

III. THE FOUR PILLARS

The School is built on four pillars – Academics, Athletics, Fine Arts and Spiritual Life – which are essential to our students' experience at Episcopal.

A. Academics

Students are challenged to explore the depths of their intellectual curiosity with a rigorous and age appropriate curriculum in a learner-centered environment. We seek to ensure that all graduates are accepted to a college of their choice commensurate with their skills, motivations, and passions.

B. Athletics

Episcopal offers an extensive Athletics program that focuses on inclusion in the Lower and Middle Schools via our no-cut policy. In the Upper School, our teams focus on performance for the Junior Varsity and Varsity teams. Our Varsity teams compete annually for district, regional, and state championships.

C. Fine Arts

Our Fine Arts program fuels creativity, community, and celebration. We offer a broad range of curricular and extracurricular offerings including choral and instrumental music, dance, theatre and visual arts for Upper and Middle School Students on our Munnerlyn Campus. Our Lower School Divisions at the Beaches and St. Mark's campuses provide students with a foundation of skills to express themselves artistically, build confidence, and encourage creative expression through a variety of mediums and activities. We showcase performances and exhibitions by our students who also participate in local, regional and state competitions.

D. Spiritual Life

Episcopal is a welcoming and inclusive community as inspired by the life and teachings of Jesus Christ. In worship and throughout the school day, all are expected to uphold and respect the dignity of every human being, whatever one's beliefs or religious traditions may be. Chapel attendance is required, and all are encouraged to participate as fully as their religious traditions allow.

IV. STANDARDS OF ETHICAL CONDUCT

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

A. Philosophy

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

Our primary concern is the student and the development of the student's potential. Employees will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

B. Behaviors

Aware of the importance of maintaining the respect and confidence of colleagues, of students, of parents, and of the community, employees of Episcopal School of Jacksonville must display the highest degree of ethical conduct. This commitment requires that our employees:

1. Shall maintain honesty in all professional dealings.
2. Shall not deny to a colleague professional benefits or advantages or participation in any professional organization on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background.
3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
5. Shall not make malicious or intentionally false statements about a colleague.

Concern for the student requires that our instructional personnel:

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

C. Training Requirement

As a condition of employment, all instructional personnel, educational support employees and administrators are required to complete training on standards of ethical conduct by reviewing this handbook and certifying that it has been read and understood.

D. Reporting Misconduct

All employees, educational support employees and administrators have an obligation to report misconduct by instructional personnel and school administrators which affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors. Reports of misconduct should be reported at the discretion of the employee to either a Senior Administrator, Director of Human Resources or Head of School as listed below:

Lower School – Beaches Campus - Jennifer Ketchum, Head of Lower School – ketchumi@esj.org
Lower School – St. Mark's Campus – Beville Anderson, Head of Lower School – andersonb@esj.org
Middle School – Munnerlyn Campus – Paige McGee, Head of Middle School – mcgeep@esj.org
Upper School – Munnerlyn Campus – Natalie Herford, Head of Upper School – herfordn@esj.org
All Campuses – Keesy Goebertus, Associate Head of School – goebertusk@esj.org
All Campuses – Pat Slevin, Director of Human Resources – slevinp@esj.org
All Campuses – The Rev. Adam Greene, Head of School – greenea@esj.org

Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services. Policies and procedures for reporting misconduct by instructional personnel, educational support employees and administrators which affects the health, safety, or welfare of a student are posted on the school website, <https://www.esj.org/about/health-safety-and-well-being/>, and at each campus location.

Beaches Campus – The Breezeway
St. Mark's Campus – Lori Schiavonne Commons
Munnerlyn Campus – Welcome Center

E. Reporting Child Abuse or Neglect

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

Signs of Physical Abuse

The child may have unexplained bruises, welts, cuts, or other injuries; broken bones; or burns. A child experiencing physical abuse may seem withdrawn or depressed, seem afraid to go home or may run away, shy away from physical contact, be aggressive, or wear inappropriate clothing to hide injuries.

Signs of Sexual Abuse

The child may have torn stained or bloody underwear, trouble walking or sitting, pain or itching in genital area, or a sexually transmitted disease. A child experiencing sexual abuse may have unusual knowledge of sex or act seductively, fear a particular person, seem withdrawn or depressed, gain or lose weight suddenly, shy away from physical contact, or run away from home.

Signs of Neglect

The child may have unattended medical needs, little or no supervision at home, poor hygiene, or appear underweight. A child experiencing neglect may be frequently tired or hungry, steal food, or appear overly needy for adult attention.

Patterns of Abuse

Serious abuse usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

F. Liability Protections

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

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