

**Faculty and Staff Handbook
2023-2024**

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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.



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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.

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 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!**



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.

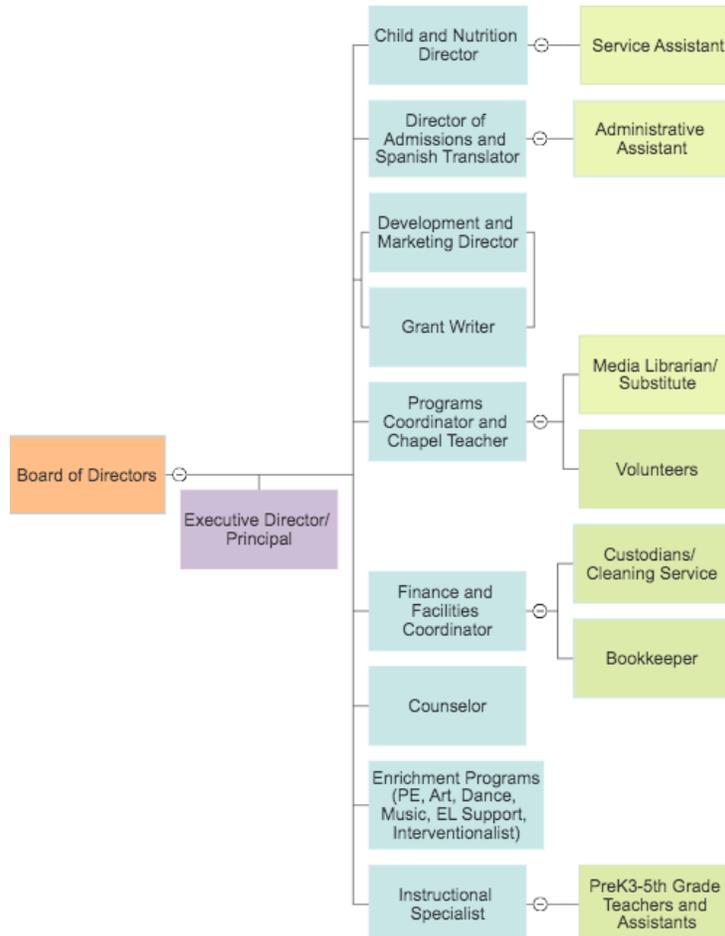


At Gardere Community Christian School, faculty and staff are expected to act in a godly and respectful manner, maintaining Christian standards in courtesy, kindness, language, morality, conduct, honesty, appearance, and body language. They are to display Christian standards through the avenues below. Using the scale, most of the time (+), sometimes (+/-), and rarely (-), faculty and staff members are expected to display Christian standards through the avenues below "most of the time", scoring a (+) in every category.

GCCS Core Values

- Pursue Excellence
- Glorify God in all Situations
- Exhibit Integrity
- Work as a Team
- Serve Empathetically

ORGANIZATION CHART





GENERAL INFORMATION

SCHOOL PROFILE

Seated in the heart of the Gardere neighborhood, the Gardere Community Christian School's mission is to provide a Christian foundation for the children and families of the Gardere Community through programming that promotes academic excellence, spiritual growth and character, and the fostering of relationships. With a strong belief that education extends beyond the individual child, to the family and the community, the school's teachers, staff, and stakeholders strive to be a beacon in the community.

At Gardere Community Christian School:

- Students are loved, cared for, and challenged to strengthen gifts.
- Learning is filled with opportunities to discover, ask questions, and experience hands-on lessons in and out of the classroom.
- Faculty and staff are passionate and highly motivated to not only encourage students to grow academically but spiritually through strong and nurturing relationships.
- Parents are active in the learning process, partners in providing an inclusive and trusting learning environment.
- The gospel is shared, exemplified, and foundational in all aspects.

GCCS Fast Facts

School Size

150 students, PreK3 to Grade 5

Faculty and Staff Members

30

Tuition Assistance Annually

Over \$350,000

Students Receiving School Tuition Assistance

20%

Students Receiving State Scholarships

26% PreK, 52% Kindergarten through Grade 5

High School Graduates or GED Recipients

100%

Enrolled in College

87%

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.

FACILITIES AND FINANCE OFFICE

This office is located at the front of the school. This office is responsible for the school's financial affairs, building, and grounds.

1. Payroll: Payroll is conducted through Spectrum's offices. Timesheets can be found in the front office and must be filled in daily. Questions regarding payroll should be directed to Latasha Boatner.
2. Health Benefits: Full time employees can opt into medical benefit coverage provided by Blue Cross Blue Shield through Gardere Community Christian School. Questions regarding benefits should be directed to Chae Mayes at chae@lumpkinagency.com.



REPORTING MAINTENANCE NEEDS

All maintenance needs are to be reported to Latasha Boatner by completing a maintenance need form found at the front desk and should be turned into the office. A file for these requests is located near the side door in the front office.

COMMUNICATION

Communication amongst faculty and staff is not only important but directly impacts overall school culture. Weekly updates are sent by the principal through email. These include reminders, deadlines, and updates to policies and procedures, as needed. Faculty and staff are responsible for checking these and adhering to information.

If there is a disagreement or incident between two employees, they are to first discuss the issue together in a professional manner away from parents, students, and volunteers. If this is not possible, the principal will determine appropriate measures and next steps. Gossiping about or speaking rudely to a fellow employee, team member, volunteer, or student will not be tolerated.

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, created by classroom and ancillary teachers 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)
- State Scholarship, NSECD, general admissions, and Spanish translations: Mrs. Norma, Director of Admissions (normapalma@gardereschool.com)
- Volunteering opportunities/ hours, events, and field trips: Ms. Kayla, Program Coordinator (kaylalamons@gardereschool.com)
- Billing and fees: Ms. Latasha, Facilities and Finance Coordinator (latashaboatner@gardereschool.com)
- Counseling: Mrs. Lewis, Counselor (haleylewis@gardereschool.com)

All forms of communication are to be kept professional, courteous, and respectful. Appropriate hours of contact are school hours. Faculty and staff are to set up "do not disturb" hours on ClassDOJO and email and communicate with parents/ guardians through the school approved app, email or school phones.



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 and an email will be sent to faculty and staff. 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 a student has food allergies, a doctor's note is required to make substitutions and/ or accommodations. All notes are to be given to the Food and Nutrition Coordinator and then filed in the student's office file.

Preschool 3 and Preschool 4 snacks are ordered at the end of every month for the upcoming month by the Food and Nutrition Coordinator. Snack requests are to be sent to this person, a week prior to the last weekday of the month.

Kindergarten parents may provide healthy snacks for after nap time at the request of the teacher accordingly.

LOST AND FOUND

Faculty, staff 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. Teachers are encouraged to remind parents to put names on students' articles.

MEDICATION POLICY

If any employee is taking medication, it should always be kept out of the reach of students in a locked cabinet or drawer.

Teachers are never to dispense medication to a student. 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. The school office will handle the medicine from here. The medication forms are available through the school office and must be signed in the appropriate areas by the physician and parent/guardian.

When advising parents or reporting their child's classroom behavior you have witnessed, faculty and staff are to report what is seen not render any sort of medical diagnosis. Faculty and staff may advise that the parent mentions the reported behavior to the child's doctor. They cannot say they think the child needs medication, or they have ADHD, ADD, OCD, Dyslexia, etc.

PERSONAL BELONGINGS

Faculty and staff should have an area in their classroom or at their desks where they can lock up their valuables. Our thoughts at GCCS are that we do not want to present opportunities of temptations for others, nor falsely accuse others. To avoid these unfortunate circumstances, it is best not to leave keys, phone, money, etc. out in the open or unattended.

COPIER, LAMINATOR, AND PAPER CUTTER USE

Faculty and staff copies will need to be in black and white. Limit colored copies. If excessive colored copies are made, a hold on colored copies the following month will take place. Faculty and staff are to pick up copies immediately. Office staff will not be available to bring over any copies. Students are never allowed to use the copier or retrieve items off the copier. The copy area should be kept clean. Unclaimed copies must be placed in the unclaimed folder. Any copier issues must be reported to Rachaka Davis immediately.

Laminators and paper cutters are located in the Eagles' Nest and should be returned to the Eagles' promptly after use.

REFRIGERATOR AND MICROWAVE USE

The main refrigerator and microwave in the kitchen are only for student food; the refrigerator and microwave in the Eagles' Nest is for faculty and staff to use as needed. The small refrigerator in the office is only for office staff. All faculty and staff are to empty the refrigerator of their food each Friday, if not, they run the risk of the items (including your bag and container) being thrown out. These are common spaces and must be cleaned as they are used. Detailed rules for the Eagles' Nest are posted above the copier.

REIMBURSEMENTS

All lead, music, PE and art teachers are allotted \$100 towards classroom items for the school year. Items may be requested to be purchased by the school through the completion of a Purchase Request or purchased by the teacher and reimbursed by the school. All receipts must



be kept, and must include only the items being reimbursed. General supplies listed on Gardere Community Christian School's website and drive will be provided by GCCS. Teachers are responsible for giving two weeks notice of general supplies that need replacing. The Purchase Request and Reimbursement Form can be found outside the principal's office. Depending on funding, faculty and staff may be notified of restrictions on requests/ reimbursements, if necessary.

CONFIDENTIALITY

Faculty and staff are to be sensitive towards private information and speak and act appropriately. This includes, but is by far not limited to, speaking to other staff members and teachers regarding incidents, report cards, leaving items out on your desk for others to read (especially when parents are in your room volunteering), asking parents to help grade or sort through student papers, mentioning if someone has SNAP or is seeing our counselor, etc.

When reporting a behavior or incident to a parent, faculty and staff are to never mention the name of any other students involved in any way. If a parent brings up another student's name, the faculty or staff member is to advise them that their conversation will be about the child and his/her behaviors only.

RESPECT, COURTESY, AND A PROFESSIONAL ATTITUDE AND MANNER

- Faculty and staff are to demonstrate respect for authority, each other and those we serve - God, the school board, administrators, fellow faculty and staff, volunteers, parents, students and visitors.
- Faculty and staff are to demonstrate respect: for self and others in all ways - reflected in attitude, dress, speech, passing comments, body language, of others and treatment, even in jest.
- Faculty and staff are expected to be in attendance and on time every day. Standard hours for classroom teaching faculty are 7:10am-4:10pm Monday - Thursday and 7:10am-3:10pm on Fridays. Hours for office staff, ancillary teachers, PreK teachers, assistants, and administration vary for each employee.
- Faculty and Staff are expected to come prepared each day with the tools necessary for carrying out their position with the right attitude.
- Faculty and staff are to use planning time for academic productivity and preparation. Lunch breaks are for personal needs.
- Faculty and staff are expected to sign in and out in the office when they come in the morning, when they go in and out for lunch and when they leave at the end of the day. Without proper documentation, this could lead to a PTO day being taken.
- Faculty and staff are expected to be actively involved in creating a positive atmosphere of growth and learning, responding and relating appropriately in all tasks as if unto the Lord.



- Faculty and staff are expected to keep their classrooms and work areas clean, presentable while creating a place where everyone wants to come in and participate.
 - Cleanliness includes no open food left out after eating, desks organized, classroom bins and materials labeled, cleaning supplies and extra workbooks/ manuals stored in closets, away from students.
- Faculty and staff are not to be in conversation on their cell phones of any kind during classroom time. Phone calls and texting, unless for contacting the office as needed, can wait until a break time or lunch.
- Faculty and staff are expected to be attentive. At no time should airpods or headphones be in use around students. This includes utilizing these when walking around campus during planning periods.
- Faculty and staff are not to have gum in school – not in any building or on the playground.
- Faculty and staff are to set a good example by demonstrating good manners and appropriate voice level when speaking to others, walking quietly in the hallways, and greeting others they may meet in the hallway courteously and with a smile.
- Faculty and staff do not gossip about a fellow employee, team member, volunteer, parent, or student.
- Faculty and staff are to demonstrate self-discipline by treating school property with care, respect, and clean when necessary. This may include food items, papers, personal items, etc. in classrooms, offices, copy areas and multi-purpose areas.
- Faculty and staff are expected to hold every student accountable for all school policies including behavior standards, and dress code while on campus or at any school-sponsored event.

Not adhering to core values, expectations, policies, and procedures will result in receiving a referral. Multiple referrals may result in termination.

GCCS FEEDBACK SYSTEM

At GCCS our goal is that teacher accountability will be used to convey expectations, assess current abilities, plan professional development in-service programs and therefore result in higher levels of professional competence. We combine a qualitative component primarily consisting of classroom observations and an outcomes-based component consisting of the value-added analysis of student achievement growth. Of these two measures, the first focuses on behavior and the quality of instruction and provides real-time feedback to teachers and school leaders. The second focuses on student outcomes and provides annual validation of teacher effectiveness. Both qualitative and prior year value-added data are used in professional development decisions. In theory, our hope is that these two components will be related, since we expect high-quality teaching to result in high student achievement gains. This also acknowledges that as we hold our teachers accountable, we are held accountable to our teachers in giving them the support and encouragement needed.



INSTRUCTIONALLY FOCUSED ACCOUNTABILITY

This area consists of six elements as described below. Our expectation is that this will be a useful evaluation system providing constructive, real-time feedback to faculty for professional growth during the school year in a context of applied, on-site teamwork. The professional development structure at GCCS is designed to improve instructional quality as part of the regular school culture.

1. **Self-Reflection:** At the beginning of the year and then once again at the end of the school year, all teachers must complete and submit a self-reflection and personal growth plan that guides their teaching and professional learning over the course of the year. Essential to this plan are the teacher's goals and expectations as a teacher in our school, their classroom teaching and for their students. Our hope is that each teacher develops high degrees of ownership over their professional growth and teaching as well as accountability to the school, their team members and their students. The midpoint reflection should take into consideration the results the teacher is experiencing with students or in the classroom and a redirection if necessary. (See attached documents for self-reflection worksheets.)
2. **Teacher Observations:** Systematic, teacher observation and evaluation provide a view into a teacher's interaction with students. From this, teachers can be guided to fulfill the requirements expected. This is a qualitative component in which classrooms are informally and/ or formally observed four to six times a year using a notetaking guide (informal observations) or rubric (formal observation) to ensure that evaluations are fair, accurate, and consistent. (Informal and formal evaluation rubrics and expectations can be found on the shared drive.) At each of these opportunities, educators receive more regular and specific feedback on their performance which leads to more specific support for improvement.
 - a. Throughout the school year (August through May) the principal will complete weekly classroom walkthroughs and short informal observations (3-4) into each classroom as well as at least 2 formal observations (one in the fall and one in the spring). A walkthrough is when the principal simply walks through the classroom and may assist and engage with students as they learn. During informal observations, multiple measures of effectiveness are considered, such as, classroom set up and learning environment, student behavior, teacher use of voice and language, teacher presentation and instruction of subject matter, student note taking and student responsiveness. The principal will use an informal note taking document to record such observations and meet with the teacher informally afterwards. During these brief meetings, the informal observations will be discussed and areas of strength and areas for improvement will be discussed orally, with the teacher taking notes. The principal will provide a copy of the informal observation form to the teacher. The principal may make a copy of the teacher's notes for the teacher's file. These informal observations will give teachers insight into areas they need to develop and ideas to apply in their teaching.



- b. By mid-October, teachers should have a clear idea of expectations. A formal (fall formal observation) unannounced 40-60 minute observation by the school principal will occur. After the observation, teachers receive written and oral feedback on specific areas of strength and potential improvement that were identified in the observation.
 - c. Throughout the school year, to support teacher development and growth, a peer teacher, curriculum specialist, and/ or principal may conduct a pre-conference, observation, and post-conference to support teacher development. These are announced and are used to support the teacher's growth and professional development. While a rubric may be used, these observations are to identify ways the teacher can grow in areas needing improvement.
 - d. From January-February, informal observations by the principal will continue, providing continual feedback for the optimum growth in all faculty members throughout the entire school year.
 - e. Beginning in February, teachers observe each other, providing a collaborative approach to accountability, professional growth and instructional improvement in all classrooms. This aspect of our evaluation structure not only relies on master and mentor teachers, but all teachers carrying out the observational assessments and providing personalized feedback. In order to support teachers in the process of improvement, observation of other teachers can help give each teacher opportunities for clarification of what works and areas for mentoring, training, and support. We believe that rating each other, along with school wide development and encouragement, are needed since the whole is indeed greater than the sum of the parts as we each add value to the whole.
 - f. Through early March and April, a second and final formal (spring formal observation) unannounced 40-60 minute observation by the school principal will occur. After the observation, teachers receive written and oral feedback on specific areas of strength and potential improvement that were identified in the observation.
3. **Post-conferences after both fall and spring formal observations:** Prior to the post-conference following the formal observation, the principal will provide a copy of the rubric and scoring to the teacher to review. When reviewing lesson observational notes with the teacher, in-person, the principal will also review GCCS's core values and provide a score for each value. It is also a time for the principal to check in with the teacher regarding any concerns or needs.
 4. **One-on-ones with office staff:** One-on-one meetings with office staff will take place each semester. The office staff employee and principal will review the one-on-one check list and core values.
 5. **Faculty Meetings and Professional Learning Communities:** Monthly all-faculty and staff meetings will be held to discuss policy, procedure, classroom instruction and core curriculum objectives. Teacher input will be an integral part of the meeting discussion. Teachers will be given a schedule for taking turns summarizing and distributing meeting



notes (minutes), providing further feedback on how the information is processed and viewed. Regular level meetings, PreK, lower school (1st-2nd) and upper school (3rd-5th), will also be held in addition to the all faculty meetings to ensure that grade levels are coordinating their efforts and understanding grade level curriculum goals.

6. **Mentor Meetings:** If on staff, the Instructional Specialist and/or mentor teacher will meet with individual teachers once a week. Clarification of procedure, curriculum questions, successes, difficulties and feedback of informal and formal observations will be discussed.
7. **Professional Development:** Both on-site meetings and workshops and off-site conferences and workshops are aspects of professional development for faculty. All professional development needs prior approval of the principal. All teachers are required to submit an evaluation and report of all professional development course/workshop. The professional development structure at GCCS is designed to improve instructional quality as part of the regular school culture.
 - a. Each semester, teachers will participate in either principal or curriculum specialist-led workshops focusing on instructional practices in which teachers learn and develop instructional strategies based on research and classroom successes.
 - b. Each teacher is encouraged to complete an off-site professional development workshop and provide written evaluations and reports on how they will use the information in their classrooms.
8. **Written Lesson Plans:** Having clear goals when designing and planning instruction is important in addressing the needs of students and upholding academic achievement. Plans are reviewed weekly by the principal and discussed with the teacher as necessary, concentrating on standards, objectives, instructional content, planning and pacing, lesson structure, student motivation, activities and materials, student work, assessments and questioning. Teachers are required to submit weekly outline/lesson plans which will be kept on file. Lesson plans must include lesson times, state standards, lesson objectives, lesson outline, closure and/ or how the teacher plans to assess or determine lesson effectiveness.
Lesson plans are due to the principal's box by Friday afternoon.

PERFORMANCE-BASED EVALUATION

This area of accountability examines the teacher's impact on student performance and achievement as measured by grades on student progress reports and scores on annual standardized assessments. This does not mean that teachers simply get credit or blame for their student's grades, failures, successes or absolute test scores, but rather a teacher can investigate how he/she can help each student achieve success based on the data. Student performance will be considered and evaluated based as below:

1. **Quarterly Report Cards:** Student progress reports are used not only as quarterly reports to parents but also to evaluate the areas a teacher still needs to focus further instruction, whether individually with a student, in small groups or whole class attention.



The principal and teachers will examine trends, similarities or discrepancies focusing on any red flags at the end of each quarter. Curriculum lessons should then be planned according to the needs of the students.

2. **Benchmark Data:** Students will participate in quarterly benchmark assessments. PreK will complete TS Gold Data input according to state deadlines, Kindergarten through 2nd will complete letter recognition, sound recognition, phoneme segmentation fluency, nonsense word fluency, and/ or oral fluency benchmarks according to grade level assessment guidelines and 3rd-5th will complete oral fluency assessments as well as LEAP 360 assessments.
3. **Achievement Tests – Standardized Testing:** 3rd-5th grade students will take the LEAP state standardized assessment. When examining end of year assessments, achievement or attainment of a student at the end of the year is correlated with differences for that student from previous test scores. Assessment data is provided by the state in July and examined by the teachers at the back-to-school workshops.
4. **Purpose of above reports and assessments:** The principal and teachers will examine trends, similarities or discrepancies focusing on any red flags at the end of each quarter regarding benchmark and report card data. Curriculum lessons should then be planned according to the needs of the students. While we do not solely look at a teacher's assessment data to determine effectiveness, it is important to analyze the data and adjust instruction and professional developments accordingly.

The goal of our feedback system is to improve the quality of all teaching and learning for all students. Through the observation and post-observation feedback process, teachers have the opportunity to identify areas of strength and weakness at several points in the year, which then becomes the basis for ongoing support and professional development. We believe when we develop and support teachers who demonstrate strong instructional skills as measured by collaborative observation methods and rubrics, their students should show higher academic growth regardless of previous achievement and socioeconomic status.

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 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 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.

GCCS wants 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).* All parents are to sign in at the front office for volunteer hours to be recorded properly. If a parent provides healthy snacks or classroom supplies, teachers are to notify Kayla Lamons through email.

Parents are encouraged to observe and participate in classroom learning. In fact, there are opportunities throughout the year for parents to attend student classes. They are not to review any student files or documents when in the classroom, this includes grading assignments.

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. Faculty and staff are to notify the office immediately if they see someone on campus without a badge. 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 or 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. If a parent's attendance is disturbing the learning environment, the teacher is to notify the principal as soon as possible.



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, but should generally take place after 2:00pm. 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. No balloons are allowed and 1-2 guests may attend.

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 either monthly or quarterly, depending on state guidelines and relevance.

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. A teacher may request immediate intervention from the counselor if a student is potentially harming others or self. If not, a conversation needs to take place with the counselor. Generally, students should not be sent to the counselor for behavior issues. A set time should be created between the counselor and teacher to address the behavior, giving the counselor time to develop a plan with and for the teacher and student.

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. Teachers are to report damaged materials to Latasha Boatner. Students may have grades or records held if charges for lost or damaged resources remain unpaid.

SAFETY POLICIES AND PROCEDURES

WRITING AN INCIDENT REPORT

If a student gets hurt on campus, an incident report must be written up immediately. Incident report documents can be found in the front office. When writing an incident report, make sure to state only facts such as what you saw and what you did. This is to include a first hand account only. If there are other witnesses, their statements need to be taken and attached to the incident report and filed in the affected student's files. All incident reports need to be given to, signed by the principal and placed into the student's permanent file immediately. If the incident is not in need of immediate medical attention, the front office will contact the parent after the incident report is written.

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 and/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 parents 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: Parents 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). Parents 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.

INTRUDER AND ACTIVE SHOOTER PROTOCOLS AND PROCEDURES

If there is a threat of a shooter within the school or nearby, the following will take place.

1. Whoever recognizes the threat notifies the principal immediately, who will announce a lockdown of the classrooms with "urgent lockdown". If the principal can not be reached, the office administrative team will announce the lockdown and conduct the following. If no one can be reached, the person recognizing the threat must press 59 on the all call and announce "urgent lockdown".
2. The principal will call or delegate a staff member to call 911 to alert authorities.
3. Lockdown consists of the following:

For shooter within main office or classroom building:

- A. Classroom door locked and window blocked with covering. Door blocked as well.



- B. Students and teacher move to the wall adjacent to the door so they cannot be seen by shooter.
- C. Students are silent; phones are turned OFF. (On "silent", even a vibration can be heard.)
- D. Rooms remain in lockdown until the door is opened by police from the outside. The door is not to be opened under any circumstance!

For shooter located in playground area:

- A. One teacher or staff member on duty uses a walkie talkie to alert the main office and the other to call 911 and say "urgent lockdown" over the intercom.
- B. Children and teachers are to move quickly to the main building and take cover in Eagle's Nest or Mrs. Darden's office, depending on whichever is closest.
- C. Rest of campus as above.

For a shooter located in PreK4 area:

- A. One teacher alerts the main office; another is to be with the children and stay calm. Main office is to call 911 and "urgent lockdown" as above. Children are hidden in the restroom and all exterior doors are locked.
- B. If the children can safely be moved to another building, have them exit quickly down the ramp into the main building. If not, stay hidden in the PreK bathroom area. This should only take place if moving the students is to take them out of immediate danger.
- C. Rest of campus will respond as above.

For a possible shooter located nearby/ around the neighborhood and present a warning:

- A. Principal orders and announces "lockdown with warning."
 - B. Classroom door locked and blinds to outside windows closed.
 - C. Classes continue unless the principal declares full lockdown mode.
 - D. If classes are outside, they are to come into the main building or classroom building, depending on the class.
 - E. The principal will send out an email with additional information if needed.
 - F. Faculty, staff and students are not to go in between buildings.
 - G. Once the threat has subsided, the administrator announces "all clear."
- 4. If there is an adult or child wounded in your area, first aid kits are located in each classroom room and office area.
 - 5. Each teacher will account for their class once the threat is cleared via intercom. The same system used for fire alarm accountability will be utilized. The green paper will be slid under the door into the hall to indicate that all children are present and accounted



for. Yellow will be slid to indicate one is missing, but location is known. Red for someone missing and whereabouts unknown. Additionally, there will be an ORANGE sheet to indicate that you have injuries in your classroom. You will NOT open the door until a police officer opens it from the outside.

6. Reunification plan:
 - A. Parents will be notified via DOJO that an incident has occurred and will be given instructions for pickup of their child/ren.
 - B. Children not needing medical attention will be moved to the playground area and remain with their class.
 - C. Parents will pick up their child/ren on Seaboard rather than turning into the school parking lot.
 - D. Parents of injured children will be phoned directly with hospital information.

Drill once a quarter. Faculty and staff will be notified by a drill through the phrase, "urgent lockdown drill".

TORNADO PROTOCOLS AND PROCEDURES

In the event of a tornado, students must be relocated from the school building to the administration building. If the threat is immediate, PreK3 will move into the PreK3 restrooms, K-5th grade moves into the hall of the classroom building and PreK4 will move into the PreK4 restrooms.

- A. Line students up quietly at the door and move quickly in two single lines (one for each side of the hall) following the adjacent classroom nearest the middle double doors. A staff member will open the door to the administration building so everyone can get in quickly and form lines in the main room.
- B. PreK4 will come through the classroom building and follow the same instructions.
- C. If the threat is urgent, tables from the cafeteria will be brought over into the main room and students will take cover under tables with their class.
- D. Students are to sit crisscross and tuck their heads between their legs.

Drill once a quarter. Faculty and staff will be notified by a drill through the phrase, "urgent tornado warning drill". During this drill, all students are to make their way to the main building to practice.

FIRE DRILL PROTOCOLS AND PROCEDURES

In the case of a fire, the fire alarm will sound. Students are to follow evacuation guidelines posted by each classroom door. Students will stand and silently get into line. The last student will close the door behind them. 1st grade classes will exit through the middle doors and make their way to the back of the playground area. PreK4 and 2nd- 5th grade students will exit the



classroom building using the door on the far end of the hallway closest to the ramp. They will cross Seaboard Avenue, into the next parking lot, turn their classroom lines to face the school building and hold up the appropriate colored sheet.

PreK3 and Kindergarten classes will exit the classroom building at the far end, closest to the basketball court. Students in the dining room will exit using the exterior door and follow evacuation guidelines posted on the wall near the exterior door.

Office staff will exit the main building using the front entrance door and cross Seaboard, meeting up with the PreK4 and 2nd-5th grade students. The fire department will be notified through the fire alarm system.

If a fire occurs and the alarm does not sound, the person seeing the fire will pull the nearest alarm. At that time, the principal/ administrator will call 9-1-1. Teachers will take their emergency folders with them. Teachers will hold up the green paper to indicate that all children are present and accounted for. Yellow will indicate one is missing, but location is known. Red for someone missing and whereabouts unknown.

Drills will take place once a month.

PROCEDURES FOLLOWING EACH SAFETY DRILL

Following each drill, the Administrative Assistant or Facilities and Finance Coordinator will record drill information on the appropriate document and return to the proper authorities.

PREVENTION OF SEXUAL ABUSE, MOLESTATION AND MISCONDUCT

Sexual abuse and molestation is any conduct or activity leading to, or resulting in, sexual arousal or gratification of one, or all, of the parties involved. It includes, but is not limited to, inappropriate touching, physical contact, and titillating or romantic conversations.

Sexual misconduct includes violation of boundaries. Boundaries are the critical issue reflecting the actual underlying intent of a non-erotic action.

It is the expressed policy of Gardere Community Christian School that staff and volunteers shall not engage in sexually oriented activity, including sexual conversation with students, nor should they allow the students to engage in such conduct themselves.

Staff and volunteers shall not develop sexual and/or intimate social relationships with students or families of the students, during their enrollment at Gardere Community Christian School.

Staff and volunteers shall not engage in non-erotic activities for which the true intended result is sexual arousal or gratification.



Any person associated with Gardere Community Christian School who violates this policy will be discharged, reported to the proper authorities and prosecuted to the fullest extent of the law.

Sexual abuse, molestation and misconduct are crimes, and as mandated reporters, any person associated with Gardere Community Christian School who fails to report such activity will be discharged, reported to the proper authority and prosecuted to the fullest extent of the law.

The following rules are prevention techniques:

1. Faculty and staff should avoid being alone with students. When not possible, have activities occur with an open door or in open space that is well lit and easily accessible. Intimate and secluded settings should be avoided.
2. Assistance in toileting should be instructional rather than physical. When this is not possible, please make efforts to achieve modesty and leave the door open during assistance.
3. Generally avoid touching students, especially by initiating contact. When children hug you, divert the contact so it becomes shoulder to shoulder rather than pelvis to pelvis.
4. Misconduct includes violation of "boundaries" of proper behavior and student management. Violation of such boundaries includes bringing students alone into a staff member's home, kissing students, requesting personal favors from students and intimating that their successful education is dependent on personally pleasing or satisfying the staff or faculty member.
5. No after hours or "special" relationships during a child's enrollment at Gardere Community Christian School is allowed. This rule applies to families of the child/ren as well.

Background checks are conducted on every staff and faculty member and volunteers who serve at Gardere Community Christian School. You will be informed ahead of time that a background check is being conducted.

Training: In-service training on prevention of sexual abuse and misconduct occurs yearly. This training provides instruction on how to respond to sexual abuse, molestation and misconduct incidents in regards to reporting procedures, obligations and communication techniques. Prevention of sexual misconduct on campus is also discussed.

False accusations or allegations: Sometimes children who are being sexually abused and molested outside of the school setting will accuse staff, teachers or volunteers of being the perpetrators, as they want to bring attention to the problem, but are afraid to accuse the true perpetrator. They do so because they know Gardere Community Christian School will address the problem, and this may result in resolution without having to name the true offender.



The key to preventing this is to follow the prevention techniques well so the child cannot make such accusations and to report any suspicious behavior that may point to the child's abuse outside of the school. Symptoms to look for are in the next section.

Immediate Reporting and Response: If sexual abuse, molestation or misconduct is suspected or discovered, the following steps must be taken and documented.

1. All faculty and staff of Gardere Community Christian School must report any suspected or witnessed sexual activity, misconduct or relationship in violation of this policy to the school principal.
2. Any employee who is suspected of or reported as engaging in sexual activity, misconducts or relationships with a student should be immediately suspended with pay, pending the outcome of an investigation into the allegations of abuse.
3. The suspicion of child abuse of any kind should be immediately reported to DCFS Child Abuse Hotline, 1-800-4LA-KIDS.
4. The principal and/or school counselor should interview the student regarding the allegations and if necessary, recommend a medical evaluation.
5. The principal should notify the insurance carrier and attorney of the allegations and seek advice in immediate handling of the matter.

CARPOOL & PARKING INSTRUCTIONS

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. Faculty and staff are expected to park in front of the PreK4 building and facing the GSRI. The church across Seaboard is available for parking closest to the school.

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 PK3 and PK4.

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, the parent will be required to park and walk the child to the office to sign in and obtain a tardy.

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 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 out at the end of carpool.
- 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 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.



- 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 3:00 Monday-Thursday and 2:00 Friday except with permission from the Principal, Lauren Darden.

BEFORE CARE, AFTER CARE, AND AFTER-SCHOOL ACTIVITIES

BEFORE CARE AND AFTER CARE

Before and After School 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. Any faculty and staff can sign up to cover Before Care for a stipend. Please see Lauren Darden for more information.

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. Faculty and staff can teach an after school program for a stipend. Please see Lauren Darden for more information.

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.



- Students are to maintain eye contact with students and adults.
- Gentlemen are to hold the door for classmates. Classmates demonstrate appreciation with eye contact and "Thank you."
- All students are expected to greet guests using SPECIAL (Speak clearly, posture, eye contact, charm, introduce yourself, ask a question, and listen attentively).
- At least 2nd through 5th grade students are to greet their teacher with a handshake, eye contact, and greeting. All students are to practice other age appropriate greetings, depending on the grade level (high fives, side hugs, wave with eye contact, etc.)

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 or 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/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.

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.

BEHAVIOR SLIP

Any faculty and staff member can complete a Behavior Slip. Behavior Slips are to be given directly to the teacher. Receiving a Behavior Slip from a faculty or staff member will result in a conduct mark. The Behavior slip must be stapled to the weekly conduct report.

POSITIVE BEHAVIOR MANAGEMENT SYSTEM- GCCS TRIBES

In 1st-5th grade, students are placed into one of the following tribes: Abeamus, Allons-y, Sa Mergem, and Som-hi. All tribes mean "Let's Go," encouraging students to live out God's vision for us. Students are electronically placed in their tribe on DOJO as well. Teachers are able to use this to give students points for following different class or school rules. At the end of every month, each tribe meets together in a different classroom and participates in team building tasks and STEM activities. At these meetings, the tribe with the most points is announced and



earns a reward. A student with the most points at the end of the month from each class gets to spin the wheel in the main building. Tribe meeting places are announced at the beginning of the school year. All faculty and staff members are also placed into a tribe and are to encourage and utilize this program.

BUDDY PROGRAM

All 3rd-5th grade students are assigned a little buddy from Kindergarten. Throughout the year, activities and events are set for big buddies to encourage, teach, and support little buddies.

DRESS CODE POLICY

The dress code will be strictly enforced with the belief that how we dress reflects who we are and demonstrates respect for the community. Our dress code is for each employee to dress for work success and consider it "Business Casual" or a step up from casual attire. No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If employees experience uncertainty about acceptable, professional attire for work, they are encouraged to ask administration.

- Clothing that reveals cleavage, back, chest, stomach or underwear is not appropriate.
- Clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. Seams must be finished. Any clothing that has words, terms, or pictures that may be offensive is unacceptable. Clothing with the GCCS logo is acceptable.
- Tattoos should be covered as much as possible.
- Certain days may be declared as special dress days, especially when in conjunction with a special curriculum project or activity. Appropriateness still applies.
- Our 2nd-5th grade students have formal dress on Fridays; therefore, Fridays are not a dress down day. Faculty and staff are encouraged to wear their GCCS colors, polos, or t-shirts with non- jean bottoms on Fridays.
- On field trip days, jeans and other more casual clothing **may** be appropriate, depending on the field trip. Teachers will be notified if wearing jeans is appropriate.
- Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings without a dress covering, and any spandex or other form-fitting pants.
- Casual dresses and skirts, and skirts split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public and/or no shorter than your fingertip length when holding your arm straight down. Short, tight skirts are inappropriate.



- All shirts should be at least three finger widths wide on the shoulder. Most suit jackets or sport jackets are also acceptable attire for the office/classroom, if they violate none of the listed guidelines.
- Conservative walking shoes, loafers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Flashy athletic shoes, flip-flops, and slippers are not acceptable. For safety purposes, shoes should have a back strap.
- Jewelry, makeup, perfume, and cologne should be in good taste, with limited visible body piercing. Some employees and students are allergic to the chemicals in perfumes and colognes, these substances should be worn with restraint.
- Hats and head coverings are not appropriate indoors, except when in conjunction to a special curriculum project. Dining room regulations require head coverings, so this does not apply to those working in the dining space.
- If an employee is not dressed appropriately, according to the guidelines above, the employee may be sent home to change, using PTO time.

ATTENDANCE

Faithful attendance is critical to a successful work experience and culture. Consistent attendance is an expectation of all employees. Daily attendance is especially important to our students and families, as well as your coworkers to help ensure everyone a successful work experience. All faculty and staff must sign in and out when coming in, going out and coming back from lunch, and leaving for the day. Not signing in and out will result in a loss of pay according to the salary payment policy attached.

EMPLOYEE PERSONAL TIME OFF DAYS

Personal Time Off (PTO) days are to be used for sickness, personal appointments, vacations, etc. Year-round staff members are entitled to 10 PTO days and faculty members are entitled to 5 PTO days. Once PTO days are utilized, pay deduction will occur. Faculty and staff are to notify Lauren Darden of upcoming PTO days. A calendar invite confirming the date an assigned substitute, if necessary, will be sent. Once confirmed, the employee is to write their name on the white board calendar in the front office (initials-PTO).

Faculty and staff are to refer to the front office calendars to see availability, if a PTO can be predetermined.

EMPLOYEE LATENESS

Punctuality is important, when a staff member is late it affects everyone. While unforeseen problems may occur, every effort should be made to be on time every day. Employees arriving after their contracted arrival time, are considered late and must inform Lauren Darden even if coverage has been worked out. Lateness will result in loss of PTO time accordingly. Extreme



lateness will be considered a half day for that day. Chronic or habitual lateness may result in the dismissal of the employee.

EMPLOYEES LEAVING EARLY

If a faculty or staff member must leave early, they must inform Lauren Darden even if coverage for their position has been worked out. Leaving early will result in loss of PTO time accordingly. Chronic or habitual leaving early may result in the dismissal of the employee.

AFTER SCHOOL PROGRAMS

September - November and February - April, we offer After School Programs to students in 1st - 5th grades. Unless required to run the after-school program as part of their contract, teachers may request to teach an after-school session and will be compensated at the rate of \$30/day. Anyone teaching an after-school session must sign up for the entire 3 months of the semester. If someone else covers for that teacher for any reason, the after-school teacher must notify Kayla Lamons, and they will forfeit their daily stipend amount to the one covering. Only one teacher may receive a stipend for an after-school class. There will be no after school programs on "No School" and "Early Dismissal" days. After School teachers are to sign out under the "After School" column to receive stipend. Stipends will be included in monthly paychecks.

SUBSTITUTE TEACHER PROTOCOL

All teachers are required to provide an emergency sub packet to Mrs. Darden before the school year begins. In the packet, a class schedule with detailed instructions, roster, seating chart, classroom behavior management plan, teacher duties such as afternoon carpool, and copies of all learning materials must be included. When an absence is planned, the teacher is to leave the above information on their desk or at the small group and use more updated/ recent student worksheets and materials. If a substitute is needed, the teacher is to notify the principal as soon as possible. The principal will reply with a calendar invite to both the teacher and the substitute for the day needing coverage. If the substitute is "in-house", the teacher is to work with the substitute to ensure proper coverage and lessons are provided.

BENEFITS

HEALTH BENEFITS

Health benefits are part of full time employee overall compensation. GCCS covers 100% of medical benefits for full time employees. Vision and dental are available at a low cost. New hire benefits are effective after 60 days. Benefit guides are available in the office if you have questions.



HOLIDAYS

09/04/23- Labor Day

10/13- 10/16/23- Fall Break

11/20-11/24/23- Thanksgiving Break

12/18/23- 01/03/24- Christmas Break

01/15/24- MLK Jr. Day

02/12-02/14/24- Mardi Gras Break

03/29-04/05/24- Easter Break

07/01-07/05-24- July 4th Break

BEREAVEMENT LEAVE

Our organization offers 2 days of paid bereavement leave for passing of immediate family members. You may take your bereavement leave on consecutive or non-consecutive days to:

- Arrange a funeral or memorial service
- Attend a funeral or memorial service
- Resolve matters of inheritance
- Fulfill other family obligations
- Mourn

JURY DUTY

GCCS offers paid leave for jury duty, with proper documentation.

PARENTAL LEAVE

The FMLA provides eligible employees with 12 weeks of unpaid, job-protected leave for the birth or adoption of a child. You are eligible for this type of leave if you have worked for us for more than 12 months and you have worked at least 1,250 hours within 12 months before your leave begins. Of the 12 weeks, GCCS employees are eligible for 6 weeks of paid leave if you have worked for us for more than 12 months and you have worked at least 1,250 hours within 12 months before your leave begins.

EMPLOYEE TUITION BENEFITS

Our organization offers 40% off tuition for all children of staff and faculty members. If a faculty or staff member receives state assistance that exceeds 40%, GCCS will not provide additional assistance. If a faculty or staff member receives state assistance less than 40%, GCCS will provide tuition assistance to supplement, up to 40%.



DEPARTURE ORGANIZATION

PROGRESSIVE DISCIPLINE

Our progressive discipline process has 3 steps. These steps are:

- Verbal warning
- Formal Written Notice
- Termination

RESIGNATION

For efficiency's sake, and to make sure our workplace runs smoothly, we ask that you give at least two weeks' notice, if possible. If you hold a highly specialized or executive position, we ask that you give us at least a month's notice, when possible. We prefer that you submit a written/ typed and signed notice of resignation for our records. If an employee does not come to work for three consecutive days without notice, we are to assume, that employee has resigned.

TERMINATION

Terminating an employee is always unpleasant but sometimes necessary. We may terminate an employee either for cause or without cause. For cause termination is justified when an employee breaches their contract, engages in illegal activities, disrupts our workplace (e.g., harasses colleagues), performs below acceptable standards, or causes damage or financial loss to our organization. Without cause termination refers to redundancies or layoffs that may be necessary if we cease some operations or re-assign job duties within teams.

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 EXPECTATIONS

Parents are to be asked to read with their child nightly and are encouraged to ask questions before, during, and after reading. Classroom teachers are required to send home monthly newsletters and post activities weekly on DOJO. These newsletters include topics children will learn that upcoming month. Included in the newsletter and on DOJO 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. Teachers are to work with parents to encourage think aloud strategies 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.

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, and 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. Students are able to learn content through some Amplify CKLA units, but build on topics through highly engaging lessons.

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 EXPECTATIONS

Parents are to be asked to read with their child regularly and are encouraged to ask questions before, during, and after reading. Reading logs and hands-on projects are acceptable for this age group. Teachers are required to send home monthly newsletters and post weekly 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. 1st-2nd grade homework should not exceed 20 minutes. 3rd-5th grade homework should not exceed 40 minutes.



RECESS

Free play is important for student development, communication skills, and health. All students in Preschool through 5th grade are allotted recess time. PreK3 through 1st grade are given two to three outdoor play times throughout the day. 2nd through 5th grade have 30 total minutes of recess playtime.

Students are never to be at recess unattended. The PE teacher is responsible for the equipment. All other employees should not access the equipment shed without permission. If a teacher is wanting to utilize play equipment outside recess times, they are to request items from the PE teacher.

ADDITIONAL ACADEMIC POLICIES

HOLIDAY BREAK PACKETS

Over holiday breaks, all teachers will be required to give students a homework packet to turn in upon returning the first day back at school which will be for a grade.

ABSENT WORK

When a student is absent, teachers have an obligation to put together the student's work and contact the parent to make arrangements to get the work. Students have three (3) days after they return to school to turn in all missed work, including homework. For missing assignments and homework, the student may miss recess and/or enrichment classes for the day according to teacher discretion. The student will complete the missed work during that time. Unexcused absences or several missed assignments will result in lower grades and a parent/guardian conference.

PARENT-TEACHER CONFERENCES AND REPORT CARDS

Conferences may be called by the teacher, parent or administration as needed. Parents are required to attend a conference at the end of each quarter to receive their student's report card and review the student's progress. Spanish translated conferences will be scheduled first by the Director of Admissions. She will notify teachers of the scheduled conferences. Teachers then schedule all other conferences around those times during conference scheduled days or before and after-school if the teacher prefers. Teachers are to notify the principal of any missed conferences following conference day.



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.

Teachers are expected to participate and engage in chapel activities. Teachers are to be with their class during chapel. This is not an additional planning period or phone time but an opportunity to engage with students and support those leading chapel by being with the students.

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. Manners of the Heart is embedded in all schedules and must maintain consistency and daily practice.



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.

Students are not to be removed from music, art, or dance as a consequence for misbehavior in the classroom. A restorative consequence must be given instead.



SALARY PAYMENT POLICY

- All personnel will be paid on a monthly basis at the end of each month except where outlined below.
- Any employee required to be in attendance at a workshop or faculty or staff meeting will have deducted from their salary the time equal to the workshop or meeting time in half or full day increments if they do not attend the workshop or meeting.
- Any personnel missing required summer workshops must wait for the next completed month to receive their salary for that month the workshops were missed. (i.e., for missing June workshops, an employee's June pay will be held until July payment; if missing July workshops, the employee's July pay will be held until August payment).
- Any new employee who resigns before the start of the school year, even after attending the summer workshops will not be entitled to any payment for any days of workshops attended nor any portion of agreed salary.
- All employees will receive Personal Time Off (PTO) days as outlined in their individual contract. Any days out above their PTO days, except as permitted by the Principal shall be without pay. Unused PTO days do not carry over to the following fiscal year. Faculty (classroom teachers) unused PTO days will be reimbursed at the end of the school year at the sum of \$100/day as a bonus.
- Faculty and staff lateness affects the entire school. While some lateness cannot be helped, every lateness will result in a deduction in the employee's pay. Excessive lateness may result in termination as determined by the Principal.
- ALL faculty and staff must sign in and out for the day and for any time they are off campus (including lunch). If an employee does not sign in or out, after five times it will result in a deduction in the employee's pay.
- For full time employees 100% of employee health benefits in a group policy chosen by the school are available. Dental, vision, family, Aflac benefits are available at employee's expense and will be paid out of the employee's pay. New employees must wait for two full months before they are entitled to any health benefits. If the employee no longer is employed by the school they have the option of keeping their plan at their own expense and are accountable to sign onto this program and pay in advance for each coverage month up to one year.
- As a hired employee of Gardere Community Christian School, I have read through, been given a copy of and understand the above Salary Payment Policy.

Employee Name Printed: _____ Date: _____

Employee Signature: _____



NON-DISCRIMINATION POLICY

Gardere Community Christian School is committed to providing an inclusive and welcoming environment for all members of its school community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the School's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, national or ethnic origin, gender, age, or religion. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

NON-DISCRIMINATION 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.

Gardere Community Christian School is an "equal opportunity employer." GCCS will not discriminate and will take "affirmative action" measures to ensure against discrimination on the basis of race, creed, color, national origin, or gender in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment for all employees or job applicants.

Faith is not a factor in the admission process, but is a daily part of life for students including participation in Bible study, worship services, and chapel attendance. The statement of faith for Gardere Community Christian School is included as part of the Handbook.

By signing below, I certify that I have read and received Gardere Community Christian School's Non-discrimination policy and Statement of Faith as part of the Faculty/Staff Handbook.

Employee Signature: _____

Employee Name Printed: _____ Date: _____



BEHAVIOR GOAL SHEET

Student Name: _____ Conference Date: _____

Present Participants:

Description of behavior observed:

Objective(s) for conference:

Parent next steps:

Teacher next steps:

Goals for student and expectations:

Parent Signature: _____ Date _____

Teacher Signature: _____ Date _____

***Copies are to be placed into the teacher's classroom file, given to the principal (to be put in school file), and parent.*



BEHAVIOR SLIP

Student Name: _____ Date: _____

Staff issuing behavior slip: _____ Signature: _____

Location of incident/ ancillary class: _____

Explanation of incident:

Directions for staff member issuing behavior slip:

1. Student has received a verbal warning.
2. The student continues to exhibit one of the below behaviors.
3. The behavior is documented on the form and given directly to the teacher. The teacher marks their conduct on behalf of the staff member and staples this to their weekly conduct chart.

This form indicates an automatic conduct mark.

Behavior Exhibited
<input type="checkbox"/> Lack of self control
<input type="checkbox"/> Exhibits a negative/ disrespectful attitude (including facial expressions)
<input type="checkbox"/> Daily work does not reflect best efforts
<input type="checkbox"/> Does not listen and follow directions
<input type="checkbox"/> Does not participate
<input type="checkbox"/> Does not complete assignments
<input type="checkbox"/> Completes homework assignments

Copy has been given to the classroom teacher.



WEEKLY CONDUCT CHART

Student Name:				Week of:		
<p style="text-align: center;">Grading Scale</p> <p>A No marks B 1 (-) C 2 (-) D 3 (-) F 4 or more (-)</p> <p style="text-align: center;">A dash (-) indicates an area of concern. *Before receiving a behavior mark, the child has received a warning.</p>				<p>Weekly conduct charts are sent home by each teacher and must be signed and returned by the parent. Weekly grades are reflected on quarterly report cards.</p> <p>If behavior persists after two weeks, the behavior is recorded on the Referral: Level 1 form and a copy is given to the principal that day, followed by a detention.</p>		
Conduct and Work Habits	M	TU	W	TH	F	Explanation
Shows self control						
Exhibits a positive attitude						
Daily work reflects best efforts						
Listens and follows directions in classroom						
Participates and completes assignments in Reading, Writing, Math, Science and/or Social Studies						
Participates and completes assignments in Music, Dance, Art, or PE (Attach Enrichment Violation Card)						
Listens and follows directions at recess and/ or in dining space						
Completes homework assignments						
Parent Initials						Final Grade: _____

Additional comments:

Signed charts are to be placed in the classroom student file.



WEEKLY CONDUCT CHART

Student Name: _____

Week of: _____

 No marks (-)	 1 (-)	 2 or more (-)	<p>Weekly conduct charts are sent home by each teacher and must be signed and returned by the parent. Weekly grades are reflected on quarterly report cards.</p> <p>If behavior persists after two weeks, the behavior is recorded on the Referral: Level 1 form and a copy is given to the principal that day, followed by a detention.</p>
<p>A dash (-) indicates an area of concern. *Before receiving a behavior mark, the child has received a warning.</p>			

Conduct and Work Habits	M	TU	W	TH	F	Explanation
Shows self control						
Exhibits a positive attitude						
Daily work reflects best efforts						
Listens and follows directions in classroom						
Participates and completes assignments in Reading, Writing, Math, Science and/or Social Studies						
Participates and completes assignments in Music, Dance, Art, or PE (Attach Enrichment Violation Card)						
Listens and follows directions at recess and/ or in dining space						
Completes homework assignments						
Parent Initials						Final Grade: _____

Additional comments:

Signed charts are to be placed in the classroom student file.



GCCS DISCIPLINE REFERRAL: LEVEL 1

Any infractions listed below receive a detention.

Student Name: _____ **Date/Time:** _____

Referring Teacher/Staff: _____ **Grade:** _____

Description of Behavior and/or Infraction:

Location	Level 1 Infraction	Detention
<ul style="list-style-type: none"> <input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Arrival/Dismissal <input type="checkbox"/> Classroom <input type="checkbox"/> Office Area <input type="checkbox"/> Other <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate language (cursing) <input type="checkbox"/> Physical aggression (pushing, shoving, etc. that doesn't lead to more aggressive behaviors or doesn't require an incident report) <input type="checkbox"/> Defiance, disrespect, insubordination, non-compliance <input type="checkbox"/> Lying, cheating <input type="checkbox"/> Harassment, teasing, taunting (physical and/or verbal) <input type="checkbox"/> Disruption, including excessive talking <input type="checkbox"/> Dress code violation <input type="checkbox"/> Not prepared for class <input type="checkbox"/> Repeated classroom conduct issues (attach most recent Conduct Chart) 	<ul style="list-style-type: none"> <input type="checkbox"/> Date: _____ <input type="checkbox"/> Time: _____

Parent Signature: _____ **Date** _____

Student Signature (optional): _____ **Date** _____

Teacher/Staff Signature: _____ **Date** _____

Principal Signature: _____ **Date** _____

**Copies are to be placed in the student's office file.



GCCS DISCIPLINE REFERRAL: LEVEL 2

Student Name: _____ **Date/Time:** _____

Referring Teacher/Staff: _____ **Grade:** _____

Description of Behavior and/or Infraction:

Location	Level 2 Infraction	Administrative Decision
<input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Arrival/Dismissal <input type="checkbox"/> Classroom <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language (threat of physical harm, offensive comments) <input type="checkbox"/> Fighting (defined as actions that require a visit to the office) <input type="checkbox"/> Forgery, theft <input type="checkbox"/> Property damage <input type="checkbox"/> Vandalism (destruction of school property) <input type="checkbox"/> Violation of technology guidelines <input type="checkbox"/> Repeated Level 1 offenses _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of privilege _____ <input type="checkbox"/> Conference with parent-teacher-student <input type="checkbox"/> Parent Contact <input type="checkbox"/> After School Detention <input type="checkbox"/> In-school suspension ____ day(s) Date: _____ <input type="checkbox"/> Out of school suspension ____ day(s) Date: _____ <input type="checkbox"/> Other _____

Comments _____

Parent Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

Teacher/Staff Signature: _____ **Date** _____

Principal Signature: _____ **Date** _____

**Copies are to be placed in the student's office file.



GCCS DISCIPLINE REFERRAL: LEVEL 3

Student Name: _____ **Date/Time:** _____

Referring Teacher/Staff: _____ **Grade:** _____

Description of Behavior and/or Infraction:

Location	Level 3 Infraction	Administrative Decision
<input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Arrival/Dismissal <input type="checkbox"/> Classroom <input type="checkbox"/> Other _____	<input type="checkbox"/> Continued Level 2 offenses <input type="checkbox"/> Intense physical aggression leading to severe bodily harm to another student/ staff <input type="checkbox"/> Arson <input type="checkbox"/> Bomb threat, false alarm <input type="checkbox"/> Use, possession of alcohol <input type="checkbox"/> Use, possession of prescription or non-prescription drugs <input type="checkbox"/> Use, possession of tobacco <input type="checkbox"/> Use, possession of weapons <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of privilege _____ <input type="checkbox"/> Conference with parent-teacher-student <input type="checkbox"/> Parent Contact <input type="checkbox"/> After School Detention <input type="checkbox"/> In-school suspension ___ day(s) Date: _____ <input type="checkbox"/> Out of school suspension ___ day(s) Date: _____ <input type="checkbox"/> Expulsion Date: _____ <input type="checkbox"/> Other _____

Comments _____

Parent Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

Teacher/Staff Signature: _____ **Date** _____

Principal Signature: _____ **Date** _____

**Copies are to be placed in the student's office file.



GCCS Beginning of Year Faculty Self-Reflection

Please answer each question below by taking the time to reflect on what you believe to be true at this time. Our hope is that through this self-reflection we will be more intentional in our roles at Gardere Community Christian School. Kindly return your responses to Mrs. Darden by the second Tuesday in September.

Name:

Position Title:

1. What are your three goals for this school year, specific to your role at GCCS? (Have those somewhere you'll see them regularly.)
2. What are your strengths as a person in your role **and how do you plan to use these strengths to fulfill your position at GCCS.** Please give specific examples.
3. How will you use your interests and gifts in your position?
4. Describe at least one success from the last few weeks and explain why you think it was so successful.
5. For teachers: Explain at least two specific goals you have for your students in general and at least two intentional actions for each goal that you plan to implement to accomplish those goals.



GCCS End-of-Year Reflection

Thank you for being such an important part of our GCCS team this year and taking the time to complete our End-of-Year Reflection. We believe our teachers and staff should be an active part in the planning of curriculum, training and programs at GCCS. Your thoughts, observations and input are extremely important. Please download this document and type directly into the document. Kindly return your responses to Mrs. Darden by the second Tuesday in May.

Name:

Position Title:

1. In list form, what three things you loved about GCCS, specific to your role this past year?
2. Share two improvements you made in your position. (How did you grow?) *Explain what helped make those things successful.*
3. What's something you plan on doing differently next year to help you sharpen your skills?
4. What programs and events did you find most beneficial?
5. In list form, what field trips would you recommend?
6. Do you have any recommendations for improving programs or additional programs you'd like to see at GCCS?
7. For teachers- What are your recommendations for improving instruction at GCCS?
8. What professional development workshops would you like to be offered this August and upcoming school year?
9. In list form, what three things would be the biggest priority to tell an incoming teacher/employee?
10. What is one thing you would want to change about GCCS?
Explain **why** and **how** you would make the change.
11. Please feel free to leave any additional comments.



3-2-1 Action Form

Please complete and submit the original copy of this form after you attend any training provided by GCCS, EBR, or any outside Educational Professional Development to the principal. Keep a copy for your records.

Employee Name _____ **Training Title:** _____
Date of Training _____ **Time:** ____ to ____ **Presenter:** _____

1. Please identify 3 things you learned from the training.

2. Please identify 2 things you will share with a colleague, parent, or network partner.

3. Please identify 1 strategy you will implement immediately.

4. List any additional feedback, areas of strength, or areas of growth in this professional development experience.



One-on-One Evaluation

Teacher/ Staff Name: _____ Date: _____

I. **Segue** (1 personal positive and 1 organization positive)

II. **Review recent observations or incident**

III. **Discuss upcoming events and/or concerns**

IV. **Core Value Check in (+Usually, +/- Sometimes, - Rarely)**

1. Pursue Excellence _____
 2. Glorify God in all Situations _____
 3. Exhibit Integrity _____
 4. Work as a Team _____
 5. Serve Empathetically _____
-
-

V. **Overall Work Efforts and Tasks**

Advanced _____ **Proficient** _____ **Approaching** _____ **Novice** _____

Teacher/Staff signature: _____ Evaluator's signature: _____



Faculty and Staff Agreement

As an employee of Gardere Community Christian School I have read and been informed about the content, requirements, and expectations of the Faculty and Staff Handbook. I have received a copy of the Handbook. I agree to abide by the expectations set and policy guidelines as a condition of my employment and my continuing employment at Gardere Community Christian School.

I understand that if I have questions, at any time, regarding any aspect of the Handbook policies, it is my responsibility to consult with the Administration.

I have read the Handbook carefully to ensure that I understand all the policies before I signed this document.

Employee Signature: _____

Employee Printed Name: _____

Date: _____

*Return copy of signed agreement to Latasha Boatner.