office, preferably in writing, as soon as the event is scheduled.

Make-up work should be done before the student returns to school. This includes assignments given during the absence. The teacher may require tests to be taken before departure, or they may prefer that the student take any missed tests as soon as they return.

Teachers may assign zeroes or late penalties to any work not completed upon the return of the student or as previously arranged.

Truancy

Reasons: Any student who does not show up for class or leaves campus without the permission of their parents and without notifying the school will be considered truant.

It is the school's responsibility to make sure no student is allowed to leave without the express knowledge of their parents.

The school will call the homes of students who fail to check in for homeroom to verify that they are safe and in the care of their parents.

Truant students will receive zeroes for work missed. The administration will work with the parents to determine the severity of the punishment, i.e., detention, suspension, expulsion.

Authorities may be notified.

Breach of Contract

Reasons: If, for any reason, parents choose to keep their student away from class without notifying the school, the Board will consider this a breach of contract. The headmaster will contact the parents directly to ensure that this does not happen again.

Make-up work – The office will inform the teachers of the ramifications of the absence. Zeroes and/or late penalties may result.

Emergency Procedures

A. Medical considerations for students:

1. Emergency Medical Information: Complete the information online. You receive a link via e-mail at the beginning of the year.
2. Dispensing of Medicines: The ECS staff does not administer oral medication without parental permission. The school does not dispense prescription medication without an authorized note stating the dosage, the time of the last dose, and the dosage and time parents request additional medicine. Parents receive notification before the office gives any medication (including acetaminophen and ibuprofen). Students are not permitted to take medicine from another student.
3. Parents are asked to keep their children home until they are fever-free, without medication, for 24 hours. A fever is a temperature above 99 degrees. Parents must keep their children at home if they have symptoms of a contagious illness, such as vomiting or diarrhea.
4. The teacher immediately sends sick children to the office and informs the office of any kind of accident. The office staff handles sick students appropriately and contacts the parents. When children leave school because of illness, they may not return until symptom-free for 24 hours.
5. In the case of head lice, students should be nit-free, as determined by the school administration, before returning to class. The school reserves the right to examine all children at Eastwood.
6. In the case of impetigo, students may return to school if they have started antibiotic treatment and if they keep all sores on exposed skin covered.

B. Emergency School Closing Announcements

The administration will notify the parents if the school is closed due to an unforeseen emergency.

Please remember that school is open unless you receive notification otherwise. Parents always have the right to keep their children home if they are uncomfortable with the weather conditions. Severe weather-related tardies are “excused.”

C. Fire / Tornado / Lock-down Plans

The classroom teacher will explain the step-by-step procedures for leaving the building to each class at the beginning of the school year and review these procedures periodically with the students.

Fire: Sound – High-Pitched Pulsating Alarm

- a. Fire Drill Occurrence: There are monthly fire drills during school. The students receive a notification only before the first drill of the school year. The principal is solely responsible for directing and executing fire drills and ensuring all students have left the building.
- b. Fire Drill Procedures: Each classroom teacher ensures that all students have left the classroom, turns off the lights, and closes all classroom windows and doors. Only authorized staff may sound the alarm for a fire drill. In an emergency, the closest teacher to the fire alarm should activate the alarm. Students are never to touch the alarm or fire extinguisher. The authorized staff is the last to leave each building after ensuring all teachers and students are outside. Only authorized staff may give the teachers the "all clear" signal. The teachers can then return with the students to their classes. No teacher or student should re-enter the building until hearing the "all-clear" signal.
- c. Should evacuation be necessary for an emergency other than fire, the office will sound the fire alarm and contact the fire department. Follow the regular fire drill procedure.

Tornado: Sound – Civil Defense sirens

- a. Immediately upon hearing the Civil Defense sirens issuing a tornado warning to our community, teachers are to direct their students quietly to the interior classrooms.
- b. This alarm denotes a real danger and should be responded to soberly. Order is imperative, so the teachers sit quietly with their students until the warning ends.
- c. We acknowledge all weather-related warnings and conduct fire and weather drills regularly. When we receive a weather alert, all students must be in a safe, designated area. Parents should remain at home and not check out students during severe weather conditions.

ECS Campus Emergency Procedures (Lockdown and Active Shooter)

We expect that every Eastwood teacher has the presence of mind to make wise decisions in an emergency. You are entrusted with the safety and care of students. Ultimately, the concern of the classroom is encouraging students to Truth and Eternal Life--a pursuit far more important than simply staying alive. However, in an emergency, follow the guidance below and quickly and efficiently position your students in a safe posture. The ECS campus has three different lockdown postures based on the situation: Soft Lockdown, Full Lockdown, and Active Shooter. There are slight differences between the Upper and Grammar Schools. However, our primary goals in any of these scenarios are very specific.

- a. Ensure that no student leaves the building.
- b. Ensure that we know where all students are during an emergency.
- c. Ensure that no one comes into our building or onto our campus without our knowledge.

Students should obey you without question. You are the authority. Always stay calm and pray with your students.

Soft Lockdown Procedures

A soft lockdown situation usually involves an unsubstantiated threat observed in the neighborhood around the campus. It usually involves the input, "I think I heard a gunshot." Sometimes, this input comes from someone on our campus, or it may come from a Trinity employee or leadership. Our primary goal is to move students inside.

A soft lockdown initiates with a voice on your phone system and campus alerting system saying, "The Campus is now in soft down." The words "Exercise, Exercise, Exercise" will precede this in a drill.

1. If you are in your classroom, remain there. If you are in the hallway transitioning, on the playground, or outside, proceed immediately and in an orderly manner to your classroom.
2. Account for all students in your care.
3. Text the administration (Susan - 590-4649, Will - 669-5065, David - 462-7873) or call Victoria in the front office if you have any missing students. The administration will take responsibility for locating any students who are missing.
4. During a soft lockdown, you *can* (unless notified otherwise):
 - a. Continue teaching
 - b. Use the restroom
 - c. Change classes
5. When a drill concludes, you will hear, "Exercise, Exercise, Exercise, All Clear, All Clear, All Clear." When an actual soft lockdown concludes, you will hear, "All Clear, All Clear, All Clear."

Full Lockdown Procedures

A full lockdown situation is, for example, when we are made aware of a *confirmed* threat from the Montgomery Police Department of a problem or threat in the area that would warrant us to secure our campus more aggressively. It does NOT mean that someone is on campus or immediately threatening our campus in any way.

Our goals during a full lockdown involve extra measures over and above the soft lockdown procedure. Our primary goal is to move students inside and place them in a lockdown posture.

A full lockdown initiates with a voice on your phone system and campus alert system saying, "The campus is now in full lockdown." The words " Exercise, Exercise, Exercise" will precede this in a drill.

1. If you are in your classroom, remain there. If you are in the hallway transitioning, on the playground, or outside, proceed immediately and in an orderly manner to your classroom.
2. Lock your door, lower your blackout shade (Grammar School), and place the door jam against your door (Grammar School).
5. Account for all students in your care.
6. Text the administration (Susan - 590-4649, Will - 669-5065, David - 462-7873) or call Victoria in the front office if you have any missing students. The administration will take responsibility for locating any students who are missing.
7. During a full lockdown, you *must*:
 - a. Remain absolutely quiet (unless notified otherwise over your classroom phone to continue teaching).

- b. Do not leave the classroom, not even for the bathroom (unless notified otherwise over your classroom phone).
 - c. Do not change classes (unless notified otherwise over your classroom phone).
8. If an intruder ends up on campus at any point in the lockdown, we will initiate our active shooter protocol via the classroom phones and alerting system. At this point, you will need to become incredibly vigilant and quiet so that you can make the appropriate decisions based on what you hear.
 9. If the situation allows, the administration might notify you over your classroom phone to:
 - a. Continue teaching
 - b. Transition to Soft Lockdown (meaning more freedom of movement in the building)
 - c. However, if you do not hear these, you must remain in full lockdown posture until you receive the all-clear. Leadership will give you updates over your classroom phone as needed.
 10. When a drill concludes, you will hear, “Exercise, Exercise, Exercise, All Clear, All Clear, All Clear.” When an actual full lockdown concludes, you will hear, “All Clear, All Clear, All Clear.”

Active Shooter Procedures

An Active Shooter emergency is only triggered when a stranger is spotted on campus brandishing a gun or shots are actually fired on campus. Your goal during an active shooter event is the safety and survival of the students. We will survive by, as applicable, running, hiding, and/or fighting. In most scenarios, you will survive by hiding in a secure location, similar to Full Lockdown protocols. Students should obey you without question. You are the authority. Several in the building (pastors, admin, leadership, etc.) always conceal carry. They will engage the shooter until police arrive - you must focus on quickly getting your students to a safe location.

1. An Active Shooter alert will sound ([click here](#) to hear a preview of the alarm) through our inside and outside speaker horns. This loud and distinct sound is very different from the fire alarm sound. It will sound for about ten seconds and may or may not follow up with voice instructions. Your reaction to this alert will depend on your location but must be immediate.
 - a. If you are in your classroom - go to Full Lockdown posture.
 - b. If you are in the hallways transitioning between classes or going to the bathroom, move your students to a classroom as quickly as possible and go to Full Lockdown posture.
 - c. If you are outside, in the field, on the hardtop court, or in the playground when you hear the active shooter alert, you will execute the “run” part of “run, hide, fight.”
 - i. Grammar School Playground or outside: Gather all your students quickly and make them hold hands. Move in a line to the fence gate at the Northeast corner of the playground (left) and exit. Move to the South (right) down the tree line towards the crossing point. Cross over the drainage ditch and continue East (straight). Once you get to the dead-end road on your right (Northfield Drive), this is your gathering point. Gather your class there and do another accountability check. Assess the situation and continue to move or wait there for further instructions.
 - ii. Upper School outside: Students and teachers should quickly move away from the building/threat and make their way in groups to the gathering point by heading Southeast toward the dead end of Northfield Drive.
2. Always stay calm and pray with your students. Remember, our trust is in the Lord our God. Listen out for the “All Clear” over-the-phone and campus alerting system and be ready to respond to directions from the police.

PLEASE READ CAREFULLY BEFORE THE FIRST DAY OF SCHOOL.

Carpool Information

1. Plan to arrive promptly in the carpool line each day. Being on time is especially important on the first day of school. Our younger students often experience anxiety if their guardian is not on time. Once we begin our regular schedule, we ask that you be in the carpool line at 1:55 p.m. Please call the office if you cannot arrive at the school by 2:00 p.m. Children not picked up by 2:15 p.m. will go to study hall. There is a charge for this service.

2. **Always** hang your carpool tag on your rearview mirror for greater visibility. **Please continue this practice throughout the school year, not just at the beginning. Tinted glass often makes it challenging to recognize drivers.**

3. Regular and alternate carpool guides are on the following pages.

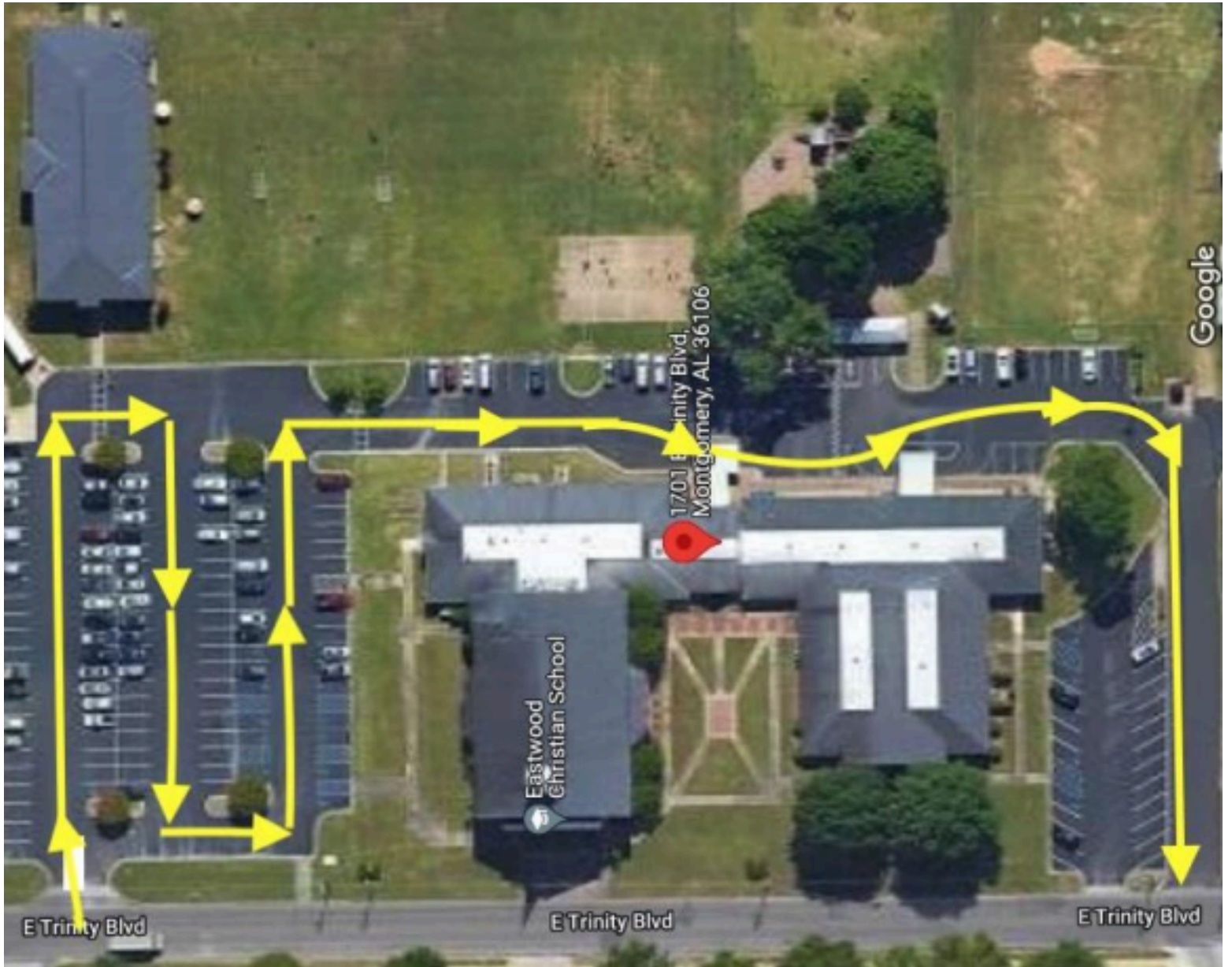
4. **Please discontinue cell phone conversations when the carpool line starts moving.** Even the slightest distraction increases the possibility of an accident.

5. If you plan to park and pick up your child, you must enter the office and let a teacher bring your child to you. **Please do not come to the lobby or kindergarten doors to pick up your child before 2:15 p.m.** When carpool begins, the teachers must focus on loading the children to ensure a safe transition for each child.

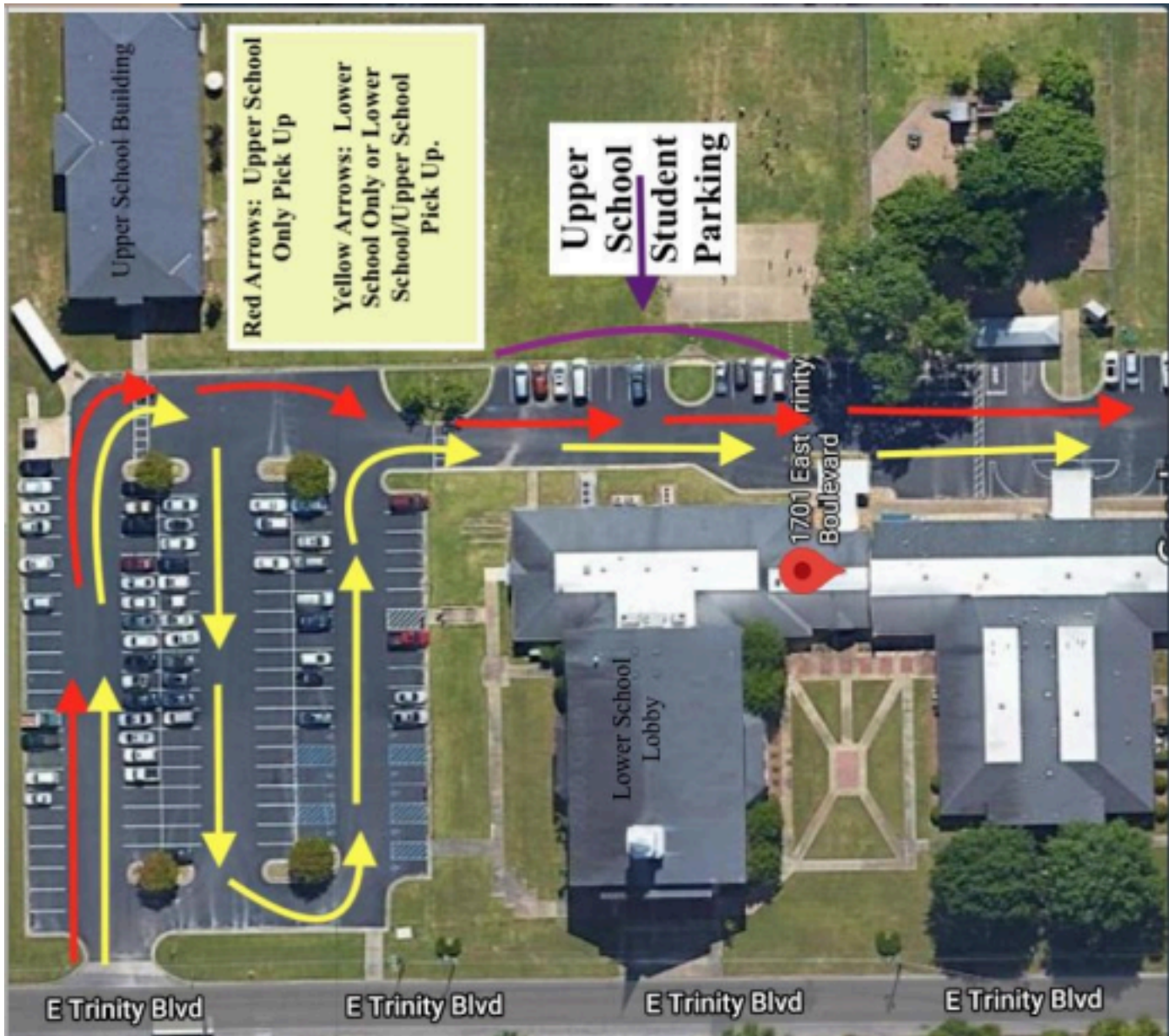
6. All parents who check their child out through the office should wait in the office until the carpool duty teacher gets their child. Please do not enter the lobby or kindergarten hall area during this time.

7. To help the carpool run more efficiently, the students should sit or stand quietly. This “Silent Carpool” approach allows students to listen and move more quickly into the loading zone. The teachers use yellow warning slips to remind the students to work together to make this carpool time move smoothly. If your child continues ignoring the teachers' warnings, the principal or office personnel will remove your child from the lobby. In this case, you will need to park and come inside.

Daily Grammar School Pick-Up Map



Daily Grammar School and Upper School Pick-Up Map



Field Trip Guidelines

1. Both the chaperone and students are under the authority of the lead teacher(s).
2. Drivers and chaperones will meet as a group before leaving the school on the trip.
3. Drivers are not to take side trips to convenience stores unless the entire grade is making the same stop.
4. Drivers are responsible for their assigned students for the entire trip.
5. Drivers must obey all traffic laws. Any violations could result in a driver losing chaperone privileges in the future.
5. Drivers/chaperones should ensure that every student is seated and secure inside the vehicle. Only one student per seat belt is allowed in the car. Do not “double-up” students in seat belts. Upon arrival, the students must wait for directions from the chaperone before departing the vehicle.
6. The students should remain with their chaperones the entire time. Should the group reconvene and be seated in an auditorium or arena, the chaperone should be seated with their group. Chaperones set an example for their group by listening and participating. While field trips are a great time to fellowship with other parents, the primary goal for every chaperone is to make the time meaningful for the students.
7. Ideally, leaving the event should be a reversal of the entry. The students should sit in the same seats, arriving and departing.
8. Do not leave the students unattended. Chaperones should stay with them until the teacher returns to the classroom.
9. Drivers on out-of-town field trips may receive reimbursement for gas expenses. If you desire a refund, fill up your gas tank immediately before the field trip and refill immediately after returning to school. Attach the receipt to a completed Field Trip Reimbursement Form in front of the Parents’ Notebook, and give it to your child’s teacher. Additional copies of this form are also available in the office.
10. Eastwood Christian School requires parents to follow Alabama child safety seat laws.

**READ THE ALABAMA STATE CHILD SAFETY SEAT LAWS
ON THE FOLLOWING PAGE.**

1. Rear-Facing Only Seats and Rear-Facing Convertible Seats (Infants/Toddlers)

- All infants and toddlers should ride in a Rear-Facing Car Seat until they are two years of age or until they reach the highest weight or height allowed by their car safety seat's manufacturer.
- Never put a rear-facing car seat in the forward-facing position or in front of an active airbag.
- Ensure that the harness is snug and that the harness clip is placed at the center of the chest and at the level of the child's armpits.
- The seat must be tightly secured using the vehicle lap belt or anchored using the LATCH System.

2. Convertible Seats and Forward-Facing Seats with Harnesses (Toddler/Preschoolers)

- All children two years or older, or those younger than two years who have outgrown the rear-facing weight or height limit for their car seat, should use a Forward-Facing Car Seat with a harness for as long as possible, up to the highest weight or height allowed by their car seat's manufacturer.

3. Booster Seats (School-Aged Children)

- All children whose weight or height is above the forward-facing limit for their car seat should use a Belt-Positioning Booster Seat until the vehicle seat belt fits properly, typically when they have reached 4 feet 9 inches in height and are between 8 and 12 years of age.
- Use belt-positioning booster seats with lap and shoulder belts (seat belts fit properly when the lap belt lays across the upper thighs and the shoulder belt fits across the chest).
- Use high-back booster seats in vehicles with low seat backs.
- Only use low-back booster seats if the child's ears are below the top of the seat back when seated.
- Use until the child's feet can touch the floor, the knees are bent at the edge of the seat, and the back is straight against the seat back.
- The child's height must meet the requirements to ensure the safety belt fits properly.

4. Seat Belts (Older Children)

- When children are old enough and large enough to use the vehicle seat belt alone, they should always use Lap and Shoulder Seat Belts for optimal protection. All children younger than 13 years should be restrained in the rear seats of vehicles for optimal protection.
- The lap belt lays across the upper thighs, and the shoulder belt fits across the chest.