

## **The School's History and Mission**

Gilbert Christian Schools was established in 1996 as Surrey Garden Christian School, a private, non-profit, non-denominational Christian school. It is independent of any specific church, and is operated by Administration officials under the authority and direction of a Board of Directors who are leaders in the evangelical community and who come from a variety of Churches, and professional backgrounds. Our parents and students come from a variety of different Christian churches, ethnic backgrounds, and economic circumstances. Most are residents of the East Valley, but also include many foreign students.

The school is operated under the legal designation of U.S. Code 501(c)(3).

At GCS, our primary goals are to encourage and strengthen young believers in their walk with Christ, and to witness the basic truths of the Christian faith to those who do not yet follow Him. Each child should be respected and taught as an individual created by our God, with unique skills, personality, and goals, as planned by God (Eph. 2:10).

With this philosophical base we provide a rigorous academic education based on an integrated Christian worldview curriculum of "Individual Instruction" that furnishes the skills necessary to function successfully in our homes, churches, and society. These skills include college preparation and the ability to understand, analyze, and communicate varied concepts, and Scriptural doctrine, clearly and articulately. This educational model is provided while strictly referencing state graduation requirements, accreditation standards, and expectations of competitive-entry colleges and universities.

At GCS, the individual needs of each family are important. We are here to support parents who have been given by God the primary responsibility for the teaching of their children. We encourage all our parents to be actively involved in the school, and the classrooms, programs, and activities are always open for their observation.

## **Statement of Faith**

- A. We believe the Bible to be the inspired Word of God, inerrant and infallible in the original manuscripts, our final authority in all matters of both our faith and life.
- B. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
- C. We believe in the deity of our Lord Jesus Christ, conceived by the Holy Spirit and born of a virgin, fully God and fully man, His sinless life, His miracles, in His vicarious and atoning death for His Church through His shed blood on the cross, His bodily resurrection, His ascension to the right hand of the Father, and in His future personal return in power and glory for His people.

- D. We believe that for salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential to receive the saving faith to believe in Jesus Christ as Lord and Savior. He indwells all true believers permanently, seals and secures them unto the day of redemption, bestows spiritual gifts upon them, and enables them to live a godly life.
- E. We believe that salvation is the free gift of God's sovereign grace alone, given to all whom God has elected to salvation, for His glory and the pleasure of His own will. Human works play no role in either attaining faith, or salvation.
- F. We believe that our Lord Jesus Christ instituted two ordinances to be observed by all believers as a matter of obedience, not as a condition for salvation: Water Baptism, and the Lord's Supper.
- G. We believe in the blessed hope that Jesus Christ will soon return to this earth – personally, visibly, and unexpectedly, in power and great glory. We believe in the resurrection of both the saved and the lost; those that are saved unto the resurrection of eternal life with Christ in glory, and they that are lost unto the resurrection of damnation, eternally separated from God.
- H. We believe in the spiritual unity of believers in our Lord Jesus Christ.

### **Governance of the School**

Gilbert Christian Schools operates under the authority of a published Board Governance Model available to all parents. The document establishes the authority, accountability, policies, and practices of both the Board and the Administrator. It is recommended that all parents familiarize themselves with it.

### **Training Student Behaviors in pre K-6<sup>th</sup> grade**

At Gilbert Christian Schools we see discipline as an integral part of the education teachers provide. We use passages like Hebrews 12 as a model where God's love is displayed for us in the discipline of His daughters and sons through corrective and instructive training.

There is no corporal punishment at our school. Hugs and encouraging touches on shoulders and arms are appropriate. Discipline may at times include loss of recess, heads down on desk, warnings, loss of star, in at lunch, or a visit to the office. Encouragement also plays an important role in training. Verbal praise, stars, stickers, encouraging comments and awards are all used to help the student know they are doing well.

All students are told the expectations the teacher has for their learning and behavior. The teacher is always to present him/herself as a figure of authority – not a buddy. Students are expected to practice first time obedience to teacher instructions. Consequences are never threatened, though a reminder of possible consequences is appropriate.

## Classroom Management Principles

- Teachers are always training student behavior
- Teachers expect respect for themselves, the students, and everyone
- Teachers clearly communicate simple boundaries so students can grow
- Teachers begin with the least repressive consequences
- Teachers keep in mind the other students who also need their time
- Teachers stay calm. They are in control. They keep in mind the big picture.

## Student Behavior Guidelines

- Make choices that please God, your parents, and the school.
- Listen and obey the first time direction is given.
  - Look at and listen to the teacher when they are talking.
  - Do not interrupt when others are talking.
- Respect all teachers and school personnel.
  - Acknowledge adults when they speak to you.
  - Follow directions given to you by any GCS staff.
- Respect others. Be kind in word and action.
  - Treat others the way you would like to be treated.
  - Encouraging and uplifting words are expected.
  - Apologize and seek forgiveness when you have wronged someone.
  - Be quick to forgive others.
- While working at your table:
  - Stay on task (be doing what you were asked to do).
  - Do your work without bothering others. Keep hands, feet, and objects to yourself.
  - Keep your work area neat and clean.
  - Do your best always!
- When in line to have your work checked:
  - Have work completed before getting in line.
  - Wait quietly in line. Use this time to recheck your work.
  - Move ahead without bothering the person ahead or behind you.

## Stars and Consequences

Every child begins the day with 5 stars for good behavior. Stars will be taken away each time a rule is not followed. At the end of the day, each child's planner will be marked to indicate their behavior for that day. The planner needs to be signed by a parent each night and returned the following day. The 5 star scale is as follows:

5 stars: Amazing! What a day! All the rules were followed and the child had a productive day in class.

4 stars: Very Good! The child did not follow a classroom rule, however the child was able to correct and move on to complete the day successfully.

3 stars: Good! The child had some trouble following classroom rules.

2 stars: Fair. Consistently the child had trouble following the classroom rules.

1 star or less: Poor. Child had great deal of difficulty following classroom rules.

## The School Day

The afternoon pre-kindergarten class begins at 12:30 and is dismissed at 3:15.

The morning kindergarten classes begin at 8:30 and are dismissed at 11:30.

The afternoon kindergarten class begins at 12:15 and is dismissed at 3:15.

The 1<sup>st</sup> - 3<sup>rd</sup> grade classes begin at 8:30 and are dismissed at 3:15.

The 4<sup>th</sup> – 6<sup>th</sup> grade classes begin at 8:30 and are dismissed at 3:30.

### Drop off and Pick up Procedure

Parents please escort pre-kindergarten – 3<sup>rd</sup> grade children to and from their classroom. Older students may walk to their classrooms unattended.

There is a playground aide on duty from 7:50 a.m. until 8:30 a.m. Students are not to arrive on the campus before 7:50. There is no supervision available before 7:50.

### Promptness in after school pick up

We have a staggered pick up after school to assist in traffic flow. This should not be an excuse to leave your students at the office after school. Promptness in picking up your child at the end of the day is expected. Having several students in the office places an added burden on our teachers and office staff as they have other responsibilities and duties. Please follow the schedule:

Morning Kindergarten	11:30 Dismissal Students must be picked up by a parent within 10 minutes of dismissal.
Pre-K through 3 <sup>rd</sup> grade	3:15 Dismissal Students must be picked up by a parent, adult, or approved sibling no later than 15 minutes of dismissal.
4 <sup>th</sup> grade – 6 <sup>th</sup> grade	3:30 Dismissal
7 <sup>th</sup> -12 <sup>th</sup> grade	3:25 Dismissal

Students who have not been picked up on time from the classroom will be brought to the office. To assure the child's safety, a parent or authorized person will be required to sign the child out of the office. We recognize there are times you may be running late and your child will be at school beyond the regular pick-up time. If an emergency arises and you are running late please call and let our office staff know. Repeat offences to this policy will result in a phone call from the administration to assess the situation.

## Uniforms and Appearance

### Purpose

The uniform policy at GCS is in place because we want our students to be more concerned with their spiritual and educational growth than with clothing.

The Administrator will have the last word about appropriateness of dress and appearance. If a student is unsure of the appropriateness of an article of clothing, he/she should check with the administrator. A student whose clothing and/or appearance are deemed inappropriate will be required to change into acceptable clothing or to go home and change before returning to school.

### Shirts

- Approved polo shirt with logo in any of the solid colors offered by Cloud Nine Sports catalog. Shirts may have short or long sleeves. Clean and neat shirts must be worn at all times.
- T-shirts or turtlenecks may be worn under the uniform shirt.
- Shirts must fall freely at least two inches below the waist band.

### Sweat Shirts/Sweaters/Jackets

- Approved sweatshirts, sweaters, and jackets **with school logo** in any of the solid colors offered by Cloud Nine Sports may be pulled over the approved polo shirt during school hours. These outer garments may be open, closed, or pulled over.
- Solid color hooded sweatshirts with zippers, sweaters, and jackets without the school logo are permitted so long as they are worn open, exposing the school logo on their polo shirt.

### Pants/Shorts

- K-6 grades may wear pants, shorts, skorts, or skirts with detached shorts underneath of **a solid color** without embellishments. Shorts of a solid color may have one stripe on each leg.
- These must be clean, modest, and non-offensive. Spandex and bike shorts are not allowed.
- Skirts with detached shorts and skorts should be no shorter than Bermuda length or 4 inches from the top of the knee. In the case of skirts with detached shorts, both items must meet length requirements (i.e. no short skirts with longer shorts, if leggings are worn the skirt must be the required length).
- If skirts with detached shorts or skorts do not meet school expectations regarding length, the student may lose the privilege of wearing these items for the rest of the school year.
- If a student is found to be wearing a skirt with no shorts underneath, the student's parents will be notified and the student may lose the privilege of wearing skirts or skorts for the rest of the year.
- **Not** permitted for pre K-6 (except on special school functions): Dresses, jumpers, and overalls.
- Pants or shorts will be moderately loose fit and worn at the waist. Acceptable pants or shorts will not have holes, rips, patches, or stains. They should not be frayed, sloppy, or drag on the ground.

### **Jewelry and Makeup**

- No body piercing other than earrings for girls.
- Pre K-6 **may not wear makeup**.

### **Hats/Sweat bands/Sunglasses**

- Hats may be worn in solid color for outdoors only and are not to be worn indoors or sideways on the head.
- No head sweatbands may be worn at school.
- Sunglasses are to be worn outside only.

### **Shoes**

- Sports shoes are required to be worn every day with socks. Shoes must be laced or velcroed at all times.
- "Skater" shoes (shoes with wheels) are not permitted.

### **Hair**

- Hairstyles must be neat and clean. No extreme cuts or styles.

### **Uniform Ordering Information**

Cloud Nine Sports is our new supplier for uniform tops. Prior year SGCS uniforms may be worn until outgrown or come into disrepair. When ordering please refer to the GCS website to link to Cloud Nine Sports for ordering information (Click on Parent tab, then click on Uniform tab); or pick up a catalog and order form in the office. The following items are the approved uniform items with the Gilbert Christian Schools logos:

- Mesh and Interlochen Polo shirts – short or long sleeved in any of the solid colors offered by Cloud Nine Sports.
- Cotton Drifter sweaters – crew, v-neck or cardigan in any of the solid colors offered by Cloud Nine Sports.
- Sweatshirt in any of the solid colors offered by Cloud Nine Sports.

Please remember that any of the approved outer garments with logos (sweaters, vests, or sweatshirts) still must be worn over the polo shirts.

## Academic Expectations (1<sup>st</sup> – 6<sup>th</sup> Grades)

The goal we have everyday at Gilbert Christian Elementary School is that your child will have high, achievable expectations and that he/she will work hard in every subject.

At the end of each quarter, we provide a written assessment of your child's progress during the past quarter (see example on next page). We do not provide a grading system. I do not consider a grading system the most accurate method of reporting student progress at this age. Children at this level of education spend their time learning to read and write while students in higher grades achieve learning in almost every subject through the use of reading and writing. Therefore, your child's effort level, whether the subject is a favorite and easy, or detested and difficult, is measured by how well he/she meets the daily expectations. Listed below are generalized ways to look at each goal (excellent, very good, good, fair and poor). The **Excellent grade** is given when a child shows an obvious love for a subject and greatly excels in the daily expectation for it. The more teacher-time it takes in a subject to keep a child on task, the lower the student's effort evaluation will be.

<b>Excellent</b>	<b>child greatly excels in the daily expectations</b>
<b>Very good</b>	<b>child worked at daily expectation level</b>
<b>Good</b>	<b>had some trouble working on task 2-3 days/times in the quarter.</b>
<b>Fair</b>	<b>had trouble working on task 4-10 days/times in the quarter.</b>
<b>Poor</b>	<b>had moderate trouble working on task 11-47 days or times in the quarter</b>

Keeping a child on task includes any type of redirection, warning, lost star, time with head down, or occasions spent with the Dean of Students. The teachers document these, so that when the quarter ends, the effort evaluation is more objectively assessed.

Keep in mind that as we individualize all learning at Gilbert Christian Elementary School, the goals listed below may be changed or altered to fit where a particular child is at in his/her learning, with the goal of improving to meet school expectations. Specific academic goals are not the end product we are working towards. The goals are a means to an end. The end product is a student who is a confident learner with broad skills in many different areas. This does not lessen the importance of the specific academic goals, just that the broader goal is kept always in front.

For example, if a child struggles with his original reading goal, that goal may be altered so that three completed books would be assessed as "very good" rather than his original goal of five. If math is difficult, the goal for each day may be half a lesson rather than a full lesson. It may take a student one week or three years at reduced work expectations to eventually meet school expectations. The idea behind all that is happening in the classroom is that each child is working at his/her potential, learning, and putting forth maximum effort. The goal for each child is to become a confident learner who has the skills to learn in a variety of environments.

**Subject: BIBLE**

Goal: To show understanding of daily lessons by maintaining a passing grade in questions, drills and memory verses.

Very good	consistent attention in Bible reading/neatly written questions/answers drills/Memlok showing weekly progress
Good	inconsistent attention in Bible reading/occasionally lacking in neatness drills/Memlok showing weekly progress
Fair	inconsistent attention in Bible reading/continually lacking in neatness Drills/Memlok not showing weekly progress
Poor	not participating in Bible much at all due to poor attention not participating much at all in drills/Memlok due to lack of focus

**Subject: COMPOSITION**

Goal: To show improvement in written expression through meeting class standards in weekly writing assignments.

Very good	completed all assignments in the quarter with neatness/accuracy/efficiency
Good	completed all assignments in the quarter but with 1-2 lacking in neatness/accuracy/efficiency
Fair	completed most assignments in the quarter; lacking in neatness/accuracy/efficiency
Poor	completed less than half of the assignments; lacking in neatness/accuracy/efficiency in less than half

**Subject: GRAMMAR**

Goal: To show improved knowledge of grammar skills by maintaining a passing grade in weekly assignments with 90 percent or better on tests.

Very good	completed all assignments in the quarter with neatness/accuracy/efficiency
Good	completed all assignments in the quarter but with 1-2 lacking neatness/accuracy/efficiency
Fair	completed most assignments in the quarter; lacking in neatness/accuracy/efficiency
Poor	completed less than half of the assignments; lacking in neatness/accuracy/efficiency in less than half

**Subject: SPELLING**

Goal: To show improvement in spelling skills by maintaining a passing grade of 100% on the grade level list and completing required spelling sentences.

Very good	passed all spelling tests given in the quarter (approximately 8), and spelling sentences completed with neatness/accuracy/efficiency
Good	failed to pass 1 or 2 tests given and spelling sentences completed with neatness/accuracy/efficiency
Fair	failed to pass 3 spelling tests/sentences lacking in neatness/accuracy/efficiency
Poor	failed to pass 4 or more spelling tests and spelling sentences are completed without neatness/accuracy/efficiency

**Subject: READING (LITERATURE) – 1<sup>st</sup> grade (approximately one book per week)**

Goal: To read a variety of literature from appropriate grade level

Very good	8-9 books read/completed with book reports
Good	5-7 books read/completed with book reports
Fair	3-4 books read/completed with book reports
Poor	2 or less books read/completed with book reports

**Subject: READING (LITERATURE) – 2<sup>nd</sup> – 6<sup>th</sup> grade**

Goal: To read a variety of literature from appropriate grade level

Very good	5 books read/completed with book reports
Good	4 books read/completed with book reports
Fair	2 or 3 books read/completed with book reports
Poor	0 or 1 book read/completed with book reports

**Subject: READING-PATHWAY READERS (1<sup>st</sup> – 3<sup>rd</sup> Grades only)**

Goal: To show improvement in sight word vocabulary and comprehension skills

Very good	consistently showing weekly progress in the reader/completes a story each day
Good	a few inconsistencies shown in weekly readings due to lack of focus/effort
Fair	many inconsistencies shown in weekly progress due to lack of focus/effort
Poor	showing lack of weekly progress due to lack of focus/effort

**Subject: PHYSICAL EDUCATION**

Goal: To show good sportsmanship and effort

Very good	consistently (daily) showing good sportsmanship/effort
Good	1 to 3 inconsistencies in showing good sportsmanship/effort
Fair	4 to 6 inconsistencies in showing good sportsmanship/effort
Poor	more than 6 inconsistencies of not showing good sportsmanship/effort

**Subject: SCIENCE (4<sup>th</sup> – 6<sup>th</sup> Grades only)**

Goal: To show basic understanding of science and health concepts by maintaining a passing grade in weekly assignments

Very good	consistently showing effort/enthusiasm and completion of weekly assignments
Good	1 to 5 inconsistencies in effort/weekly progress
Fair	6 to 10 inconsistencies in effort/lack of weekly progress
Poor	showing little progress due to poor effort/enthusiasm/completion of weekly assignments over 10 times in quarter

**Subject: DACTA/TECHNIC/ROBO LAB**

Goal: To demonstrate an understanding of the assigned Dacta/Technic/Robo Lab level and basic physics concepts by completing 4 checkpoints with a partner

Very good	completed 4 or more projects with accuracy/neatness
Good	completed 2 to 3 projects with accuracy/neatness
Fair	completed one project with accuracy/neatness
Poor	completed no projects

**Subject: MATH**

Goal: To improve math skills by maintaining a passing grade set by particular level of math

Very good	completes 1 or more lessons daily with neatness/accuracy with 0-2 redo lessons (elem. 0-5)
Good	completes 1 or more lessons daily with 3-5 redo lessons (elem. 6-10)
Fair	completes 1 lesson a day with 6 – 10 redo lessons (elem. 11-15)
Poor	showing a lack of progress in math due to poor work habits. Less than one lesson a day is completed and/or most lessons have to be redone.

**Subject: PATTERN BLOCKS (primary only)**

Goal: To show a basic understanding of geometric principles by completing pattern block projects at class expectations.

Very good	completes projects with effort and enthusiasm
Good	1 to 3 inconsistencies in focus/effort
Fair	4 to 6 inconsistencies in focus/effort
Poor	lacking in progress due focus/effort

**Subject: HISTORY (elementary only)**

Goal: To show an understanding of history at their particular level.

Very good	consistent weekly progress (roughly a lesson completed daily)
Good	1 to 3 inconsistencies in weekly progress
Fair	4 to 6 inconsistencies in weekly progress
Poor	lacking in progress due to poor focus/completion of lessons. Less than one lesson a day to being completed.

**Subject: GEOGRAPHY (elementary only)**

Goal: To improve knowledge of Arizona, United States and World Geography (per 60 minute work period)

Very good	weekly progress shown by completing 2 or more lines on the check sheet each week
Good	weekly progress shown by completing 1 line on the check sheet each week
Fair	not completing 1 line on the checksheet weekly on the a consistent basis each week
Poor	not showing progress in this area due to poor effort/focus

**Subject: FOREIGN LANGUAGES (elementary only)**

Goal: To improve understanding of particular foreign language being studied

Very good	completing 4 lessons in Learnables and/or 3 in basic structures
Good	completing 3 lessons in Learnables and/or 2 in basic structures
Fair	completing 2 lessons in Learnables and/or 1 in basic structures
Poor	completing 1 lesson in Learnables and/or no lesson completed in basic structures

If a student works in both Learnables and Basic Structures during the quarter the teacher will use a reasonable expectation (ex: 3 lessons in Learnables and 2 Basic Structures) for the student to complete at a "very good" level.