



GARRETT MEMORIAL
CHRISTIAN SCHOOL

TEACHER HANDBOOK



2026-27

Dear Teacher,

I am so thankful you are a part of Garrett Memorial Christian School! I cannot wait to see what God will do in and through you this year. You have a distinct purpose at GMCS, and the work you do each day is more than a job—it is a ministry with eternal significance.

It is truly an honor for me to serve as Administrator. With each passing year, I gain a deeper understanding of the responsibility and weight that comes with this role. I ask that you pray for me—that God will grant me wisdom, discernment, courage, and grace in every decision I make. Please know that I will be praying for you as well. My prayer is that you will become exactly the teacher, mentor, and servant God has called you to be.

So, how can you make this year the best? Love your students well. Speak life, truth, and encouragement into them every day. Cherish the time you have with them, because these years pass quickly. Let them see the very best of you—not perfection, but a life that consistently points them to Christ.

Keep Christ at the forefront of everything you do: what you teach, what you say, how you respond, and even how you say it.

We are not simply teaching lessons or completing a school year. We are helping shape lives for the Kingdom. We are laying foundations that we pray will remain strong long after our students leave our classrooms—foundations of faith, wisdom, character, and a desire to serve the Lord.

This handbook is designed to help you along the way. Please read it carefully, revisit it at the beginning of each nine weeks, and refer to it often throughout the year. It is intended to provide clarity, consistency, and support as we work together.

I am excited about the year ahead and grateful that God has placed us together to serve Him!

In His Service,

Mrs. Zumwalt

Table of Contents

<i>2026-2027 GMCS Staff and Faculty.....</i>	<i>7</i>
<i>A Gift and a Calling</i>	<i>9</i>
<i>Arrival/Departure Time.....</i>	<i>10</i>
<i>Classroom Appearance.....</i>	<i>10</i>
<i>Classroom Management.....</i>	<i>10</i>
<i>Departure from School.....</i>	<i>11</i>
<i>Discipline.....</i>	<i>11</i>
<i>Expectations for Faculty.....</i>	<i>14</i>
<i>Grading Scale</i>	<i>15</i>
<i>Grievance Procedures</i>	<i>16</i>
<i>Job Description.....</i>	<i>16</i>
<i>Jury Duty.....</i>	<i>17</i>
<i>K4 and K5 Expectations.....</i>	<i>18</i>
<i>Sending Students to the Office</i>	<i>18</i>
<i>Staff Code of Conduct.....</i>	<i>18</i>
<i>Teacher Attendance/Salary.....</i>	<i>18</i>
<i>Annual Leave</i>	<i>19</i>
<i>Bereavement Leave</i>	<i>19</i>
<i>Teacher Responsibilities.....</i>	<i>19</i>
<i>Teacher Dress Code.....</i>	<i>20</i>
<i>Teacher-Parent Ethics.....</i>	<i>20</i>
<i>Teacher-Student Ethics.....</i>	<i>21</i>
<i>Teaching Tips and Thoughts</i>	<i>21</i>
<i>Emergency Codes.....</i>	<i>22</i>
<i>Daily Safety and Security Procedures.....</i>	<i>23</i>
<i>Who to Ask.....</i>	<i>24</i>



VISION



GMCS partners with families in the joyful, rigorous, Christ-centered education of children, cultivating, wisdom, virtue, and wonder, so that students learn to love what is true, good, and beautiful – and awaken to their highest joy in Jesus Christ.

MISSION



Awaken joy in Jesus by equipping the mind and engaging the heart of each **SAINT**.

SAINTS

2026-2027 GMCS Staff and Faculty

Administrator	Christi Zumwalt
Dean of Student Life	Chris Vines
Office Manager	Carolyn Lauterbach
Secretary	Janet Jobe
Admissions/Registrar	Beth Lloyd
Athletic Director	Courtney Rook
Library/Communications	Pam Fields

Elementary

K4	Jade McKelvey
K5	LeAnn Shelton/Daphne Simmons
1 st grade	Stacy Bright
2 nd grade	Angie Shelton
3 rd grade	Lori Silvey
4 th grade	Randi Eskridge/Patricia Miller
5 th grade	Lynse Shelton/Sara Wheelington
Music	Cindy Burke
PE	Courtney Rook

Middle & High School

6 th grade	Tiffany Brazzel
Bible	Brian Eskridge/Clif Johnson/ Wendy Martin/Chris Vines
Baseball	TBD
Basketball	
Boys	Todd Martin
Girls	Courtney Rook
Cheerleading	Allyson Lee
Computing	Janee Almand/Beth Lloyd
Drama	Richard Allen
English/Literature	Richard Allen/Casey Lauterbach
Family & Consumer Science	Janee Almand
History	Richard Allen/Mendy Loe
Math	Donna Marlar/Tami Orr
Science	Brian Eskridge/Neal Ridling
Softball	Courtney Rook
Spanish	Erika Garcia
Speech	Wendy Martin
Volleyball	Wendy Martin/Courtney Rook
Woodworking	Brian Eskridge
Yearbook	Pam Fields

A Gift and a Calling

Teaching is a gift, and teaching in a Christian school is a calling and a ministry (Ephesians 4:11). The importance of Christian teachers is unparalleled in any other part of society because Christian teachers in Christian schools are responsible for the mind and the soul of each student. James 3:1 states, *"My brethren, let not many of you become teachers, knowing that we shall receive a stricter judgment."* God clearly tells us that this task is so important that a special set of criteria will be used to evaluate the performance of Christian teachers.

The effective use of the gift and calling of Christian teachers must be accompanied by an attitude of servitude and commitment that places a high value on each student as one of God's special creations. As Christian servants, our academic preparation, personal life, and spiritual life must be the best that is possible within the potential God has given to us.



You are a professional called by God to teach children. These children can only rise as high as you are prepared to lift them. Prayer, hard work, and daily preparation will ensure the best testimony possible to the academic and spiritual quality of education in the classroom. *"Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth."* (II Timothy 2:15).

Arrival/Departure Time

Teachers, please be in your classroom by 7:30 each morning. At 7:55 all students should be in their homeroom or 1st period class for pledges, prayer and announcements. Those who do not have car line duty may leave at 3:10 p.m. (elementary) and 3:20 p.m. (high school).

Classroom Appearance

Teachers are responsible for keeping their classrooms clean and orderly. Teachers will ask their students to straighten the desk rows and remove trash from the floor before their dismissal each day or after each period.

Classrooms will display fire/tornado/lockdown postings; and post the daily schedule.

Teachers should keep their desks uncluttered and neat, providing a positive model for their students to do the same.

At the end of each day, teachers should leave on their desks lesson plans, the attendance book, posted schedules, and any other pertinent information should it become necessary for a substitute to come the next day. Teachers will lock the classroom door before leaving the campus. The school office and custodial staff has a master key for the classrooms.

Teachers should prepare lesson plans at least one week in advance. These plans should remain available for the principal to view at any time.

Please alert the office of any building or equipment issues or malfunctions as soon as it is noticed.

Classroom Management

- A prepared teacher is the key to good discipline. If the lesson moves along and doesn't drag, there are fewer discipline problems.
- Be fair and kind, but firm. Students should know you mean what you say.
- Classroom discipline begins the first day.
- Routine discipline needs to be handled by the classroom teacher. Notify the Administrator of continuing discipline problems.
- Be consistent. Discipline a child because he needs help, not because you are frustrated. After a child has been disciplined, allow him to "start over" with a fresh, clean record.
- Your attitude will be reflected in your class. If you are happy, positive, and have a sense of humor, your students will enjoy school.
- Please do not allow a problem to become a major one before notifying the Administrator.
- Students should not be left alone or unsupervised in the classroom or anywhere else.
- Students should not be left in the office for disciplinary reasons without the Administrator's knowledge.

Departure from School

If for any reason you need to leave campus during the school day, it is required for you to notify the school office as to the reason for leaving and the time of your return.

Discipline

99% of discipline problems can be solved by doing the following:

- Enter the classroom prepared to teach in an interesting and dynamic manner. Maintaining a well-disciplined classroom is conducive to an effective instructional program. Logically, it follows that an effective instructional program is the foundation of a well-disciplined school.
- Be the authority in the room. The teacher has the primary responsibility and authority for the maintenance of discipline in the classroom, in the school building, and on the school grounds. All teachers are responsible for the behavior of students in all areas of school and at all times.

If students leave your room after a period of no structure, no expectations, no rules and no effective instruction (which invariably follows the former), then the next teacher will have trouble with them, etc. It takes hard work to maintain good discipline, but it is impossible to teach effectively without it.

Teachers have the authority to deny certain classroom privileges, and may use such reasonable measures as may be necessary to maintain control in the classroom, in the school building, and on the school grounds. It is a rule, if a behavior or action would not be allowed in a home or within the standards of the community, it should also not be allowed within a classroom.

Teachers will make every effort to take care of discipline themselves in the classroom and the hallways. If problems occur repeatedly in the classroom, the parent of the student should be notified by the teacher and a conference held if needed. If the problems persist, the principal should be notified. Documentation of misbehavior including student's name, the date, and specific behavior should be kept, as well as a narrative of specific remedial measures tried by the teacher. Teachers may remove a student temporarily from the classroom by sending the student to the principal's office because of behavior. However, this must be a last resort when all other avenues have been attempted. If abused, this tactic quickly loses its effectiveness and may force unnecessary escalation.

- Help them see the Administrator is the ultimate authority. - If the teacher's efforts to solve problems are unsuccessful, the student may be referred to the principal, who has the responsibility and authority to use such reasonable measures as may be necessary to maintain control within the classroom, the school building, and on school property. The Administrator will establish and implement rules and regulations for the school governing the conduct of students.
- Make your expectations for behavior known. - What are your rules for the classroom? Write them down. Post them. Communicate rules to parents/guardians. Tell the students. Go over the rules as part of beginning class activities. Go over them again....and again. Leave no

doubt as to what is expected. Relay these expectations to your students and consistently implement fair and impartial consequences when behaviors warrant such.

- Make your expectations for academic excellence known. Write them out—specifically. Inform parents/guardians and students exactly what is expected, how they will be graded, what homework is expected, when the consequences for failure to perform, etc. Again, remember that you as a professional are trained to set attainable standards within your classroom. Also, remember that your expectations may be higher than those expected by their parents/guardians. Be ready to defend yourself and your expectations based on this reasoning.
- Consequences/Reinforcement for Good Behavior or Performance - Consequences should be sequential according to the severity of the offense. Follow your own plan. Post consequences. Inform everyone. Control yourself in implementing your own consequences. Praise is the oldest and most reliable form of reinforcement. Devise other small rewards for good behavior, but remember that you cannot buy or ride your way to good discipline. That is based on respect, and the students are far too wise to fall for other tactics. In fact, such tactics will do little other than to breed contempt.
- Establish positive communication with parents/guardians. - Do not wait until something is wrong to contact parents/guardians. Establish contact early. Communicate with parents/guardians. Remember how you feel when mail from the school arrives unexpectedly. Your first reaction is “What’s wrong?” Parents/guardians are no different. Work diligently to change that perception. Only you can do that.
 - Contact them at the first sign of a problem. - Perhaps the most important of all: If any problem arises which has the potential to become serious (or is at the first instance), contact parents/guardians. Do not backlog incidents until you are at the edge and the student is also. Use your interpersonal skills training to address problems early on. Throughout this process, keep the office informed.
- Document problems. – Gradelink is a great place for this. Keep a log, perhaps as part of your grade book. Detail incidents in writing as soon after they occur as possible. Do not wait until details are fuzzy. Record, at a minimum, date, time, place, who is involved, what action was taken. Document! Document! Document!
- Suggestions for good discipline
 - Start firmly and then ease up later if you are so inclined. It is much easier to retain control than to regain it.
 - Most teachers take care of nearly all of their own discipline, but occasionally it is necessary to send a student to the office. Sending the pupil from your room must be the last resort.
 - When you cannot personally bring a student to the principal for disciplinary reasons, send a note that will acquaint the principal with the situation.
 - Do not be timid about making a child behave when the child has been caught disobeying rules.
 - If a student becomes a severe discipline problem do not send him or her to the library or study hall. This will not solve the problem.

- One should not get too angry. You might do something you will later regret. If you reach this state, send the student to the office.
- After a student has been disciplined, start fresh. Don't carry a grudge.
- Insist on a Mr., Miss, Ms., or Mrs., title. In our relationships with the students we are teacher-student, not buddy-buddy. Maintain social distance.
- Disciplinary Pitfalls - There are several "pitfalls" which may be tied to our own personality needs. They may trap the unwary and may result in failure as a teacher. Some of the more common are listed here:
 - A desire to be popular with the kids—which is indicated by the actions of the teacher. If you are going to be like "one of the gang", who will be the leader in the classroom? Kids do not like to be bossed by other kids. Forget about having the kids love you. This is fine and perhaps necessary in the elementary grades, but at the junior high/high school level you must seek to attain the students respect as a classroom teacher.
 - Teachers who consistently send students to someone else for discipline reveal an inability to control their class. When you wish assistance inform the principal, but under no circumstance should you use the office as a crutch. It must be the "court of last resort".
 - "Inconsistent Discipline" involves being stringent one day and playfully lax the next. This inconsistency leads to trouble because students do not know what to expect and how to act from day to day. Trouble with the students because of "inconsistencies" is the teacher's fault. Be sure the students know what behavior is expected of them and then demand that it is adhered to. When you make an error, admit it, correct it, and start new.
- Situations to avoid - Listed below are some of the teacher practices that seem to cause parents/guardians and students the most concern. All of us have undoubtedly violated a few of these at one time or another. We ask that you also be especially careful of these "pitfalls" and see that they do not occur. When actually based upon fact, they are quite difficult for an administrator—or anyone else—to defend.
 - Not informing the parents/guardians about students who are earning failing grades.
 - Not permitting students who have been absent to make up work when they have an excused absence.
 - Embarrassing the student before the rest of the class with degrading remarks or ridicule. (e.g., "too dumb"; "you're going to flunk anyway"; "why do you even bother to come to school?").
 - Comments to the rest of the class about another student (especially remarks while the student is absent from school).
 - Remarks to students to be delivered to the parents/guardians (e.g. "You can tell your dad for me...").
 - Unreasonable or unusual punishment (punishment in excess of the behavior). Be particularly careful about multiplying the number...it can quickly become ridiculous.

- Excessive amount of work in connection with assignments. Remember, students have at least five subjects. Please also remember that Wednesday night is considered “church night”.
- Comparison of brothers and sisters.
- Placing stigma on the entire group. (“Roughnecks”).
- Group punishment...keeping a whole class so that they are late to lunch or are late to car line.
- Comments to students or parents/guardians that are basically administrative.
- Penalizing a student’s grade because of behavior.
- Before you send them to the office - Before sending or bringing a student to the office, please give some thought to the checklist below:
 - If there is a personal conflict between you and the student, you are certain that you have done your part to provide the desired harmony? In other words, are you certain that the student is completely at fault?
 - Have you tried a variety of approaches?
 - Have you had a private conference with the student (one in which the student had an opportunity to plead his/her side of the case)?
 - Have you made an earnest attempt to investigate the real cause behind the difficulty?
 - Have you checked with the other teachers of the student regarding the student’s ability, or for any other problem that may be the root cause of behavioral deviations?
 - What opportunities has the student had for recognition and success in the class?

Expectations for Faculty

- Attend faculty meetings when scheduled
- Do not leave class unattended, particularly elementary
- Return required paperwork to office in a timely manner.
- Be at your classroom door during class changes every period.
- Bathroom supervision – please walk in regularly so that bathrooms are not student territory.
- Room is maintained and cared for.
- Do not allow students to sit on tables or desk tops.
- Students responsible for keeping room neat and organized.
- No vandalism allowed.
- Entire period used for learning.



- Start class on time with activity, assignment – use management skills to set learning tone right from the start.
- Have seating plan and complete detailed lessons for yourself and substitutes. Provide standards and consequences for student behavior with subs.
- Parent contacts - early. Don't wait for failure and frustration to mount. Failing grade or danger of failing requires parent and student notice to be supported.
- Be aware of good student behavior and recognize them for it.
- Return student papers, assignments quickly so feedback is gained.
- Supervise study during class time.
- Use a variety of learning approaches to reach students and motivate them. Your enthusiasm and creativity are contagious!
- Grading includes participation and effort.
- Set and maintain high standards - people work to meet them.
- Require homework, completed assignments, projects, etc. and you will get them if expectations and consequences are made clear to students and enforced by the teacher.
- Be assertive.
- Know what you want.
- Communicate standards – rules, etc. to students.
- Enforce consistently – do not ignore negative behavior or let it build up.
- Seeing students individually is crucial – lay out the welcome mat for availability.
- The needs and interests of the teacher and students are placed first. Being assertive is not being hostile or “putting down” anybody.
- Do no touch, grab or physically threaten a student. When you are absolutely at the “end of the line”, send or bring the student to the office. However, no student is to be sent to the office unless you also send a referral or some written explanation of why they are being sent. If a child is sent without such explanation, the administration has only the student's version of whatever happened to go on.

Grading Scale

Please use the following grading scale in Gradelink, so that all teachers are assessing varying types of assignments the same. Changes to this scale will be considered on a case-by-case situation by the Administrator.

40% - tests

30% - quizzes

20% - homework/seat work

10% - class participation

Grievance Procedures

1. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James will be followed.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the Administrator. If the student brings the concern, he must have permission from his parents to do so.
3. The Administrator will discuss the issue with the teacher to try and bring resolution.
4. If the matter continues to be an issue, the parents should put their concern in writing and request a 2nd meeting with the Administrator.
5. If the problem is still not resolved, the parents should make a request for a hearing from the GMCS School Board.

Staff to Administrators:

1. All concerns about the standards of the school must first be presented to the Administrator. A respectful demeanor is required at all times.
2. If the problem is still not resolved, the staff member may appeal to the board in writing and request a hearing. The request will be passed to the board through the Administrator. The Administrator must pass on all such requests.

Job Description

Each teacher is assigned yearly to a position which is under the direct supervision of the GMCS Administrator to whom he/she is immediately responsible for all aspects of his/her professional behavior. The teacher's evaluation criteria is based upon, but not limited to, specified minimum job expectations and responsibilities.

Essential Duties and Expectations

Duties other than these may be assigned.

- Be at school from 7:30-3:10/3:20 (depending on grade level).
- Prepares course objectives and outline for course of study following A Beka curriculum or other curriculum guidelines

- Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.
- Notifies the Administrator of any perceived learning problems of students
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of students.
- Provides individual and small group instruction where applicable in order to adapt the curriculum to the needs of pupils with varying intellectual abilities, and to accommodate a variety of instructional activities.
- Prepares, administers, and corrects tests, and records results.
- Assigns lessons, corrects papers, and hears oral presentations.
- Encourages pupils to think independently and to express original ideas.
- Assists the administration in implementing all policies and/or rules governing student life and conduct, and for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Counsels pupils when adjustment and academic problems arise.
- Discusses pupils' academic and behavioral attitudes and achievements with parents.
- Keeps attendance and grade records as required by GMCS.
- Coordinates class field trips.
- Recognizes limitations and seeks competent assistance when problems arise.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops.
- Perpetuates and maintains professional working relationships with colleagues.
- Cares for and uses school property

The above performance responsibilities are not all-inclusive and may be altered or added to by the GMCS Administrator or GMCS Board of Trustees.

Evaluation

Performance of this job will be evaluated by the Administrator as he/she deems necessary.

Jury Duty

An employee who is summoned to jury duty or subpoenaed to serve as a witness may elect to receive their regular salary or take annual leave during jury time. If the employee elects not to take annual leave, however, all juror and witness fees and allowances (except for expenses and mileage) must be remitted to the employer. An employer may request the court to excuse an employee from jury duty if he or she is needed for the proper operation of the school.

K4 and K5 Expectations

- Prepare a written daily routine listing developmentally appropriate activities for children, with alternating periods of active play and quiet times during the day.
- Provide a supervised rest period each day.
- Schedule a total of at least one hour of play time.
- Make discipline individualized and consistent for each child; discipline will be appropriate to the child's level of understanding and be directed toward teaching the child appropriate behavior.
- Limit time-outs to one minute times the age of the child.

Sending Students to the Office

It is the desire of your Administrator that you are able to teach without distractions. However, from time to time students may become disruptive during the school day. In these circumstances, it is your responsibility to handle the problem and correct it. If you feel that your correction has been ineffective and the student continues to misbehave, you should send the student to the office for further disciplinary action. Please contact the office so that we are aware that the student is coming.

Staff Code of Conduct

Teachers should recognize that the position God has placed them in is a symbol of faith and should reflect their commitment to Jesus Christ. Therefore, there are areas of conduct that teachers should never violate. These include, but may not be limited to, the following:

- Follow scripture in conduct with spouse and children – Ephesians 5:21-33, 6:4; I Corinthians 7:1-2
- Abstain from all appearances of evil – Ephesians 5:4; I Thessalonians 5:22
- Abstain from drugs, tobacco/nicotine products, pornography, profanity, etc.
- Present myself in a moral, modest, and positive Christian manner involving any use of social media sites such as, but not limited to, Facebook, Instagram, Snap Chat and Twitter
- Maintain a positive Christian online presence during any use of email communication, networking sites, blogs, instant messages, internet searches, etc.
- Remain faithful in church attendance and supportive of the vision and leadership
- Show respect and professionalism when disagreeing with those in authority over me
- Show respect and professionalism when working with other teachers/staff, being careful to not argue or disagree in front of students
- Maintain the heart, attitude, and actions of a servant of Christ

Teacher Attendance/Salary

Payroll will be issued on the 3rd of each month. If the 3rd falls on Saturday or Sunday, the school will issue the payment on the following Monday.

It is always preferred that days off be scheduled as far in advance as possible. However, there are times that this is not possible. *If you are going to be out, please email the office at info@gmbchope.org or text the*

Administrator, Office Manager, or Secretary with the date you will miss and the name of your substitute. You will, also, need to fill out the absence form on the Employee App and turn it in to the office promptly.

Annual Leave

Ten-month Teachers/Staff receive eight days of leave per year (August through May) to be used for illnesses or personal time. Up to three days from one year may be carried over to subsequent years not to exceed 15 days.

If a teacher/staff member is absent for more than eight days during the school year, the individual will be docked for a full day's wage (1/185th of the salary). This will be deducted from the June/July checks. There is no pay out for accrued leave upon resignation, retirement, or other separation from GMCS employment.

Bereavement Leave

Teachers and staff will receive up to the following days for bereavement leave annually (not to be deducted from annual leave): spouse or child – 5 days; mother, father, sibling, grandchild – 3 days; grandparent, father-in-law, mother-in-law – 2 days; brother-in-law/sister-in-law – 1 day.

Annual leave is to be used for others not listed. Bereavement leave may not be carried over to subsequent years.

Teacher Responsibilities

Teacher conduct inside and outside the classroom is very important to the school. As a teacher, you represent the Lord and GMCS. We hold our students to a very high standard of conduct, so we should certainly hold ourselves to a high standard of conduct as well.

- Deal with classroom problems in a professional, courteous, and firm manner. If a problem persists in the classroom with a student, please alert the Administrator of the problem.
- Cell phones should only be used when students are not present. (Exception: Pictures or video for school social media.)
- Do not allow students to use your phone.
- Add grades to Gradelink weekly, so that parents can keep up with student progress.
- Update all student permanent records no later than two days before progress reports and report cards are due. This will ensure that the Registrar has adequate time to prepare progress reports and report cards.
- Check the school calendar before scheduling a field trip. Field trips must be approved by the GMCS School Board at least 30 days prior to the trip. Teachers are responsible for securing a bus driver as needed. The school office has a list of qualified drivers.
- Teachers are responsible for contacting substitute teachers. The school office has a list of qualified substitutes. This list is made available to teachers in the GMCS Employee App. After you have confirmed your substitute, please complete the absence request within the app for approval.
- Contact the Administrator before inviting guest speakers to your classroom.

- Teachers will preview any video and notify parents of its title and content before showing it to the class. Use godly principles and Christian judgment in choosing a video. Avoid the use of questionable material. Please submit a request to the Administrator for approval before showing. If in doubt, DON'T.
- Teachers who have a student attending GMCS will supervise the student personally if the student remains after school with the teacher, unless the teacher has enrolled the student in After School Care.
- Teachers will participate in car line, detention hall, morning duty, lunch duty, recess duty, and other duties as assigned. If you are unable to fulfill your duty or are absent on your assigned day, it is your responsibility to see that another staff person covers your duty.

Teacher Dress Code

Teachers will dress in casual, but professional, attire. Teachers should maintain that appearance at all school events/games, etc. Teachers working in P.E. may dress in athletic clothing. Teachers will not wear short skirts, spaghetti strap tops, see through blouses, or low-cut shirts. Legging style pants may be worn, as long as the shirt covers the bottom. *Rule of thumb: Bend over and touch your toes; if anything shows, change your clothes.*

Teacher-Parent Ethics

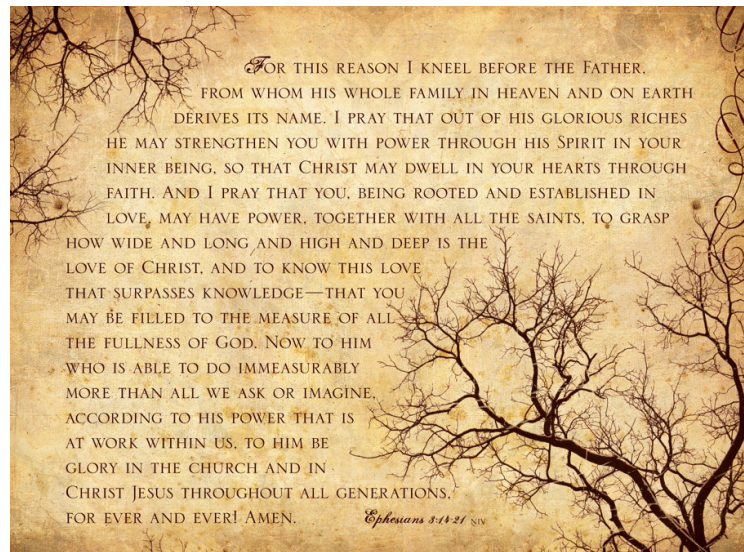
Satisfied parents are informed parents. Teachers must share information with parents in order for them to participate in the learning process with teachers and their students.

If a parent requests a conference, the teacher should make contact with that parent to discuss the issue or schedule a conference in a timely matter, not to exceed 3 days.

Teachers will cooperate promptly and fully with parents and be responsive to their contacts.

Teachers will limit their telephone conversations with parents to matters related to the parents' own student.

The school office will do everything possible to prevent parents from coming to your classroom during class time. The school will also inform parents that teachers will not always be able to respond to cell phone calls during the school day. If a parent were to come to the classroom while you are teaching, you should tactfully remind the parent that you will be glad to meet with them without distraction if they will stop by the school office and set up an appointment.



When parents approach you with a problem related to their student, you should suggest solutions or let the parents know that you will seek to find a solution.

Teachers should not apologize for any school policy. If you disagree with a school policy, address your comments to the School Administration. Teachers must be able to support the school's policies for them to be effective.

Teachers may receive gifts or favors from parents, but teachers should not feel pressured by them to the point that they hinder your ability to act in the best interest of the student.

In communication with school parents, teachers may discuss decisions or problems related to a particular student only with the parents or guardians of that student.

Teacher-Student Ethics

- Teachers, as a matter of professional ethics, should never discuss any student's problems, grades, or personal life in the presence of another student or visitor.
- Teachers with classes of only a few students or class comprised of all students of the opposite sex of the teacher should leave the door open or slightly ajar.
- Teachers will contact the Administrator before:
 - Tutoring a student after school
 - Helping a student with a project after school.
- Teachers should never touch a student inappropriately. Touching children in the school setting has positive educational aspects. However, touching children carries a risk that the educator may be accused of improper touching. Thus, an educator must exercise conscious judgment in determining whether to touch students and under what circumstances. Remember, the recipient will determine what is inappropriate.

Teaching Tips and Thoughts

1. Value every moment of your class.
 - a. Indicate on the board the materials students need on the desk to begin class.
 - b. Before class, ask a student to help distribute materials.
 - c. Instruct students to organize their materials to be ready for a quick transition.
 - d. Do not accept late work.
2. If you lose five minutes of one class period each day, you will lose three weeks and three days for that class in the school year.
3. Set the spiritual welfare of your students above all academic priorities. Use the academic to reach the spiritual. You represent God's authority in the classroom! That awareness moves us as teachers to require consistent obedience.
 - a. Your students need you as a teacher, not just as another friend.
 - b. You should be more concerned about gaining the students' respect than about gaining their favor.
 - c. Require respect by teaching them to answer you with a yes or no, or a yes or no sir/ma'am, and not with a nod, a grunt, or a yeah.
 - d. Do not tolerate any disrespect, verbally or facially.
 - e. Earn respect by being consistent in what you expect of them, thereby providing them with security; showing a desire for excellence that comes from setting high, yet

achievable, standards; and giving appreciation when it is earned and correction when it is needed.

4. Require that students remain in their seats and not talk until you give them permission to get up or to speak.
5. Announce a time to sharpen pencils each day.
6. Convey a love for learning to your students by your own conviction that your subjects are important, interesting, and even exciting.
7. Keep your personal life personal. They don't need to know.
8. Pray for your students by name.

Emergency Codes

Code Red: Fire/Bomb

In the event of a fire drill, you will hear a repeated bell sound, and the fire alarm sensors will flash alerting you that there is a fire emergency and/or Code Red over the intercom. When you hear/see the fire alarm, move your students to the nearest exit not blocked by fire/smoke. Be familiar with your evacuation chart. Lead them 150 feet away from the building ensuring that all of your students are with you. When you have reached the designated distance, take roll twice and keep your students in line. Remain in place until an all clear has been called.

Code Blue: Severe Weather

In the event that a code blue is called over the intercom, move your students to the designated areas (see campus maps in classroom), and have them assume the safety position with their hands and arms over their heads. Have students remain quiet. Keep students in place until an all clear has been called.

Do not block doorways!

Code Orange: Potential Threat on Campus/Lock Down

In the event that a code stranger is called, lock your classroom door and turn off all lights. Move your students out of sight of the door and all windows. Keep them quiet. (If it is just a drill, we will announce "code stranger drill." This is for your knowledge as the teacher.) Do not open your door or respond to knocking, unless the person talking has slid identification under the door and acknowledged who they are. Do not open the door unless you are sure it is safe. Emergency workers can always knock the door down if they need to.

If on the playground, proceed to the closest accessible building if safe. If not safe, move your students as far away from the threat as possible.

If in the gym, move students to the nursery and lock/barricade the door.

Code Yellow: Runaway/Missing Student

Code yellow will be announce followed by a name and grade of the student. Parents and police will be notified, and all office personnel and free teachers will begin search of campus.

Stress to your students what these codes mean. Reassure them that your priority is to always keep them safe. The stranger and weather codes seem to cause the most worry for younger students. Assuring them of the safety in these procedures will help them to feel safe during an event. Your calmness will be key to ensuring these procedures are followed and are effective.

Daily Safety and Security Procedures

Indoors

Check your classroom space daily to ensure it is free from any life-threatening items or materials that could cause bodily injury.

In the event of a lock down, be able to lock your door at any time. (Have access to your classroom key.)

Never allow students to open your classroom door or exterior doors, from the inside, for a visitor.

Always make sure exterior doors are pulled closed.

Be aware of your surroundings by recognizing people who may be out of place or noises that seem out of the ordinary. Alert the office of your concern.

Each time your students return to your room, take roll to assure that each are accounted for.

Outdoors, Recess, Etc.

No teacher may be on his/her phone while supervising students outside. (Exception: communicating with the main office)

Assure that the playground/outdoor area is free from any life-threatening items or material that could cause bodily harm. A walk through of the area is necessary each day.

Be aware of your surroundings. Keep an eye on the perimeter of the playground and wooded areas for anyone that may be out there.

Always keep count of students while outside. Keep students away from wooded areas and out from behind buildings and other structures that could obstruct them from your line of vision.

Check doors, when you come in, to make sure they are locked behind you.

If you use your key to enter the building, make sure they are locked behind you.

Never use a rock or an object to prop and exterior door open.

Never allow students to pull on a locked door.

Off Campus

If you leave campus for any reason, 8:00-3:00, you must notify the office. In the event of an emergency, it will be necessary to have everyone accounted for. If you are going to be absent, you must notify the office that you will not be here that day and who your substitute will be.

Please contact office personnel at one of the numbers below for the above communications.

Carolyn – 870-703-9845 Janet – 870-826-2883 Mrs. Zumwalt – 501-276-5789

Who to Ask

Accreditation.....	Christi Zumwalt
Cheerleading.....	Allyson Lee
Christmas and Easter Programs.....	Cindy Burke
Class Scheduling and College Classes	Beth Lloyd
DC/NYC Trip for 5 th -6 th Grades (odd years)	Christi Zumwalt/Pam Fields
Elementary Basketball	Courtney Rook
Fall Festival	PTF
Field Day	PTF
Gradelink	Carolyn Lauterbach/ Christi Zumwalt
Graduation – K4/K5	Jade McKelvey/LeAnn Shelton/Daphne Simmons
Graduation – High School.....	Carolyn Lauterbach/Christi Zumwalt
Grandparent’s Day.....	Cindy Burke/Chris Vines
Homecoming	Chris Vines/Christi Zumwalt
Honor Roll	Chris Vines/Christi Zumwalt
Honor Society	Beth Lloyd/Christi Zumwalt
Leo Club	Richard Allen/Beth Lloyd/Mendy Loe/Donna Marlar
Lunches.....	Janet Jobe/Carolyn Lauterbach
Senior Sponsor	Chris Vines/Christi Zumwalt
Spelling Bee	Pam Fields
Standardized Testing.....	Beth Lloyd
Student Council	Jane Almand
Talent Show	Wendy Martin/Chris Vines/Christi Zumwalt
Yearbook	Pam Fields



SAINTS

VALUES

S

Serve selflessly

A

Act courageously

I

Inspire excellently

N

Navigate wisely

T

Take responsibility

S

Share joy generously

SAINTS