



# Parent (Guardian)/Student Handbook 2023-2024

Phone: 225-387-5082  
8538 GSRI Avenue, Baton Rouge, LA 70810  
[www.gardereschool.com](http://www.gardereschool.com)

School Hours K-5th grades:  
Monday – Thursday 7:30am-3:30pm;  
Friday 7:30am-2:30pm

School Hours Pre-K:  
Monday – Thursday 8:30am-3:30pm;  
Friday 8:30am-2:30pm

*Gardere Community Christian School admits students of any race, color, national or ethnic origin, gender, or religion to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Gardere Community Christian School does not discriminate on the basis of race, color, national or ethnic origin, gender, or religion in administration of its educational policies, admissions policies, tuition assistance programs, and other school-administered programs.*

*While the Christian Faith is not a factor in the admission process, it is a daily part of life for students and staff including participation in Bible study, worship services and chapel attendance.*



### **THE MISSION**

To provide a firm Christian foundation in the educational and spiritual life of children in the Gardere neighborhood, encouraging them to grow into and become the person God created them to be.

### **THE VISION**

To build a Christian elementary school in the Gardere community. It will provide the necessary education for children and their families to overcome obstacles and develop their God given talents, strengths and abilities.

### **THE GOAL**

To make a high quality, Christian education available to every child and family in the Gardere area, regardless of their financial circumstances.

### **STUDENT PLEDGE**

I am a learner, a thinker and an achiever. I pledge to strive for academic success now so I can have life success in the future.

I am made and loved by God. I pledge to follow Him and His plans for me.

I am an important member of my family, my school and my community. I pledge to be responsible, respectful and humble because my words and actions make a difference.

I am growing "in wisdom and stature, and in favor with God and man."

I am a **GCCS Eagle!**

### **COMMITMENT FROM THE SCHOOL**

The faculty and staff of Gardere Community Christian School pledge by God's grace to uphold the principles and guidelines of this handbook as we assist each parent and guardian in educating and training their child. We are committed to excellence in three primary areas:

- First, we focus on students learning well and mastering core academic subjects essential to future achievement and success. Our academics are strong. Our students learn, succeed, and thrive as they build confidence in their future through subjects such as reading, oral and written language, math, science, history (encompassing the social studies), physical education, health and nutrition, and enrichments in art and music.
- Equally important, we believe instruction in spiritual and character development is integral in providing a firm foundation. Our school teaches students to live and learn according to God's biblical plan. Our students are taught that they are God's children; He created them, loves them and has a special plan for them.
- Finally, the school positively interacts with the family and community to bring about positive change. Our school is community-centered as we are providing new opportunities and lasting social benefits. Parents are partners who are involved and invested; therefore, academics improve for their children.



### **STUDENT CREED- PSALM 119:1-8**

"Blessed are they whose ways are blameless, who walk according to the law of the LORD.  
Blessed are they who keep his statutes and seek him with all their heart.  
They do nothing wrong; they walk in His ways.  
You, God, have laid down precepts that are to be fully obeyed.  
Oh, that my ways were steadfast in obeying your decrees!  
Then I would not be put to shame when I consider all your commands.  
I will praise you with an upright heart as I learn your righteous laws.  
I will obey your decrees; do not utterly forsake me."

### **STATEMENT OF FAITH**

- We believe that the Scriptures are the very Word of God in their entirety and, therefore, are our authority in matters of faith and practice.
- We believe in one God, creator of the universe, eternally existing in the persons of the Father, the Son, and the Holy Spirit.
- We believe that God created man in His own image, and when man disobeyed God, he fell from grace and brought sin into the world.
- We believe that Jesus Christ was conceived by the Holy Spirit, born of the Virgin Mary, crucified for our sin, and raised from the dead in eternal victory. He is an undiminished deity and genuine humanity in one person.
- We believe that the Holy Spirit is a personal Being who convicts the world of sin and who regenerates, indwells, empowers, guides, and seals believers eternally for God.
- We believe that regeneration by the Holy Spirit is absolutely necessary for the salvation of lost sinners, and those who receive the Lord Jesus Christ by faith are born again into the family of God.
- We believe that the family of God is the church, which is the body of believers of which Christ is the head.
- We believe that Heaven is the abode of God and the place of eternal joy for the saved, and that Hell is the place of eternal punishment of separation from God for the lost.

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### **GENERAL INFORMATION**

#### **ADMISSION POLICY**

Gardere Community Christian School admits students of any race, color, national or ethnic origin, gender, or religion to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Gardere Community Christian School does not discriminate on the basis of race, color, national or ethnic origin, gender, or religion in administration of its educational policies, admissions policies, tuition assistance programs, and other school-administered programs.



While the Christian Faith is not a factor in the admission process, it is a daily part of life for students and staff including participation in Bible study, worship services and chapel attendance.

### DEVELOPMENT OFFICE

The Development Office is responsible for all fundraising efforts including annual giving, capital giving, major gifts, projects, endowments, planned giving, memorial and scholarship funds. The Development Office also coordinates the efforts of the Development Committee.

### AUTOMOBILES

Residents living near GCCS experience a tremendous amount of traffic on school days. Please drive carefully and courteously. The safety of small children is of great concern. Please refrain from using a cell phone while driving on campus or utilize a hands-free device.

### FINANCE AND FACILITIES OFFICE

This office is located at the front of the school. This office is responsible for the school's financial affairs, building, and grounds. Questions regarding these areas should be directed to Latasha Boatner.

1. Budget/Financial: Tuition and fees support the revenue for the school's operating budget. Condensed financial statements are available for review upon request.
2. Tuition and Before/Aftercare Accounts: The school expects all tuition and Before/Aftercare accounts to be paid in a timely manner. Students whose accounts are past due 60 days may be restricted from attending classes, participating in extracurricular activities, or receiving report cards until the account is current. The school reserves the right to refuse to extend further credit to any student whose account reflects a history of late payments.

### TUITION AND FEES

Please see your Tuition and Fees Policies/Contract as per your registration at GCCS. For your convenience, you may now pay using PayPal or CashApp. Our CashApp school's ID is \$gardereschool. If you choose to pay using one of these apps, please add the following convenience fee to your payment:

Payment: \$1 - \$200 = \$5 Fee

Payment: \$201 - \$400 = \$10 Fee

Payment: \$401 - \$600 = \$15 Fee

Payment: \$601 - \$800 = \$20 Fee

Payment: \$801 - \$1,000 = \$25 Fee

Payment Over \$1,000 = \$50 Fee



## COMMUNICATION

Parent-Teacher-School communication is key to student success; therefore, regular communication through ClassDOJO, flyers placed in Teacher-Parent Communication Binder/ Folder and carpool reminders will take place. Classroom newsletters are posted on ClassDOJO and sent home at the end of every month. In the newsletters, parents are informed about next month activities, standards, and skills to be taught. Parents must be connected through ClassDOJO for both the whole school and individual class. Weekly whole school ClassDOJO posts will be sent out by both the principal and program's coordinator. Monthly calendars will be shared with parents at the end of each month, attached to the classroom newsletter. Parents are encouraged to first reach out to classroom teachers with questions, but can contact the following on ClassDOJO and by phone if the teacher is unable to answer the question:

- Emergencies and policy: Mrs. Darden, Principal ([laurendarden@gardereschool.com](mailto:laurendarden@gardereschool.com))
- State Scholarship, NSECD, general admissions, and Spanish translations: Mrs. Norma, Director of Admissions ([normapalma@gardereschool.com](mailto:normapalma@gardereschool.com))
- Volunteering opportunities/ hours, events, and field trips: Ms. Kayla, Program Coordinator ([kaylalamons@gardereschool.com](mailto:kaylalamons@gardereschool.com))
- Billing and fees: Ms. Latasha, Facilities and Finance Coordinator ([latashaboatner@gardereschool.com](mailto:latashaboatner@gardereschool.com))
- Counseling: Mrs. Lewis, Counselor ([haleyLewis@gardereschool.com](mailto:haleyLewis@gardereschool.com))

All forms of communication are to be kept professional, courteous, and respectful. Appropriate hours of contact are school hours. Teachers and staff are to be given a 24 hour reply time.

## EMERGENCY CLOSING

GCCS will generally adhere to the East Baton Rouge Parish School Board guidelines for regulation of school closing in the event of an emergency. In the event of an emergency during school hours that would require closing of the school, the ClassDOJO system will be enacted. If, in the judgment of Gardere Community Christian School administration, an immediate evacuation from campus is necessary, students may be discharged by all means available. Reopening the school after an emergency closure will be done at the discretion of GCCS administration. Students and parents should monitor the school website and local media outlets for updates. ClassDOJO will also be enacted to communicate information about school re-opening.

## FOOD SERVICE

The school provides a nutritious breakfast and lunch provided by Chartwells. Chartwells promotes healthy eating and meets state guidelines. The meal program is mandatory for all students. Students are not allowed to bring in breakfast or lunch. If your student has food allergies, a doctor's note is required to make substitutions or alternate accommodations.



## LOST AND FOUND

Faculty and students who find "lost" articles should take them to the School Office. Articles unclaimed after a four (4) week period may be given to a charitable organization.

## MEDICATION

Medications are not provided by the school. Medication should never be sent with a child. If a child is to receive any physician prescribed medication during the school day, the parent or guardian must provide the school office with the prescribed medication and a prescription and/or instructions signed by the child's physician and the parent, using the *State of Louisiana Medication Order* or similar form. The medication will be kept in the front office and dispensed according to the doctor's instructions. Medicine must be properly labeled. Written authorization to dispense a medication will be limited to two weeks unless otherwise prescribed by a physician. The parent must also sign a ***GCCS Consent for Medication Administration*** form. All medicine sent to the school must be kept and administered in the school office. ***MEDICINE MUST BE IN THE ORIGINAL CONTAINER*** and the following information should be clearly written as instructions from the physician and signed by the physician.

- Child's name
- Medicine name and dosage
- Time, date, and reason medicine is being administered
- Signature of physician
- Signature of parent
- Phone number where parent can be reached during the day

Parents must provide any over-the-counter medications for their children. This medication will be kept in the school office and should be picked up at the end of the school year. Dispensing over the counter medication to a student requires clearing with the office staff, a doctor's orders, and completion of a ***GCCS Consent for Medication Administration*** form including the dispensing instructions to be kept on file in the school office.

If a child requires medication during school hours and the required authorizations are not on file, it will be necessary for the parent/guardian to stop by and personally administer the medication to the student.

*The medication forms are available through the school office and must be signed in the appropriate areas by the physician and parent/guardian.*

## MANDATORY REPORTING TO DEPARTMENT OF CHILDREN AND FAMILY SERVICES

We care deeply about the safety and welfare of all of our children at GCCS. Additionally, we are required to report to DCFS any suspected incidents of child abuse that may have occurred in your home or elsewhere. To that end, we have a team that consists of the principal, school counselor and teacher/staff member doing the reporting to discuss whether it is something that



needs to be reported or not. If we report, we do not have to inform you of it, nor will DCFS disclose where the report came from. We are informing you up front that this happens occasionally and occasionally DCFS does get involved to investigate the matter. Their goal is to help you and to protect the child/ren. Please know that we take this very seriously as we want our children in the best environment for learning and social growth possible, as you do. If you have any questions about what constitutes child abuse, please go to the DCFS website, <http://www.dcfslouisiana.gov/page/109#definitions> or talk to our school counselor. Either is glad to receive your questions.

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## **PARENT ORGANIZATIONS AND INVOLVEMENT**

### **GARDERE COMMUNITY CHRISTIAN SCHOOL PARENT ASSOCIATION**

The purpose of the Gardere Community Christian School Parent Association (GCCSPA) is to provide parents with information, support, and fellowship and to provide a vehicle for parents to serve the school community. Along with the Programs and Volunteer Coordinator, GCCSPA will meet as necessary to plan participation in a host of school events. GCCSPA has numerous opportunities for volunteers to serve on various committees. Email GCCSPA at [kaylalamons@gardereschool.com](mailto:kaylalamons@gardereschool.com) for more information.

### **PARENTAL AGREEMENT**

Upon enrollment of their child at Gardere Community Christian School, parents agree to encourage their child to comply with the Honor Code and School Rules & Expectations at all times - including evenings, weekends, vacations and holidays. Parents further agree to the School's right to provide consequences (including suspensions or separation from the School) to the student for violations of the Honor Code or School Rules & Expectations, which occur at any time while the student is enrolled at Gardere Community Christian School, including violations that take place during evenings and on weekends, vacations, and holidays.

### **PARENTAL INVOLVEMENT**

GCCS believes that a positive and constructive working relationship between the School and a student's parents (or guardian) is essential to the fulfillment of the School's mission. Thus, GCCS reserves the right not to continue enrollment or not to re-enroll a student if the School reasonably concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interfere with the School's accomplishment of its educational purposes.

We want to promote the highest standard of home and school life for the spiritual, mental, social, and physical welfare of our children. We believe our school will be effective to the degree



that we have parent involvement. *All family units are required to volunteer/ attend workshops at least two hours each month (including state scholarship families).* If a parent volunteers over the required annual twenty hours, they will receive tuition/fee credit of \$8.00 per additional hour up to the amount they owe. There are a variety of ways parents may volunteer/ receive workshop credit: participating in monthly workshops, meal time servers, recess supervisors, carpooling other students, special programs helpers, new GCCS student referrals, and as teachers' aides. Quarterly parent conferences are required and considered as a meeting. Depending on the type of work a parent volunteer provides in the school, he/she may be required to complete a background check.

#### PARENT ACCESS, VOLUNTEERS AND VISITORS

All parents, volunteers and visitors must sign-in with the school office upon arrival and wear a parent or visitor badge while on the school campus. Proper attire is required; all parents, volunteers and visitors are expected to dress modestly while on campus. Please refrain from tight, low cut clothing that could be seen as revealing. The administration has the right and responsibility to refuse any visitor from entering the campus or facility at any time. Visitors must sign out and return the parent/visitor badge before leaving the campus. While visiting the classroom, parents are not to disrupt the education of their child, other children, or attempt to conduct individual conversations with the teacher during instructional time.

#### BIRTHDAY CELEBRATIONS

We celebrate student birthdays here at GCCS, being thankful for the person God has created. **With teacher approval and in a week's advance notice, parents are welcome to bring a special treat (cupcakes and/or ice cream cup) to their child's class for the student's birthday celebration, making sure there is enough for all class members.** Times must be approved by the child's teacher. Student birthday gifts may NOT be given at school. If a student is celebrating outside of school, invitations may not be given out at school unless all students in the class are invited.

#### PROTOCOL FOR PROBLEM SOLVING

All parents are asked to take concerns to the appropriate party. If there is a grievance or a complaint concerning a classroom matter, the parent should speak with the appropriate faculty member (teacher). If the problem cannot be resolved in this manner, it is appropriate that the grievance be taken to the Principal, **with the knowledge of the faculty or staff member.** If there is a concern about school policy or direction, parents should go to the Principal. The Board of Directors has delegated responsibility and authority over the school's operational matters to the Principal. Therefore, they will direct parents to take all such matters to the Principal. If the problem cannot be resolved in this manner, it is appropriate that the grievance be put in writing and sent to the Board of Directors. The Board of Directors will then initiate an





investigation and contact the parent concerned. Any grievance sent to the Board will be considered no later than fourteen days after the written grievance is received. In each case, parents are asked to go to the appropriate source rather than to another parent or a person unaffiliated with the school.

#### DUE PROCESS

1. Students shall be afforded due process in accordance with applicable law, school policy, and implementing regulations. This means students will:
  - Be informed of accusations against them;
  - Have the opportunity to admit or deny the accusations;
  - Have the factual basis for the accusations explained to them; and
  - Have a chance to present an alternative factual position if the accusation is denied.
2. The Principal is the final authority for all disciplinary matters. In the event that there is a long-term suspension (11 days or more), dismissal or an expulsion, the student or guardian has five days to request a hearing before the Board of Directors. The decision by the Board of Directors shall be considered final in this matter.

#### SAFETY DRILLS

Safety drills will be conducted at least once each month.

#### SCHOOL COUNSELING

GCCS counseling services exists to serve the students, parents, teachers, and administration by offering a range of supportive services. Some of these services include individual assessment, outsourcing to professionals in the community, and offering prevention, postvention, and educational programs.

#### RESOURCES FOR LEARNING

The school issues classroom textbooks, chromebooks/ tablets, and other resources to students. All learning resources are the property of Gardere Community Christian School and should be treated as such. Please see the "Responsible Use of Technology Agreement". Textbooks are the responsibility of the student. If a learning resource is lost or damaged, the student is responsible for replacement under school guidelines. Students may have grades or records held if charges for lost or damaged resources remain unpaid.



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## **CARPOOL & PARKING INSTRUCTIONS**

The daily volume of car traffic on our campus necessitates a high degree of smooth traffic flow to achieve efficiency and safety. Each failure to comply with these instructions raises everyone's frustration level. All families are provided 4 car tags. Additional or replacement car tags are \$1 each. The carpool system is designed for optimum efficiency and overall safety. All parents, students, faculty and visitors are asked to comply with these instructions. Thank you for your cooperation.

### **MORNING CARPOOL PROCEDURES AND RULES**

Cars must enter the parking lot on the Seaboard Avenue entrance and exit onto GSRI Avenue. If there is a line of cars, cars must proceed down GSRI Avenue, turn right on Jade and come around the block to Seaboard Avenue, getting in line on the school side of the street. Do not form a carpool line along GSRI Avenue.

Morning carpool begins at 7:25am for Kindergarten through 5th and 8:25am for PreK3 and PreK4.

1. Students must be dropped off in the morning and picked up in the afternoon by the side gate entrance. A teacher or staff member will be there to open the vehicle doors and help students exit or enter the cars.
2. Cars must enter the parking lot on the Seaboard Avenue entrance and exit onto GSRI Avenue. If there is a line of cars, cars must proceed down GSRI Avenue, turn right on Jade and come around the block to Seaboard Avenue, getting in line on the school side of the street. Do not form a carpool line along GSRI Avenue.
3. Exception: Parents may park in the lot across Seaboard Avenue and personally walk their child to the gate area. However, students may not be dropped off by themselves in that parking lot and allowed to cross the street unattended.
4. Students must allow the duty teacher to open and close the vehicle door. Students may not open the door themselves and exit the vehicle. This is a safety precaution.
5. If pets are in the car, they must be physically restrained when the teacher opens the vehicle door.
6. Morning carpool ends promptly at 7:40am for Kindergarten through 5th grade and 8:40am for PreK3 and PreK4. If a student arrives past these times and the gate has been closed, his/her parent will be required to walk the child to the office to sign in and will be marked tardy.
7. Parents must park vehicles to sign in children after carpool hours.



### AFTERNOON CARPOOL PROCEDURES AND RULES

- Monday-Thursday carpool begins at 3:25pm.
- Friday carpool begins at 2:25pm.

Students in PreK through Grade 5 will stay in their classrooms, PreK3 will dismiss from the hallway nearest to the ramp and will adhere to the following:

- Cars without carpool tags will not be loaded. These drivers will need to park and be directed to the school office.
- Students must sit quietly in their classrooms.
- Students come down the ramp and wait in family groups along the fence.
- Students will not be allowed to enter a car without assistance from a duty teacher. Note: The teacher must open and close the vehicle door.
- Students riding home in a different carpool need to bring a note from home stating the exact driver or call the front office. The driver MUST provide an ID.
- Students should stay behind the BLUE line at all times. (Nearest to the gate)
- Students will only be placed in a car with the proper car restraints (number of seatbelts and proper car seats) AND car tag. Otherwise parents must park and sign their child/children out at the end of carpool.
- PreK3 and PreK4 cars without car seats will not be loaded. Parents will need to park and go to the office to sign the child out.
- Students reporting to Aftercare will be escorted by one teacher from each grade level to the dining room area at the end of carpool.
- Students remaining at school at the end of carpool that are not in Aftercare will be escorted by a teacher to the dining room area at the end of carpool. The teacher will DOJO the parent and the front office staff will call the parent. After the first 15 minutes, the parents will be invoiced \$1 for each additional minute afterwards.
- During extremely bad weather, children will leave from the double doors in between the two buildings.
- In weather that could be dangerous for dismissal, we may need to delay carpool until the storm calms. Parents are asked to wait in their cars and demonstrate patience.
- Parents may not "walk up" and take a child from the carpool area or the classroom at dismissal without presenting the duty teacher with the car-tag.
- Students may not be checked out in the office after 3:00pm Monday-Thursday and 2:00pm Friday except with permission from the Principal, Lauren Darden.

### PARKING

Anyone needing to park during school hours from 7:00am-5pm must not park on the school side of the parking lot OR in the carpool line. Parking in the parking lot must be facing GSRI



Avenue at those times. Do not park along Seaboard Avenue when coming into the school at these times. Parking is permitted in the lot across Seaboard Avenue.

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## **BEFORE CARE, AFTER CARE, AND AFTER-SCHOOL ACTIVITIES**

### **BEFORE CARE AND AFTER CARE**

Before Care is available for all grades Monday through Friday from 7:00am-8:30am. After School Care is available for all grades Monday through Thursday from 3:45-5:00pm, Friday from 2:45-4:00pm. Cost is \$5 per half hour session, per child. Please see the front office for payment and scheduling options on Fridays. No After Care on early dismissal or vacation days.

### **AFTER-SCHOOL ACTIVITIES**

We encourage students to be involved in After-School sports and special programs, provided for students in grades 1-5 only. Some after-school programs may require a fee. Students must sign up for participation in these programs and attend according to the program dates and times.

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## **STUDENT EXPECTATIONS**

At Gardere Community Christian School, students are expected to act in an orderly and respectful manner, maintaining Christian standards in courtesy, kindness, language, morality, conduct, honesty and correct body language. Students are to display these Christian standards through the avenues below.

### **RESPECT**

- Students are to demonstrate respect for authority - God, administrators, faculty, staff, volunteers, parents and visitors.
- Students are to demonstrate respect for schoolmates - in all classrooms, lunchroom, hallways, at recess, on the way to and from school – at all times!
- Students are to demonstrate respect for self - in attitude, dress, speech, body language, and treatment of others, reflected in all ways to all others.

### **CLASSROOM COURTESY**

- Students are expected to be in attendance for every class and seated on time.
- Students are expected to come to class prepared each day with the tools necessary for learning, including pencils, paper, textbooks, homework, etc. and above all – with the right attitude.



- Students are expected to be active learning participants and be involved in class discussions and activities, responding and relating appropriately when called upon or working in groups.
- Students are expected to stand and sit up straight and walk with their heads held high in expectation of the good Christ brings to them.
- Students are expected to help keep their classrooms clean and presentable by picking up any visible trash or paper and by caring for school property.
- Students are NOT to have any electronic devices and cell phones of any kind in school. Any electronic devices or cell phones seen or found on school property will be kept in the school office until the parent/guardian is contacted and the parent or guardian comes into the office to pick them up. Cell phones or electronic devices will NOT be given back to students.
- Students are NOT to have gum in school AT ANY TIME – not in any building or on the playground.

#### HALL COURTESY

- Students are to walk quickly and quietly to their destination.
- Students are to keep their hands and feet off the walls and each other.
- Students are to greet others they may meet in the hallway courteously and with a smile.

#### MEALTIME COURTESY

- Students are to show respect toward God and be thankful for the food provided for them.
- Students are to show respect toward and be thankful for all of our GCCS mealtime workers and volunteers.
- Students are to demonstrate good manners and appropriate voice level when speaking to others.
- Students are to demonstrate good manners in speaking to those at his or her table, never yelling to others at different tables.
- Students are to demonstrate self-discipline by cleaning up personal food areas (including table, seating and floor).

#### BUILDING AND SCHOOL GROUNDS COURTESY

- Students are to treat school property with care and respect.
- Students and their parents or guardians are held responsible for deliberate damage to school property.



### TOBACCO, DRUG, AND ALCOHOL FREE CAMPUS

GCCS is a tobacco-free campus. Tobacco products are not permitted anywhere on the campus, including playgrounds or in any vehicle used to transport children during school hours of operation. Gardere Community Christian School and the area immediately around the school remains a DRUG AND ALCOHOL FREE ZONE.

- Gardere Community Christian School is a drug free zone, extending to one thousand feet of school property.
- A felony violation of the Uniform Controlled Dangerous Substances Law will subject the offender to severe penalties under law.

### BULLYING POLICY

GCCS recognizes that a school that is physically and emotionally safe and secure for all students, promotes good citizenship, increases student attendance and engagement, supports academic achievement and displays Christian values. To protect the rights of all students and groups for a safe and secure learning environment, GCCS prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to never tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any pattern of behavior, gesture or written, verbal, graphic, or physical act including electronically transmitted acts that are reasonably perceived as being intimidating, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress. Such behaviors are considered to be bullying or harassment whether they take place on school property, at any school-sponsored function, or in a school vehicle where a child's imminent safety or overall well-being may be at issue.

GCCS believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, volunteers and community members of the school, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, parents, volunteers and community members.

GCCS believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and to solve problems that motivated the aggressive behavior. Staff



members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

#### Factors for Determining Consequences:

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

#### Examples of Consequences:

- Verbal and written warning
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom and referral to disciplinarian
- Loss of privileges
- Classroom or administrative detention
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Expulsion or termination

#### Procedures for Intervention:

- All staff, students and caregivers will receive a copy of the policy prohibiting bullying at the beginning of the school year.
- All staff, volunteers and students shall immediately report incidents of bullying, harassment or intimidation to the school principal, teacher, or staff member. School staff members are expected to immediately intervene when they are notified or witness a bullying incident. Each complaint of bullying shall be promptly investigated.
- GCCS will keep a record of all bullying and harassment incidents.

#### When Bullying is Reported:

- Investigation: Upon receipt of a bullying or harassment report an investigation will begin. The investigation will begin no later than the next business day after a report is received by the school principal. The investigation will be completed no later than ten days after the report is received. The investigation shall include interviewing the victim, accused, witnesses and staff separately.



- Notification: Caregivers of the victim and accused will be notified of the incident/ investigation via phone.
- Discipline: If charged with bullying or harassment, the accused will receive age appropriate consequences (see examples of consequences). Caregivers of victim and accused will be required to meet with school principal or designated disciplinarian separately to discuss investigation findings.
- Documentation: Written documentation containing the findings of the investigation and decided disciplinary actions.

### SCHOOL WEAPONS POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when on school property. Adults with a weapon shall immediately be asked to leave the school premises and will be reported to law enforcement. The purpose of this policy is to help assure that Gardere Community Christian School is a safe school environment for students, staff and the public.

A student possessing or displaying, using or threatening to use any weapon or instrument that could be considered as a weapon on the school campus or at school sponsored activities, shall be subject to disciplinary action. Immediate actions will be:

- Confiscation of weapon(s)
- Isolation of student with administrative staff
- Notification of parents or guardians
- Notification of law enforcement officials

Disciplinary action shall include immediate suspension for a period determined by school administration and may also result in permanent expulsion.

### SEARCH POLICY

GCCS reserves the right to invite Law Enforcement personnel on campus to provide assistance in searches at any time. Lockers and desks are school property and are subject to search by school officials at any time. Personal possessions, such as book bags, gym bags, student purses and automobiles, while on campus, are subject to search by school officials and law enforcement personnel at any time.

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## DISCIPLINE SYSTEM

Gardere Community Christian School uses the Responsive School Discipline approach. This approach encourages a school climate that enables optimal academic and social growth in students. The goals of the Responsive School Discipline approach are to ensure that children:

- Feel physically and emotionally safe in school so that they can learn at their best.





- Develop self-discipline and the skills for working and learning cooperatively with others.
- GCCS achieves these goals through the following steps:
1. Ensuring that all adults in the school have consistent behavior expectations of students and schoolwide rules are set according to the following categories (specific rules under each category are posted throughout the school):
    - a. Attitudes
    - b. Everyday Manners
    - c. Communication Skills
    - d. Living in a Community
  2. Maintaining regular routines, providing specific procedures for every task (i.e. entering the classroom, taking out supplies, responding to a classmate, coming to the carpet, lining up, center work, etc.)
  3. Carrying out structured morning meetings and end of day closing meetings. These are nonnegotiable and support a positive classroom culture and respectful behavior.
  4. Providing staff with professional development in the teaching of positive behavior.
  5. Establishing school wide procedures for responding to misbehavior.
    - a. Warning
    - b. Developmentally appropriate consequence and parent contact
    - c. Teacher and counselor meeting
    - d. Teacher-Parent-Principal meeting

Faculty and staff are never to tug on a student's arm, push a student or verbally assault a child. If a student could potentially cause harm to others or self, then appropriate handling is understood, depending on the situation.

#### SCHOOL RULES VIOLATIONS RESPONSE

Gardere Community Christian School will maintain a level system for handling infractions of behavioral expectations. While most behaviors can be handled by the classroom teacher and in class consequences are to be given, there are times in which a higher level of discipline is necessary. Outlined below is the level system along with the instructions for handling such infractions:

Level 1 behavior infractions include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving, etc. that doesn't lead to more aggressive behaviors or doesn't require an incident report)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class



**Step 1:** Level 1 infractions are to be handled by the classroom teacher or staff member witnessing such infractions. The infractions should be noted on the student's weekly conduct report. The teacher or staff member witnessing the infraction is to complete a level 1 form. Level 1 infractions are to receive detention.

**Step 2:** If infractions persist, the classroom teacher should call the parent and set up a formal parent-teacher conference for that morning or afternoon. Together they will meet with the student for the purpose of goal setting. The teacher is responsible for notifying the principal about the conference through email. The teacher and parent are to fill out the Behavior Goal Sheet, documenting the meeting's objectives, goals, and next steps. One copy is to be placed into the student's classroom file and the other is to be turned into the principal. At the principal's and teacher's discretion, morning or afternoon detention is a viable option.

**Step 3:** If Level 1 infractions have not improved, the teacher will follow Level 2 procedures. Level 2 behavior infractions include:

- Repeated Level 1 offenses
- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Fighting (defined as punching, kicking, or actions that require an incident report)
- Forgery, theft
- Property damage
- Vandalism (irreversible destruction of school property)
- Violation of technology guidelines

Level 2 infractions must be referred to the principal. Teachers will complete a GCCS Discipline Referral form to be sent to the office. Students unable to stay in the classroom may be put in isolated instruction until an administrator is available. On the same day, the teacher or staff member witnessing the infraction should communicate the details to the parents by phone. The principal will give a copy of the GCCS Discipline Referral form to the parent for a signature. At the principal, teacher, and counselor's discretion, suspension is a viable option for level 2 behaviors.

Level 3 behaviors include:

- Repeated Level 2 offenses
- Intense physical aggression leading to severe bodily harm to another student/ staff
- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Level 3 behaviors must be referred to the office immediately. Teacher or an administrator will complete a GCCS Discipline Referral form. Consequences for students who engage in level 3 behaviors will include removal from the classroom. At the principal's discretion, suspension or expulsion is a viable option for level 3 behaviors.



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## **DRESS CODE AND UNIFORM REQUIREMENTS**

General appearance and grooming guidelines are listed below. This list is not all- inclusive. The school reserves the right to make and enforce changes during the school year that are not listed. Dress Code Violations are defined as the disregard or failure to comply with Dress Code Policies.

### **General Appearance and Uniform Information**

1. Modesty is required at all times.
2. All pants and shorts are to be worn at the waist.
3. Non-GCCS Monograms or labels are not permitted on uniform or dress code shirts.
4. Jumper length should not exceed 3" from the ground when kneeling. Shorts should be worn no more than 5" from the ground when kneeling. Skirts should not exceed 3" from the ground when kneeling.
5. Solid white undershirts only. No long sleeve shirt may be worn under short sleeved polo shirts. This includes turtlenecks.
6. If pants or shorts have belt loops, belts must be worn. Belts are to be smooth dark brown or black leather.
7. Shirts must be tucked in at all times.
8. Hats, caps, sunglasses, or head scarves may not be worn during the school day.
9. "Formal dress" items may also be worn as a "Daily Option" for any grade level.
10. Earrings are considered an appropriate accessory for girls only. Large hoop or dangle earrings are not allowed.
11. Students may not wear make-up.
12. No purses are allowed. Purses will be confiscated and returned to the parent at the end of the day. Purses are allowed for older students on an as needed basis. The school has the right to check purses, if needed. Sanitary needs are provided in the counselor's office.

**The dress code will be strictly enforced with the belief that how we dress reflects who we are and demonstrates adherence to the rules and respect for the community.**



### Kindergarten through 5th Grade Daily Dress

Kindergarten through 5th Grade Girls		Kindergarten through 5th Grade Boys	
The following items must be purchased through French Toast using the code QS5YLXN or Fashion Era.			
Shirts	Short or Long Sleeve Pique Polo in <u>navy</u> w/logo  <i>Only plain white undershirts are allowed with no logos or writing</i>	Shirts	Short or Long Sleeve Pique Polo in <u>navy</u> w/logo  <i>Only plain white undershirts are allowed with no logos or writing</i>
Pants (in khaki)	Slim Stretch Twill Pant in khaki or  Straight Leg Twill Pant in khaki or  Elastic or Draw String Waist Pull-On Pant in khaki or	Pants (in khaki)	Adjustable Waist Double Knee Pant in khaki or  Elastic or Draw String Waist Pull-On Pant in khaki
Shorts (in khaki)	Girls Bermuda Short in khaki or  Pull-On Girls Short in khaki	Shorts (in khaki)	Pleat or Flat Front Stretch Short in khaki
Jumper (optional)	Round Neck Jumper in <u>khaki</u> w/ logo to be worn over navy polo		N/A
Skirt/ Skort (in khaki) (optional)	Pleated Skort with Grosgrain Ribbon in khaki or  Pull-On Performance Skort in khaki		N/A



### Formal Dress

Any student can wear formal dress, but 2nd-5th must wear formal dress on Fridays.

2nd-5th Grade Girls		2nd- 5th Grade Boys	
Blouse, jumper, skirt, dress shirt, or pants must be purchased through French Toast using the code QS5YLXN. Other items may be purchased at a store of your choice.			
Blouse	Short or Long Sleeve Modern Peter Pan Blouse in <u>white</u> w/ logo  <i>Only plain white undershirts are allowed with no logos or writing</i>	Shirt	Short or Long Sleeve Oxford in <u>white</u> w/ logo  <i>Only plain white undershirts are allowed with no logos or writing</i>
Jumper or Skirt	-Plaid Round Neck Jumper in blue/ gold OR -Plaid Pleated Skirt in blue/ gold	Pants	Adjustable Waist Double Knee Pant in khaki
Tights (optional)	Solid white or navy footed, no pattern allowed. Leggings are not allowed.		N/A
Socks	Nylon Cable Knee-High Socks in navy	Socks	Solid, navy dress socks
Belt	Dark brown, navy or black smooth leather.	Belt	Dark brown, navy or black smooth leather.
Shoes	Non-athletic shoes. Dark, solid color dress shoes. No sandals or boots.	Shoes	Non-athletic shoes. Dark, solid color dress shoes. No sandals or boots.
Tie	Adjustable solid navy color cross tie	Tie	Adjustable solid navy color tie
Sweatshirt	-Quarter-zip Fleece top in navy w/ logo OR -Cardigan Sweater in navy w/ logo OR -Fleece Sweatshirt in navy w/ log (ordered from the school)	Sweatshirt	-Quarter-zip Fleece top in navy w/ logo OR -Cardigan Sweater in navy w/ logo OR -Fleece Sweatshirt in navy w/ log (ordered from the school)
Winter outerwear	Non-GCCS fleece or solid blue blazer are to be worn outside only.	Winter outerwear	Non-GCCS fleece or solid blue blazer are to be worn outside only.



**Preschool Daily Dress**

**Preschool bottoms may be navy OR khaki.**

<b>PreK3-PreK4 Girls</b>		<b>PreK3-PreK4 Boys</b>	
The following items must be purchased through French Toast using the code QS5YLXN or Fashion Era.			
Shirt	Short or Long Sleeve Pique Polo in <u>navy</u> w/logo  <i>Only plain white undershirts are allowed with no logos or writing</i>	Shirt	Short or Long Sleeve Pique Polo in <u>navy</u> w/logo  <i>Only plain white undershirts are allowed with no logos or writing</i>
Pants (in khaki or navy)	Slim Stretch Twill Pant OR Straight Leg Twill Pant OR Elastic or Drawstring Waist Pull-On Pant in khaki	Pants (in khaki or navy)	Slim Stretch Twill Pant OR Straight Leg Twill Pant OR Elastic or Drawstring Waist Pull-On Pant in khaki
Shorts (in khaki or navy)	Girls Bermuda Short OR Pull-On Girls Short	Shorts (in khaki or navy)	Pleat or flat front stretch short OR Pull- on boys shorts
Jumper (optional)	-Round Neck Jumper in <u>khaki</u> w/ logo to be worn over navy polo OR  -Ruffled Pique Polo Dress in navy w/ logo		N/A
Skirt/ Skort (in khaki OR navy) (optional)	-Pleated Skort with Grosgrain Ribbon in khaki OR  -Pull-On Performance Skort in khaki	Skirt/ Skort (in khaki OR navy)	-Pleated Skort with Grosgrain Ribbon in khaki OR  -Pull-On Performance Skort in khaki



### Additional Items

PreK through 5th Grade Girls		PreK through 5th Grade Boys	
The following items must be purchased through French Toast using the code QS5YLXN, Fashion Era or store of your choice.			
Sweatshirt	-Quarter-zip Fleece top in navy w/ logo OR -Cardigan Sweater in navy w/ logo OR -Fleece Sweatshirt in navy w/ log (ordered from the school)	Sweatshirt	-Quarter-zip Fleece top in navy w/ logo OR -Cardigan Sweater in navy w/ logo OR -Fleece Sweatshirt in navy w/ log (ordered from the school)
Tights	Solid white or navy footed, no pattern allowed. Leggings are not allowed.	Tights	N/A
Belt	Dark brown, navy or black smooth leather.	Belt	Dark brown, navy or black smooth leather.
Socks	Solid white, blue or black socks.	Socks	Solid white, blue or black low-cut socks.
Shoes	Low or mid-cut shoes. No boots or shoes with wheels, heels or lights	Shoes	Low or mid-cut shoes. No boots or shoes with wheels, heels or lights.
Headpieces	Blue, yellow, white, black flat headbands or bows.	Headpieces	N/A
Winter outerwear	Non-GCCS fleece or solid blue blazer are to be worn outside only.	Winter Outerwear	Non-GCCS fleece or solid blue blazer are to be worn outside only.

ALL STUDENTS ARE EXPECTED TO WEAR A CLEAN UNIFORM DAILY. If a student is not dressed in proper uniform, according to the guidelines above, the student will need to go home and change right from carpool or he/she will be removed from the classroom and the parent/guardian will be called. It will then be the responsibility of the parent/guardian to provide transportation back to school in a timely manner. The student will be expected to attend school and will be marked as having an unexcused tardy. If the parent does not make sure the child is in school that day, it will be an unexcused absence. **The school will not be responsible for offering any child the proper uniform attire.**



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## CHROMEBOOKS AND TABLETS - ACCEPTABLE USE POLICY

In order to keep school technology privileges, parents and students must agree to the following:

I will respect and protect my own privacy and the privacy of others by:

- Using only accounts assigned to me.
- Only viewing or using passwords, data, drives, or networks to which I am authorized.
- Never distributing private information about myself or others.

I will respect and protect the integrity, availability, and security of all electronic resources by:

- Observing school internet filters and security practices.
- Reporting security risks or violations to a teacher or school official.
- Not destroying or damaging data, equipment or other resources - including hacking, uploading, downloading or creating computer viruses, sending mass emails or spam, or intentionally causing a disruption to electronic services.
- Avoiding network congestion which may be caused by excessive use of storage or excessive data use.
- Immediately notifying a teacher or other school personnel of computer or internet malfunctions.
- NEVER taking school technology home or off school grounds unless authorized by a teacher or other school personnel for a school-related event.

I will respect and protect intellectual property of others by:

- Following copyright laws (not making illegal copies of music, pictures, images, videos, games, software, apps, files or movies).
- Citing sources when using others' work (not plagiarizing).
- Asking a teacher if I am unsure of the legal use of data.

I will respect my community by:

- Communicating only in ways that are kind and respectful.
- Reporting threatening or discomforting materials to a teacher or other school personnel.
- Not intentionally accessing, transmitting, copying or creating material that violates the school's code of conduct (such as messages or content that is obscene, threatening, discriminatory, harassing, intimidating or bullying).
- Not using the technology to further acts that are criminal or violate the school's standards for student behavior, such as cheating.





- Participating positively in all digital learning environments and refraining from behaviors that negatively impact my fellow students and/or staff members.

I will respect the learning environment by:

- Accessing only websites and educational games approved by the teacher in whose class I am working.
- Not creating or accessing materials that would be distracting to my fellow learners.
- Following the teacher's guidelines concerning device's noises and volume levels.
- Treating online environments as part of my classroom and only use language and graphics that are appropriate for the classroom in all digital communication.

I understand:

- Use of school technology is a privilege. Violations of this policy in part or in whole may result in disciplinary action including loss of technology privileges as well as other disciplinary actions up to and including expulsion.
- A payment of \$100 is required during distance learning. After distance learning and the issued device has been returned and inspected, if damages have been incurred, the student's account will be charged \$150.
- GCCS reserves the right to control its technology resources and may monitor or restrict a user's resources. The school may search any computer, mobile device or electronic storage device that is assigned to a user and used on any school computer and retrieve, alter, and delete any data created, received or maintained by any user using GCCS resources.
- Use of school technology is at my own risk; the school is not responsible for any loss, damage or unavailability of data stored on such technology regardless of the cause.
- Students are not allowed to have personal technology at school. Only school issued devices may be used by students while at school or any school event.
- GCCS is not responsible for any additional charges a user accrues due to the use of the school's technology and internet services.
- GCCS is not responsible for material encountered on a device or the internet that may be deemed objectionable to a user or for any hostile or injurious actions of third parties encountered through a computer network. Any statement on the Internet is understood to be the author's individual point of view and not that of the school or its employees.
- Due to the nature of electronic communications it is impossible to guarantee confidentiality of email sent and received over any computer network.
- Damage to or loss of technology equipment due to failure to comply with the "student expectations" outlined here will result in a replacement fee of up to \$250 charged to the parent/ guardian.



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## **ATTENDANCE**

Faithful school attendance is critical to a successful school experience. While some elements of a missed classroom experience can be made up, other facets can never be reproduced or repeated, thus attendance policies at GCCS are strictly adhered to and enforced. To be marked as fully present, a child must be on time and not check out early.

### **EXCUSED AND UNEXCUSED ABSENCES**

Absences are considered unexcused unless a note or e-mail is received by the school office from the parent within 5 days of the absence. For medical absences of three or more days, a doctor's note is required. Habitual, intentional or unexcused absences will result in disciplinary action and an academic penalty. Excessive inattendance, more than 10 days per semester/20 days per year (excused or unexcused), may result in course failure or denial of re-enrollment at GCCS.

### **SCHOOL TARDINESS**

Punctuality to school is important. School opens at 7:25am for students (8:25am for Pre-K). Any student arriving after 7:40am is considered tardy for K-5th grade students and 8:40am for Pre-K students. In order for a tardy to be excused, a note or e-mail must be received by the teacher or office within one day and must be for an appointment that could not have been scheduled otherwise. Chronic or habitual lateness may result in academic or disciplinary action. Arrival after 10:30am will be considered a half day attendance day. Parents must park in a parking space to sign their child in.

### **CHECKOUTS**

A student checking out of school before the end of the school day must:

1. report to the School Office,
2. at the school's discretion, present a written note from the parent or be checked out by a parent,
3. sign the school checkout form and list time of departure.

Note: Students may not check out after 3pm Monday-Thursday and 2pm on Friday, except with the principal's permission.

### **EXCUSED ABSENCES**

Absences because of personal illness which are documented by a physician, medical appointments which could not be scheduled after school, funerals, or graduations of family members are excused absences. Extenuating family situations will be reviewed by the



Administration on a case-by-case basis. If a student's work was assigned before the absence, the student should be prepared to turn in assignments and take tests the day he/she returns. The day a student returns, he/she should confirm make-up dates with each teacher. Extenuating circumstances will be considered. Students are responsible for turning in all assignments missed because of absence from class.

#### LATE PICK-UP

School ends promptly at 3:30pm Monday through Thursday, 2:30pm on Fridays and 5:00pm for After School Program Days Monday through Thursday and 4:00pm on Fridays. Carpool promptly ends Monday through Thursday at 3:45 and 2:45pm on Fridays. A parent is considered late once carpool has ended. Students remaining at school at the end of carpool that are not in After Care will be escorted by a teacher to the dining room area at the end of carpool. The teacher will DOJO the parent and the front office staff will call the parent. After the first 10 minutes, the parents will be invoiced \$1 for each additional minute afterwards.

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### STUDENT RESPONSIBILITY

Gardere Community Christian School is designed to serve the needs of each state in childhood development, ensuring that students develop strong characters that embody Christian values and principals. Appropriate behavior is expected at all times. Any student action or behavior that violates the Student Commitment, the criminal laws of Louisiana, or that reflects in an adverse manner on Gardere Community Christian School may be subject to school-based disciplinary action. GCCS recognizes parental responsibility for student supervision during non-school hours and events and expects parents to set standards of behavior consistent with the school's standards.

Under the terms of enrollment, students must agree to and commit to keep all rules and expectations of GCCS at all times while enrolled, including weekends, evenings, vacations and holidays. Violations of the Student Commitment or school rules which take place at any time (including evenings, weekends, holidays, vacations) subject the student to disciplinary action by GCCS, including the possibility of suspension or expulsion from GCCS.

#### STUDENT COMMITMENT

We believe that each student should have a strong sense of personal honor and integrity and that these character qualities will be vital assets throughout life.

*I desire to attend Gardere Community Christian School and I am willing to be under the authority of my parents in submitting and deferring to their wishes concerning enrollment at*



*GCCS. I understand that the Christian teachers, staff and administration are in partnership with my parents. I will strive to obey them also as they seek to train me according to God's Word. With the help of the Holy Spirit, I will seek to live a godly life in and out of school in order that Jesus Christ will be glorified.*

*I understand that failure to uphold these principles, guidelines of the Parent/Student Handbook, and school rules may result in my dismissal from Gardere Community Christian School.*

I promise:

- to attend school every day in the correct and complete uniform.
- to complete all my in-class and homework assignments and prepare for quizzes and exams.
- to participate appropriately in class and all other areas of the school.
- to share in the responsibility of keeping all school property and the school building in good condition. I will help by taking part in disposing of trash properly, keeping classrooms and common areas clean and being respectful of personal and school property.
- to show respect for Gardere Community Christian School staff by being cooperative, speaking politely, displaying appropriate body language, and following instructions.
- to use proper and correct English when speaking and writing.
- to show respect and concern for other Gardere Community Christian School students by participating in classes, supporting others (in and out of class) and behaving in a proper and dignified manner.
- to help create a safe, supportive environment that is free of aggressive behaviors such as fighting, bullying, name calling, inappropriate body language or hitting others.
- to actively participate in community service projects as required by Gardere Community Christian School.

#### ACADEMIC INTEGRITY AND HONESTY

Every student is expected to maintain personal academic integrity. Academic dishonesty includes, but is not limited to, the following behaviors:

1. Cheating – using or attempting to use any form of unauthorized assistance or material on tests, exams, or any other academic work. Cheating is giving, receiving or attempting to give or receive unauthorized help that could result in an unfair advantage in completing schoolwork. It is also the representation of another's work as one's own. When a student uses facts or ideas originating with others, he/she must make clear what is his/her work and what is not. Failure to make such a distinction is to be guilty of offering as one's own what is in fact someone else's (plagiarism). This is fraud and deceit.



2. Lying is the intentional falsification or denial of fact or the intentional creation of a false impression or the breaking of a pledge. Lying or misrepresentation – Lying is the intentional misrepresentation of facts to a member of the faculty, administration or fellow student. Forgery is a misrepresentation.
3. Stealing is the taking of anything without the consent of the owner. Stealing is taking or borrowing, without permission, anything that is not rightfully one's own. This includes anything that is another person's property or school property.
4. Vandalism – Vandalism is the willful or malicious destruction or damage of property other than one's own. Destruction or damage caused by pranks is included.

### RESPECT FOR AUTHORITY

The teachers and staff are "The Authority" on campus and at all school-sponsored events. Students at GCCS are expected to follow the directives of faculty with positive attitudes and actions.

### RESPECT FOR OTHERS AND SCHOOL PROPERTY

Respectful behavior directed toward students, faculty, staff, and administrators will be encouraged within the GCCS community. Respect for school property is expected. Students who are disrespectful are subject to suspension or dismissal from Gardere Community Christian School.

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## RECESS

Free play is important for student development, communication skills, and health. All students in Preschool through 5th grade are allotted recess time. PreK3 and PreK4 are given a total of 50 minutes of outdoor play time throughout the day. Kindergarten through 5th grade have 30 total minutes of recess playtime.

### Student Responsibilities:

- Report to the playground area.
  - Observe playground boundaries.
  - Use the playground equipment properly. No balls or toys on the playground.
  - Running, football, or baseball (with very soft balls only) are to be played on the back field. Tackle football is not allowed. No rough play.
  - Put all trash in the trash cans.
  - Line up quickly at the end of recess. Return to the classroom when directed.
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## **EARLY CHILDHOOD (PreK-Kindergarten) LEARNING**

In our Early Childhood classrooms, each PreK-3- Kindergarten child is allowed to develop at their own pace. Young children are unique learners who need the opportunity to acquire knowledge in ways that are meaningful to them. No two children are alike and no two children develop the same. Our teachers know their students well and differentiate their instruction to meet the children at their current level. In early years, students grow their language and vocabulary, learn valuable critical thinking and problem solving skills, and strengthen their fine and gross motor skills in order to prepare for the educational journey that lies ahead.

### **PURPOSEFUL PLAY**

Play is vital to our children's development. In our Early Learning classrooms, learning and play are intertwined as students explore through different learning stations. Students are encouraged to create, ask questions, learn alongside their peers and imagine! The discovery center provides students with stimulating opportunities for open-ended play with plenty of space for exploration.

### **SOCIAL- EMOTIONAL LEARNING**

A child's social and emotional development will benefit the student for the rest of his/ her life. Early Childhood, Lower School and Upper School classrooms use Manners of the Heart to support social-emotional learning (SEL). Through the development of different weekly "heart attributes", students learn to respect and esteem others, and in the process, gain respect for themselves. Self-esteem is replaced with self-respect, enabling them to see beyond themselves and their circumstances. Through this process, students will learn how to self-regulate their behavior. The intrinsic quality of self-respect translates into motivated, self-disciplined children with a desire to learn and a longing to become all they are meant to be. Each Monday a new concept is introduced with daily reinforcement lessons Days 2-4, leading to mastery (the ability to put into practice the lessons learned) by Day 5.

### **MATHEMATICS**

Teaching early mathematical concepts to young children is essential for acquiring a foundation for future learning. In the Early Childhood classroom, Math is often integrated into other content areas like art, science, and dramatic play. Children are introduced to concepts of measurement as they bake cookies or identify shapes in nature during outdoor play. Mathematics can and should be part of children's everyday experiences and activities. While the PreK-3 and PreK-4 classes utilize some Eureka Math strategies, a formal math curriculum is introduced in Kindergarten. Prior to Kindergarten, the Creative Curriculum focuses on experiencing math with play-based learning. Kindergarten Eureka Math is designed to establish a foundation through child-centered experiences grounded in current research in learning and teaching. Main



components of mathematics in Early Childhood include: number and operations, geometry and spatial sense, measurement, patterns and data analysis.

### READING READINESS

Teaching children to read begins in two places: with developing concepts about print and with building phonemic awareness. Young learners exercise their pre-reading skills through read-alouds, retelling stories, and plenty of opportunities to explore books. As readers begin to grow, teachers begin small reading groups in Kindergarten. Students learn strategies to help them read new or unfamiliar words, practice comprehension strategies, and grow their vocabulary. Amplify CKLA, a reading and writing curriculum used in K-5th grade is broken into two learning strands: skills and knowledge.

### WRITING

In Kindergarten, students are ready to begin a structured writing workshop. The Skills Strand, while focusing on the skills and mechanics of writing, contains very regular writing activities. Text-based questions are increasingly answered in writing, with a focus on complete evidence-based sentences. Short opinion and explanatory pieces are woven into these activities. Students also engage in longer writing projects. For our younger students, the emphasis is on the process of writing, learning to convey ideas, and strengthening fine motor skills to support writing development through hands-on learning and interest areas.

### HOMEWORK

Parents are asked to read with their child nightly and are encouraged to ask questions before, during, and after reading. Monthly newsletters are sent home or updated on DOJO. Included are activities parents can lead and participate in to encourage deeper understanding in the concepts being taught in class. Everything is a learning experience for this age group: the grocery store, driving to school, eating at a restaurant, visiting a friend. We ask that parents think aloud with their child and model reasoning. Literacy, math, and handwriting practice may be sent home. These are to reiterate what was taught at school. Nightly practice should not exceed 20 minutes.

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### **LOWER SCHOOL (1ST-2ND) AND UPPER SCHOOL (3RD-5TH) LEARNING**

As students progress through grades 1-5, they are provided opportunities to participate in engaging lessons. Project based learning, individualized and guided instruction and regular field trips are in place so that students are not only learning skills, but have embedded opportunities to practice those skills. Students are encouraged to grow in their confidence and speaking skills



with presentations and special guests. With proven programs and teacher-developed units, students foster a lifetime love of learning and exploration.

### READING AND WRITING

Built on the science of reading, 1st-5th grade reading and writing sequences deep content knowledge with research-based foundational skills. Amplify CKLA is a K–5 literacy curriculum that inspires curiosity and drives results, empowering students with rich background knowledge. Knowledge-based learning rich in history, science, literature, and the arts with systematic, research-based foundational skills instruction is a curricular approach that focuses on building students' general knowledge, along with skills, in order to help them become strong readers and writers. The philosophy is based on the idea that strong reading comprehension is deeply connected to whether or not students understand the context of what they're reading—recognizing vocabulary and concepts they're already familiar with. Students need both world knowledge and word knowledge in order to succeed.

In 1st- 2nd grade, while focusing on the skills and mechanics of writing, everyday lessons contain very regular writing activities. Text-based questions are increasingly answered in writing, with a focus on complete evidence-based sentences. Short opinion and explanatory pieces are woven into these activities. The emphasis is on the process of writing, learning to convey ideas, and strengthening fine motor skills to support writing development through hands-on learning and interest areas. In 3rd-5th grade, students also engage in longer writing projects. While students are taught and practice the mechanics of writing, lessons focus on the development, structure and organization of writing.

Grammar is a strong component of writing in all grade levels.

### READING INTERVENTION

Amplify Reading is our personalized online reading literacy program and curriculum for grades K–5 with captivating storylines to engage students in powerful reading instruction and practice. Whether students are learning to read fluently or sharpening close reading skills, Amplify Reading accelerates their growth while allowing teachers to work with small groups or individual students.

### MATHEMATICS

Students learn, practice and grow their math knowledge daily. Lessons are supported through the Eureka Math curriculum. Math understanding develops through a learning progression. Thoughtfully constructed and designed like a story, Eureka Math is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students





gain a complete body of math knowledge, not just a discrete set of skills. Each lesson has four critical components: fluency practice, concept development (including the problem set), application problem, and student debrief (including the Exit Ticket). Each component serves a distinct purpose. Together they promote balanced and rigorous instruction.

Teachers place emphasis on proficiency of basic facts, mental math, logical thinking, whole group and small group instruction, and guided independent practice.

### SCIENCE AND SOCIAL STUDIES

Project based learning and exploration are two big components of science and social studies unit development. Teacher- developed science units unwrap Louisiana state standards through guiding questions and science and engineering practices. Lesson topics and goals include skills needed for students to successfully transfer knowledge into higher education and to become active problem solvers as they develop content specific knowledge. Students are to apply content knowledge, investigate, evaluate, reason scientifically, and connect ideas across disciplines.

Teacher-developed social studies units are created with the understanding that building content knowledge and the acquisition of disciplinary skills and practices are intertwined and inseparable.

### PHYSICAL EDUCATION

The primary focus for Lower School is the learning and acquisition of locomotor, non-locomotor and manipulative skills. This grade cluster is also charged with introducing health enhancing concepts (eating well, water consumption, sleep and physical activity) and their accompanying conceptual movement vocabulary. The focus of the Upper School is an increase in the difficulty of movement challenges presented to students in the form of combining movement patterns (fielding a ground ball, dribbling while running) that are authentic to game situations. Emphasis shifts to students being able to give appropriate feedback, applying movement concepts and working with partners or in groups with peers of higher or lower skill abilities. Health enhancing concepts continue to focus on the health related components of physical fitness and the benefits to overall physical health.

Kindergarten- 5th grade PE is daily ranging from 30-45 minutes, depending on age group.

### TYPING

Students in grades 2-5 practice keyboarding skills through an adaptive curriculum, Typing Agent. This keyboarding curriculum pinpoints each student's individual proficiency level. As students progress through their keyboarding lessons they earn points to play exciting games



and unlock levels. The Digital Citizenship component prepares students to be discerning Digital Citizens through interactive student quizzes, exciting super hero themed videos, and more. Students are introduced to the concept of coding, type HTML, Java Script Python, and build their own keyboarding game.

### HOMEWORK

Parents are asked to read with their child regularly and are encouraged to ask questions before, during, and after reading. Monthly newsletters are sent home or updated on DOJO. These newsletters include topics children will learn that upcoming month. 2nd-5th grade students have planners. Homework is listed in the planners and should be checked by parents nightly. Reading, math, science and social studies practice may be sent home. These are to reiterate what was taught at school.

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## ENRICHMENTS (ALL GRADES)

Enrichments are a core component of the GCCS experience and lay foundational support.

### CHAPEL

Developing our students' relationships with Christ is our foundation. This is the core of who we are. Our chapels are organized into three groups: Preschool ages 3 and 4, Kindergarten through 1st grade, and 2nd through 5th grade. We want our preschool, kindergarten and 1st graders to grow up understanding that God made them, God loves them, and Jesus wants to be their friend forever. We want our 2nd through 5th graders making wiser choices, building stronger relationships, and developing a deeper faith. Across all grade levels, we want to move our students to love God by inciting wonder, to love life by provoking discovery, and to love others by fueling passion.

Each month, our students are presented with a new theme and memory verse. They dig into these topics through age appropriate lessons, activities, and songs. Each week, 2nd-5th grade students read additional scripture that supports concepts being discussed and taught that week.

Students in PreK- 1st grade attend chapel daily. Students in 2nd-5th grade attend chapel Monday, Wednesday, and Thursday for an extended time.

### MANNERS OF THE HEART

Using the curriculum Manners of the Heart, PreK4 through 5th grade students participate in daily character development. In the scope and sequence of Manners of the Heart lessons, there are three levels of competency based in Vygotsky's Social Development Theory: helping when asked, helping without being asked and helping by teaching. Manners of the Heart teaches



students to respect and esteem others, and in the process, gain respect for themselves. Self-esteem is replaced with self-respect, enabling them to see beyond themselves and their circumstances. Through this process, our students learn how to self-regulate their behavior. The intrinsic quality of self-respect translates into motivated, self-disciplined children with a desire to learn and a longing to become all they are meant to be.

### MUSIC, ART, AND DANCE

Taught by professionals who love what they do, our students experience a genuine love for the arts. Grounded in knowledge, students love to sing, paint, draw, dance, and create. Students are able to develop gifts and talents while broadening their scope of knowledge and exposure. Throughout the school year, there are opportunities for GCCS friends and families to see and hear these wonderful artists.

All students rotate through music, art, and dance twice a week.