



Parent • Teacher • Student

Handbook 2022-23

Psalm 144:12

May our sons in their youth be like plants full grown,
our daughters like corner pillars cut for the structure of a palace.

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Mission

Who are we?

We are a community of teachers, parents and students working together to grow as disciples of the Lord Jesus.

Whom do we serve?

We serve the Valley's Christian students with time-proven principles of education to the end of making our community of learners confident and selfless servants of Jesus.

How do we serve them?

We serve our students and families through discipleship in a culture of diligently loving God and our neighbor. We provide academic rigor, integrated material, personal mentoring, and an environment that fosters high levels of comprehension.

Vision

Our goal is to assist parents in discipling their children to the end of diligent love for God and neighbor. This cannot be done through academia alone, but rather must be fostered through discipleship, community, and application of knowledge. Scripture says that knowledge puffs but love builds up. We must nurture both in Christian education. Lewis Clark Christian School's vision is to cultivate a school culture where students are following a biblical framework for a healthy community: older students mentoring younger students, Christian worldview permeating everything, dining together, fellowshiping, family involvement, outreach, and most importantly a culture where we seek to love God and our neighbors well.

Statement of Faith

We believe in God the Father Almighty, Maker of heaven and earth, and in Jesus Christ, His only begotten Son, our Lord. He was conceived by the Holy Ghost, and born of the virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hell. On the third day He rose again from the dead, ascended into Heaven, and sits at the right hand of God the Father Almighty; from thence He will come to judge the living and the dead. I believe in the Holy Ghost, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

Secondary Doctrine Policy

Lewis Clark Christian School is committed to wrestling with hard concepts in Scripture through a Socratic method of engaging students. Teachers will have a written statement of their views so parents know in advance from what perspective the teacher is instructing. The teacher's doctrinal stance will be stated on the following topics:

1. Assurance of salvation
2. Eschatology
3. Baptism
4. Creation and age of the earth

We believe that all human life is sacred; that we are created in the image of God; and that we are called to defend and protect that life.

We believe that each person is created as male or female. These are two distinct and complementary genders that together reflect the image and nature of God.

We believe that *marriage* has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25).

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful.

We are committed to teaching students how to maintain unity while engaging in healthy discussion. To this end we foster critical thinking and gracious speech through discussions, debates, and interactions in school. The ultimate goal is Christian unity within the parameters of the Apostles' Creed.

Educational Philosophy

Dilige Deum, dilige proximum—Love God, love neighbor. When God made man He made Him male and female. He made them a community somehow reflective of God's own triune nature. He made them to love, as He had always loved. For too long, schools have assumed a truncated view of man that reduces him to an individual in need of knowledge. At LCCS, we believe in the primacy of discipling children to love God and their fellow man as well.

Students, wherever they study, are disciplined in some faith or another. It is inescapable. The underpinning faith of their teachers may teach materialism, secularism, agnosticism, pluralism, or a more organized religion, such as Christianity. As Christians, we are called to...demolish arguments and

every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ. (II Cor. 10:5)

Practically, this means teaching from a distinctly Christian worldview. Whether we are teaching math or biology, we keep Jesus and His Word as our intermediary. All truth is God's truth, and God's truth is integrated. History and science, for instance, don't have independent relationships to reality. Knowledge is deeply personal, local, historical, relational, and integrated. Our two-hour humanities block is right at the core of our curriculum, and it is organized around these two principles of worldview and integration. Science, history, art, economics, civics, theology and philosophy are woven into an integrated, Christian curriculum.

This humanities block evidences our commitment to redeeming not only the content but the structures of education. For example, we must be willing to sacrifice the technical and modern notion of divorcing art and philosophy in order to teach either well. The integrated course replaces the rigid class schedule that moves students from one specialized class to another (regardless of the discussion that is going on, the questions students have, or how well they have mastered the material).

The conviction to integrate is complemented by a commitment to high levels of comprehension. Again, sometimes arbitrary schedules are at odds with education. Modern schooling is reflective of the Industrial Revolution during which it was born. The rigid schedules are like a conveyor belt, never ceasing through the course of the year. This factory school doesn't teach to any particular student, but to the mythical "middle" as it moves down the line. Teachers pour in information, and the students obviously receive it in varying capacities. But as long as students receive 70% of the given subject matter then they can move on to the next conveyor belt, even though they clearly haven't mastered the material. This is especially problematic in cumulative subjects like language or math where deficiencies are rolled forward grade to grade. So what can be done to retool the factory?

Put the teachers and schedules on the conveyor belt! Revolve the factory around the student making their comprehension the goal, while teachers and schedules flex to ensure comprehension. In humanities this is accomplished by breakout groups that are much smaller, where no student can hide. It is also accomplished through skill and age specific guided readings with master teachers. In math or language, which are more cumulative in nature, the principle of fixing comprehension is even more central. We go so far as to provide individual tutoring and video conferencing to ensure that our students do not progress without mastery.

While our job as a school is primarily academic, we recognize that discipleship is not just academic. Our students study the Word devotionally, pray, and sing every day. We don't want school to be dis-integrated from the rest of the Christian life. We want our sons to "be like plants full grown, and our daughters like corner pillars cut for the structure of a palace." (Psalm 144:12)

Finally, we take a unique perspective on assessment. There are plenty of exams at LCCS, but that is only one small part of evaluating student performance. Student portfolios are the ongoing and final determination of a student's success. This includes transcripts, but it also includes descriptions of service projects, science projects, and apprenticeships. Portfolios include recorded speeches, writing projects (such as poetry and position papers), art, music, translations, computer programs, independent research papers, sculptures, and/or wood crafts.

These portfolios are reviewed at key junctures by the LCCS Education Council, which is composed of local leaders, field experts, and parents and teachers.

Pedagogy, Subjects & Curriculum

Why we teach the way we do: "To fall in love with God is the greatest romance; to seek him the greatest adventure; to find him, the greatest human achievement." - Augustine

Why we limit our subjects: "...the greatest service we can do to education today is to teach fewer subjects. No one has time to do more than a very few things well before he is twenty, and when we force a boy to be a mediocrity in a dozen subjects, we destroy his standards, perhaps for life." - CS Lewis

Why we choose this curriculum: We believe that the teacher is the curriculum. Rather than specifying curriculum we will instead specify philosophy and milestones for each core subject.

MATHEMATICS

**Math courses will be offered according to skill-level demand. Students will study Algebra I, Algebra II, Geometry, Calculus, and Trigonometry.*

The Purpose of Mathematics: Math is essentially the language of numbers. Math is not only skill based but it is philosophical as well. We aim to illustrate God's unchanging character through the timeless, logical

mathematical systems, while also showing that math is creative through the arts. “Mathematics is the language with which God wrote the universe.” — Galileo

Math Milestones: As teachers create lesson plans they will create math milestones for the students, setting benchmarks for the various concepts that will be taught throughout their four year endeavor.

Math Integration: Where appropriate, math as it relates to music and art will be demonstrated. Where appropriate, math as it relates to construction, astronomy, and chemistry will be demonstrated. Practical application of the math concepts being developed is imperative to cognitive development.

As a general guideline teachers will ensure that mathematic concepts are taught with the goal of students learning to logically simplify difficult problems. Lewis Clark Christian School’s math program will teach the skills that follow the Khan Academy outlines for the delineated high school subjects: Algebra I, Algebra II, Geometry, Trigonometry, and Calculus. The outline that Khan Academy has developed teaches core concepts that build important skills without bogging the student down in unnecessary work.

Business Math

Some students either struggle with more advanced mathematical concepts or desire a practical skill as it relates to mathematics. LCCS offers Business Math as an option for students who have completed the highest level of math for which they are capable. This course will be taught with the intention of giving students the skills needed for understanding and computing numbers as they relate to business, economics and real estate. See LCCS Scope and Sequence for detailed information.

LANGUAGE

The Purpose of Latin Language: Latin has been the language of the church and the academy for centuries. To understand our rich Western heritage, being able to read and write Latin is a wonderful goal. We use Latin to increase vocabulary, teach grammatical understanding of both Latin and English, foundationally prepare students for further language studies, give students a theological edge in reading ancient writings, and cultivate minds that think logically.

“The great remedy for ignorance . . . is knowledge of languages. And men who speak the Latin tongue, of whom are those I have undertaken to instruct, need two other languages for the knowledge of Scripture, Hebrew and Greek, that they may have recourse to the original texts if the endless diversity of the Latin translators throw them into doubt.” - Augustine

Latin Milestones: Teachers will include Latin milestones in their lesson plans, setting benchmarks for the various concepts that will be taught.

Latin Integration: Practical application of Latin as it relates to the English language will be imperative to this course of study. Where appropriate, Latin will be discussed in the context of history and literature. See the LCCS Scope and Sequence for detailed information.

SCIENCE

The Purpose of Science: We teach that the Creator literally spoke the world into existence, and that belief in God the Creator is therefore foundational to all scientific studies.

"Some people, in order to discover God, read books. But there is a great book: the very appearance of created things. Look above you! Look below you! Read it. God, whom you want to discover, never wrote that book with ink. Instead, He set before your eyes the things that He had made. Can you ask for a louder voice than that?" - Augustine

Science Milestones: As teachers create lesson plans, they will create science milestones for the students, setting benchmarks for the various concepts, practical experiments, and demonstrations that will be taught. See LCCS Scope and Sequence for detailed information.

Science Integration: Where appropriate, science will be taught in the context of biblical and historical studies. Experiments and practical science are imperative to the study of this discipline.

Physical Sciences: The physical sciences, which include all sciences as they relate to the physical and inorganic world, will be taught as philosophy and practiced through observation, projects, and experiments. See LCCS Scope and Sequence for detailed information.

Biological Sciences: The Biological Sciences, which include all sciences as they relate to the organic world, will be taught as philosophy and practiced through observation, projects, and experiments. See LCCS Scope and Sequence for detailed information.

HUMANITIES

The Purpose of Humanities: We teach literature, history, theology, philosophy, poetry, rhetoric, Bible, and worldview in an integrated course. Each piece of literature –both fiction and nonfiction– serves as a launching point for discussing worldview, historical context, authorship, rhetoric,

geography, theology, philosophy, etc. LCCS students will discuss, argue, persuade, debate, and critically think through a variety of topics.

Humanities Milestones: As teachers create lesson plans they will assign reading that correlates to the topic, direct discussions that point towards the worldview, and require written and verbal assignments that answer engaging and difficult questions. Teachers will set improvement goals for individual students. These personalized milestones will enable each student to reach their highest potential in our secondary program. See LCCS Scope and Sequence for detailed information.

"The truth is like a lion; you don't have to defend it. Let it loose; it will defend itself." - Saint Augustine

1. Augustine talks about "plundering the Egyptians." All truth is God's truth, and therefore truth may come from many places and sources. Therefore our humanities program will seek to discern truths and falsities from each and every source, with Scripture held as the plumb line for truth.
2. Copiousness and integration work hand in hand. When subjects are disjointed, connections do not come immediately. To understand God's world is to understand His world as it works. History does not stand alone: literature, culture, geography, biblical timelines, philosophy, art, and music are what history is made of. To study them as separate "units" is to forget truth. Even our understanding of the Bible –which alone is God's Word– grows as we study it in its context. What has shaped our world are not out of context events, but intertwined human encounters within the context of God's amazing world.

Practicum

"What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like." -Augustine

Practical application of what is learned is imperative to loving God and loving your neighbor. Therefore we will seek opportunities for application in the LCCS program as part of the year's course work.

How should students be engaged?

High School students should be engaged as young adults and most importantly as fellow brothers and sisters in Christ. A teacher can learn from a student, as much as a student can learn from a teacher.

This reciprocal relationship should be foundational to the classroom. The teacher is in authority, but the responsibility of love goes both ways.

What determines good use of curriculum?

Good use of curriculum occurs when the teacher uses the curriculum as a tool for teaching and not as the class itself. LCCS doesn't choose curriculum in advance but develops master teachers who are able to create tools for lesson plans that keep students reaching milestones while caring more about the individual student than the progress through a text book.

What is the mark of a good teacher?

The mark of a good teacher is humility and knowledge manifesting themselves in love.

What does being a “lifelong learner” look like?

Lewis Clark wants to foster “lifelong” learning. This will manifest itself in various ways, but most importantly the Christian student will graduate with a thirst for knowing God more. The person that desires to know God more will unequivocally desire to know other things well.

Why we integrate?

We integrate subjects to intentionally connect the world for students. Everything we learn is a small part of God's world. Geometry isn't just math: the study of geometry includes the geographical landscape of an area, and to understand the area you need to know the people, and to know the people you have to know the God who created them, and to know the God who created them you have to see his creation. This goes on and on.

Semester Schedule

Lewis Clark Christian School will function on a two-semester schedule. The fall semester runs from the start of school until Christmas break. The spring semester runs from Christmas break until the end of the academic year. Grades will be tallied on a per-semester basis.

Calendar

Please see the school calendar on our website: <https://lewisclarkchristianschool.org/calendar>

Homework Loads

Lewis Clark Christian School believes that appropriate levels of homework should be required. A minimum amount in the elementary grades should be expected, and about an hour of homework a day in the secondary. Self-motivation and work ethic can be seen when homework is given. We believe this load should not be so rigorous that it takes away from family time. It should also be productive, meaningful work, with the bulk of it being reading. Teachers will give reasonable homework Monday through Thursday. We will carefully monitor weekend work (weekend homework will be minimal or absent). This does not mean that a continuing project may not need weekend time, but homework will not be assigned on Friday that is due Monday. Where applicable, a regular reading schedule will be given in advance, so students can choose to read over the weekend. But they will be equipped to get the majority of the reading completed during normal weekdays.

Grading Policy

Individual Grades

LCCS will use a unique method of grading that ensures students have time to practice before they receive a grade. Therefore regular “feedback grades” on new concepts will be internally kept while grades that affect GPA will be recorded in our thinkwave software for transcripts. We are also aiming to educate the whole man, so attitude and effort will be considered for grading.

Because we are looking towards proficiency and mastery and not simply checking a box of completion, we desire that our students reach a level of mastery that is equal to their ability. A gifted student should not be passing with a 70%, and a student with cognitive struggles should not necessarily be failing at 69%. However, at some point a quantifiable number has to determine passing and failing. Thus a 70% will be our objective number, but the Board of Trustees and the Education Council in consultation with the Lead Teacher will determine if a student has passed or failed. The transcripts will reflect this by the quantifiable benchmark of 70%.

Late assignments will be given a 10% late penalty for every academic day following the due date. After 3 academic days the assignment becomes a zero.

Cheating: cheating is defined as *looking at another's paper without teacher permission, and/or plagiarism of any kind.*

TRANSCRIPT GRADING SCALE

90-93 A-
94-97 A
98-100 A+
80-83 B-
84-87 B
88-89 B+
70-73 C-
74-77 C
78-79 C+

Group Project Grades

Group projects are a part of coursework, and it should be expected that grading of these will not be individualized. This is because character in community really shows the heart: I Thessalonians 5: 14 “And we urge you, brothers and sisters, warn those who are idle and disruptive, encourage the disheartened, help the weak, be patient with everyone.” Because LCCS cares even more about the heart than the academics, group projects allow lead teachers to see where character work is needed. We are preparing students for life, not just college, and character in Christian community is integral to loving God and loving our neighbor.

Mathematics Grading Policy: Because math problems are objectively right or wrong, grading will follow a simple number-correct-out-of-number-of-problems formula. Exercises that are philosophically-based will follow the humanities scale (see below).

Math examinations are 25% of the final grade

Math homework completion is 25% of the final grade

Math practicums/projects are 25% of the final grade (group or individual)

Math Final is 25% of the grade

Science Grading Policy: Formula- and memorization-based concepts are objectively right or wrong and will follow a simple number-correct-out-of-number-of-problems formula. As a general rule, no

more than 10 homework problems will be given as a concept trial or review. Exercises that are philosophically based will follow the humanities scale (see below).

Science examinations are 25% of the final grade

Science exercises/experiments are 25% of the final grade

Science practicums/projects are 25% of the final grade (group or individual)

Science Final is 25% of the grade

Latin grading policy: Since Latin has objective grammatical concepts and vocabulary use, it will follow a simple number-correct-out-of-number-of-problems formula. Any exercises that are subjective will follow the humanities scale (see below).

Humanities Grading Scale: Vocabulary terms, spelling, rhetorical devices, and direct character names will be objectively graded. Concepts that are philosophical in nature will be graded on the following subjective scale:

10

- Very best work individually
- Zero mistakes grammatically
- Met every standard given for the work and then did more
- Excellent creative use of words/delivery/writing style/persuasion
- Solid Christian worldview (either explicit or implicit biblical backing)
- Christian character was present while working

9 – 9.9

- Outstanding work individually
- Small mistakes grammatically
- Met the standard for the work in every way
- Solid use of words/delivery/writing style/persuasion
- Solid Christian worldview (either explicit or implicit biblical backing)
- Christian character was present while working

8– 8.9

- Good work individually

- Some grammatical mistakes
- Met the standard for the work well overall
- Used words/delivery/writing style/persuasion appropriately
- A Christian worldview was implicitly or explicitly behind the work
- Christian character was present while working

7-7.9

- Decent work individually
- Quite a few grammatical mistakes but communication was not compromised
- Met the majority of the standards for the work
- Used words/delivery/writing style/persuasion in a sub-par way but it was sensible
- A Christian worldview was not as present as needed, but it wasn't un-biblical

6-6.9

- Limited effort individually
- Grammatical mistakes compromised communication
- Standards for the work were not met
- Did not use words/delivery/writing style/ persuasion well
- A Christian worldview was not present

5-5.9

- Intentionally poor effort individually
- Grammatical mistakes compromised communication
- Standards for the work were not met
- Did not make sense to the audience
- A Christian worldview was not present

1-4.9

- Intentionally effortless
- Grammatical mistakes compromised communication
- Standards for the work were not met
- Didn't even try to make sense for the audience
- A Christian worldview was not present

0

Assignment not turned in

Cheated on assignment
Plagiarized

Group Projects: Group projects will be graded using the humanities scale so far as it applies. Character, leadership, and loving your neighbor will be the top consideration of group work, and the outcome should reflect that. If there is disparity between the group effort and the final product, a conversation should ensue.

Failing & Retakes

Retakes will be left to the teacher's discretion. A student that has simply failed for lack of understanding may be given another opportunity to prove their understanding after further practice. A student who neglected their studies and therefore failed may not be given a retake opportunity.

If a student fails an entire course, the student, parents and teacher will meet with the Board of Trustees and or the Education Council to determine the best course of action for the student. Circumstances, understanding, and effort will all be taken into consideration.

Cheating & Plagiarism

**Teachers will review this policy with students and explain clearly what cheating and plagiarism are.*

A student who is caught blatantly cheating will receive an immediate zero on the assignment, examination, or project he or she is working on. This may also affect their diploma standing. (This will ultimately be determined by the Education Council.)

A student who blatantly plagiarized will receive an immediate zero.

A student suspected of either will be reviewed by the Board of Trustees, who will determine the outcome.

Philosophy of Examination

The purpose of examining students is to ensure mastery over the material. This is shown in retention, understanding, solid writing, and comprehension. The goal of examining students is not to trick students but to challenge them. Our examinations are well thought out and are meant to truly find out how the student is doing in a given subject.

GRADUATION REQUIREMENTS

Honors Diploma

4 years of Humanities (LCCS)

Each Humanities year is equivalent to:

1 Credit Theology

1 Credit History

1 Credit Literature

1 Credit Rhetoric

Total Humanities credits required: 16

4 years of Mathematics (LCCS)

Total Mathematics credits: 4

4 years of Science (LCCS)

Total Science credits: 4

4 years of Language (LCCS)

Total Language credits: 4

Elective credits

Each elective credit must constitute 60 hours of time and electives taken outside of LCCS must be pre-approved by the headmaster.

Total elective credits: 8

TOTAL CREDITS REQUIRED: 36

Exceptional Christian Character

Solid Academic Work

Diploma

Minimum Requirements

Humanities

2 years of LCCS Humanities

Each Humanities year is equivalent to:

1 Credit Theology

1 Credit History

1 Credit Literature

1 Credit Rhetoric

Total LCCS Humanities credits required: 8

Humanities equivalent (non-LCCS)

Total non-LCCS Humanities credits: 8

Total Humanities credits: 16

Science

2 years of Science (LCCS)

Total LCCS Science credits: 2

2 years of Science equivalent

Total non-LCCS Science credits: 2

Total Science credits: 4

Mathematics

2 years of math (LCCS)

Total LCCS Math credits: 2

1 years of math equivalent

Total non-LCCS Math credits: 1

Total Mathematics credit: 3

Elective credits

Each elective credit must constitute 60 hours of time and electives taken outside of LCCS must be pre-approved. These could also be weeklong practicums that fulfill the 60 hours of work.

Total elective credits: 8

TOTAL CREDITS REQUIRED: 27

Christian Character

Academic Consistency

Certificate Minimum Requirements

Humanities

1 year of LCCS Humanities

Each Humanities year is equivalent to:

1 Credit Theology

1 Credit History

1 Credit Literature

1 Credit Rhetoric

Total LCCS Humanities credits required: 4

Humanities equivalent (non-LCCS)

Total non-LCCS Humanities credits: 4

Total Humanities credits: 8

Science

1 year of Science (LCCS)

Total LCCS Science credits: 1

1 year of Science equivalent

Total non-LCCS Science credits: 2

Total Science credits: 2

Mathematics

1 year of math (LCCS)

Total LCCS Math credits: 1

Total Mathematics credit: 1

Elective credits

Each elective credit must constitute 60 hours of time and electives taken outside of LCCS must be pre-approved.

Total elective credits: 1

TOTAL CREDITS REQUIRED: 12

EXTRACURRICULAR & ELECTIVE PHILOSOPHY

What is the purpose of an extracurricular activity or an elective?

Education should seek to develop the whole man: mind, body and soul. Therefore physical activity is quintessential to cognitive and spiritual development, the arts are valuable to a student's learning and life skills should be an integral part of solid education.

At LCCS we want to offer a broad array of experiences so that the student can find their gifting and then begin to hone that gifting in while also "getting their hands dirty." But different families have different goals. By offering various programs to be held "after school," and allowing an option of accredited electives outside of the school, families are given custom opportunities for their children. Where LCCS is not able to offer the courses parents desire, LCCS will give credits on transcripts for approved electives.

Process for elective credit not offered at LCCS

1. Complete an elective credit form (see Addendum C)
2. Seek approval from the Headmaster
3. Submit completed form at the end of the coursework.

Extracurricular activities will be offered as the LCCS budget and staffing allows. Extracurricular activities that align with the mission and vision will be chosen. LCCS desires to have a strong budget and be paying its teachers well, with that established, various sports, drama programs, mock trial and like activities will be offered.

FINANCIAL

Tuition

Tuition amounts will be set by the board by April 1 or earlier, of the preceding academic year. This amount will be announced to the families and posted on the website. Tuition will be an amount that is reasonable and attainable for the local Lewiston and Clarkston community.

A tuition agreement will be signed by the parent(s) during the enrollment process. The parent or guardian of the student(s) enrolled in Lewis Clark Christian School agrees to pay tuition in one of the following ways:

- Annual payment in one lump sum by August 1st of the prior academic year.
- Ten monthly payments due the 1st of each month, August through May.

Re-enrolling families who pay their Book & Materials Fee before open enrollment will have their Enrollment Fee waived.

Late Fee

A 5% late fee will be assessed after a monthly tuition is five (5) days overdue.

Scholarships

A scholarship fund will be raised from the gracious gifts of Christian brothers and sisters who desire to make school attendance possible for families who truly need assistance. This fund is raised through a donation platform offering recurring monthly gifts and annual gifts, where the amount raised in the preceding year is given to need-based recipients for the upcoming academic year.

Parents may request a Financial Aid form by emailing the Headmaster. In order to conserve limited resources, we ask that families first approach all potential resources to request help in meeting the tuition needs of their children, including family members, friends, and their church's deacon fund. Upon review of all requests, the board will determine financial need based on the information provided.

ADMISSIONS

Regarding Candidates for Admissions

All children are welcome to apply for admissions. We do not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational, admission, financial aid or employment policies, or any other programs administered by the school. Our aim is to disciple students: teaching them all that Jesus commanded.

Children diagnosed with a learning disability are welcome to be a part of Lewis Clark Christian School so long as they can meet the discipline standards of the classroom, discussions and daily routine. Teachers and facilities are not equipped for severe learning disabilities, but if Lewis Clark Christian School can assist a student who has a learning disability, and meet their full God-given potential without disruption to the other students, then those with learning disabilities are welcome at LCCS. Students applying for admissions should have a desire to receive this form of education, we do not mind assisting parents in fostering this desire, but the student needs to at the very least be “willing to be made willing” to be disciplined.

Admissions Process

1. Interview with administration
2. Assessed for academic skill level
3. Submit an admission application
4. Acceptance
5. Tuition agreement
6. Get ready to begin by reviewing the dress code and supply list.

Part-Time Students

LCCS desires to assist as many students as possible, but the structure of the school necessitates a community of scholars working together. For this reason, LCCS will not take part-time students unless unique circumstances are involved.

SCHOOL CULTURE

LCCS desires to foster a solid Christian community as a school. To do this the standards are simple: Love God and Love your neighbor. These two commands are the commands that dictate what living in Christian community looks like. Because we desire to not create an atmosphere of adolescence, very few specific rules will be given. Parents are ultimately the authority and we actually want to ensure this is the case by putting discipline in the hands of the parents. The teacher must hold authority in the classroom (under the directive of the parent who has enrolled the student) and, in loving students, teachers must verbally correct unloving and ungodly behavior. The teacher is an advocate for the student but the authority to correct behavior is necessary to a godly culture.

Following verbal admonition by the teacher, the disciplinary aspect of loving God and loving our neighbor will be directed to the parents. Parents are expected to resolve the issue (behavior stops) and encourage their child to ask forgiveness of the person he or she was unloving towards. To help in the endeavor of loving God and loving our neighbor, parents and students alike will sign an honor code that explains the culture of LCCS. The discipline process will be as follows and will be used for any behavior that is not corrected by a verbal warning from the teacher:

- The teacher will ask the student to modify a certain behavior
- If the student modifies the behavior then nothing will be done
- If the student does not modify the behavior that day or routinely needs the same admonishment, then a discipline note will go home to parents to be signed
- The student must return with the signed note or he/she cannot attend that class until the note is signed.
- The student is encouraged to ask forgiveness where a wrong to someone has been done
- If a second admonition for the same behavior is given, the student will be sent to the Headmaster, who will then communicate with the Lead Teacher. The lead teacher will then communicate the issue to the parents. The parents will handle discipline at home and the student will return the next day and will again be encouraged to ask forgiveness.
- If a third admonition for the same behavior is given, the student will be sent to the Headmaster. If he deems it necessary the parents must pick up their child and the child cannot return to school until the parent can sit through that class or through the day (if it is a school wide issue) with the student.

- A fourth admonition of the same behavior will mean a disciplinary hearing before a selected board.
- Breaking of the honor code, extreme ungodly behavior and or blatant disrespect may mean immediate suspension with a discipline hearing.

Technology and Social Media

Students must keep their cellphones in their lockers. A student who is not loving their neighbor in using technology or social media will be reminded of this importance and the discipline policy will apply.

We will treat technological devices as an employer would treat them for an employee. If it is distracting from the work that needs to be done, then it will be reprimanded.

The Parent Honor Code

**Signed during enrollment process*

I am placing my child as a student at Lewis Clark Christian School because I care about my child being educated both in character and in academics. I understand that my child will be educated under a Christian and Protestant worldview and that Loving God and Loving our Neighbor are primary tenants of LCCS.

Part of loving God and loving our neighbor is being on time, being present and being respectful. LCCS has been very thoughtful in their school schedule, allowing solid family time in summers, around holidays and various breaks. For this reason I understand that school attendance is a way of loving the teachers and classmates and I will ensure that my child is present on time unless an emergency arises.

I understand that a uniform policy is a way of loving those around us through professionalism and modesty. I will make sure that my child follows the uniform policy so that a culture of professionalism and modesty is maintained.

I understand that my child will need to submit to the authority of the Lewis Clark Christian School faculty and staff during school events. I also understand that I will be ultimately responsible for my

child's behavior while at Lewis Clark Christian and thereby will follow the directives of the school as outlined below:

If a discipline note goes home from a teacher or headmaster, I understand that I need to work with my child on changing their behavior, encouraging them to seek forgiveness and I need to sign the discipline note before my child can return to school.

If a second infraction occurs, then my child will telephone me in the presence of the headmaster or Lead Teacher if the headmaster deems it necessary, otherwise the headmaster will communicate with me via email or phone call. This will notify me that I need to deal even more seriously with my child and I will do so that evening, once again encouraging them to seek forgiveness the following day.

If a third infraction occurs, then, if the headmaster deems it necessary my child will call and I must immediately pick them up from school. I understand that my child cannot return to school until I am able to sit with them through the class where the admonition occurred or through the school day if it is a school wide issue.

A fourth infraction will mean my child will be subject to a discipline hearing which may result in suspension.

A fifth infraction or any extreme ungodly behavior that impedes school culture will mean a discipline hearing before the school board with myself, my child and the teacher. I understand that at this point expulsion might be a necessary proceeding and I understand that tuition will not be reimbursed should this occur.

I understand that the teachers at LCCS are aiming to educate the whole man and as such attitude and effort will be considered for grading. GPA's are important and LCCS will keep this in mind as we try to grade in a manner that "loves the student."

The Student Honor Code

**Signed during enrollment process*

I am enrolling as a student in the Lewis Clark Christian School program and as such agree to submit to the authority of the teachers and staff at LCCS —as agreed to by my parent(s). I understand that LCCS aims to foster a culture of loving God and loving my neighbor and as such I promise to do the

same through my actions, attitude and words as I learn and grow in Christian community and in my academic endeavors.

In loving God and loving my neighbor, my commitment is simple:

I will seek to love those around me by not being disruptive in class

I will dress professionally and appropriately as outlined in our uniform policy

I will be consistently on time and present for classes

I will seek forgiveness when I've wronged someone

I will honor God through my actions outside of Lewis Clark Christian School

I will submit to the authority of my teachers (as given by my parents) in grading and in character

SCHOOL DRESS CODE

**The goal is to look professional. Lime green socks are not bad in themselves, but they don't look professional with gray slacks. Costume jewelry for ladies isn't bad, but it doesn't work with feminine business attire. A professional look is what we'd like to foster in our students.*

ELEMENTARY UNIFORMS (Grades 1-6)

1. Elementary Everyday Uniform

GIRLS

Polo Shirt (Classic Navy, or White):

All elementary girls

https://www.landsend.com/products/kids-short-sleeve-rapid-dry-polo-shirt/id_341511?attributes=11904,43307,43322,44257,44371,45022

Jumper option (White plaid):

Lower and Upper elementary girls

https://www.landsend.com/products/girls-plaid-jumper/id_178442?attributes=32683,44257,44371,44966,45134

Shorts:

1. Lower elementary girls (Classic Navy):

https://www.landsend.com/products/school-uniform-kids-pull-on-shorts/id_285472?attributes=12323,43307,43323,43387,44257,44371,45133

2. Upper elementary girls (Classic Navy, or Gray):

https://www.landsend.com/products/school-uniform-girls-plain-front-blend-chino-shorts/id_222819?attributes=8063,43307,43323,43387,44257,44371,44967,45133

Dress Pants (Classic Navy, or Gray):

All girls

<https://www.landsend.com/search/S-xea?initialSearch=true&q=458404OHX>

Girls Accessories:

gray or navy sweater

gray or navy ladies cut blazer

Simple jewelry for girls

BOYS

Polo Shirt (Classic Navy, or White):

All boys

https://www.landsend.com/products/kids-short-sleeve-interlock-polo-shirt/id_128201?attributes=12323,43307,43322,44258,44371,44967,45022

Shorts:

1. Lower elementary boys (Classic Navy):

https://www.landsend.com/products/school-uniform-kids-pull-on-shorts/id_285472?attributes=12323,43307,43323,44255,44258,44371,45133

2. Upper elementary boys (Classic Navy, or Gray):

https://www.landsend.com/products/school-uniform-boys-plain-front-blend-chino-shorts/id_253585?attributes=12323,43307,43323,44255,44258,44371,45133

Dress Pants (Gray):

All boys

https://www.landsend.com/products/school-uniform-boys-iron-knee-blend-plain-front-chino/id_223037?attributes=8063,44258,44371,44967

Boys Accessories:

gray or navy sweater

gray or navy sweater vest

2. Elementary Formal Uniform

GIRLS

Dress Shirt Options (White):

Lower and Upper elementary girls

<https://www.landsend.com/search/S-xea?initialSearch=true&q=445901OHX>

All elementary girls

<https://www.landsend.com/search/S-xea?initialSearch=true&q=458431OHX>

<https://www.landsend.com/search/S-xea?initialSearch=true&q=458434OHX>

Skirt (White Plaid):

All girls

<https://www.landsend.com/search/S-xea?initialSearch=true&q=430819OHX>

Cardigan (optional accessory - Burgundy or Gray):

All elementary girls

<https://www.landsend.com/search/S-xea?initialSearch=true&q=458420OHX>

https://www.amazon.com/dp/B07BKMPVFK/ref=twister_B00XBBAGQI

BOYS

Dress shirt options:

All boys

[Any white dress shirt long or short sleeve](#)

Dress Pants (Classic Navy):

All boys

https://www.landsend.com/products/school-uniform-boys-iron-knee-blend-plain-front-chino/id_223037?attributes=8063,44258,44371,44967

3. Elementary Physical Ed (PE) Uniform

GIRLS

PE Tshirt (Burgundy):

https://www.landsend.com/products/school-uniform-girls-short-sleeve-feminine-fit-essential-t-shirt/id_208999?attributes=28676,29479,43307,44139,44256,44257,44371,44967,45133

PE Shorts (Navy):

https://www.landsend.com/products/school-uniform-girls-mesh-gym-shorts/id_299977?attributes=8063,28676,43307,44139,44256,44257,44371,45133

PE Hoodie (Optional) (Burgundy):

https://www.landsend.com/products/school-uniform-kids-hooded-pullover-sweatshirt/id_346219?attributes=28676,29479,43307,44139,44256,44257,44371,44967,45133

PE Sweatpants (Optional) (Navy):

https://www.landsend.com/products/school-uniform-girls-sweatpants/id_209293?attributes=8063,28676,43307,44139,44256,44257,45133

BOYS

PE Tshirt (Burgundy):

https://www.landsend.com/products/boys-short-sleeve-essential-t-shirt/id_211183?attributes=28676,29479,43381,44258,44371,44967

PE Shorts (Navy):

https://www.landsend.com/products/school-uniform-boys-mesh-gym-shorts/id_299993?attributes=12323,43307,44139,44258,44371,45133

PE Hoodie (Optional) (Burgundy):

https://www.landsend.com/products/school-uniform-kids-hooded-pullover-sweatshirt/id_346219?attributes=29479,43307,44139,44255,44258,44371,44967,45133

PE Sweatpants (Optional) (Navy):

https://www.landsend.com/products/school-uniform-kids-jogger-sweatpants/id_346217?attributes=12323,43307,44139,44255,44258,44371,44967,45133

SECONDARY UNIFORMS (Grades 7-12)

1. Secondary Uniforms

GENTLEMEN

Gray dress slacks (no jeans or corduroy fabric)

Or

Navy blue dress slacks (no jeans or corduroy fabric)

Black dress shoes (dark sole)

Professional dress socks

White button down or button up shirt (short or long sleeve)

Black dress belt

Conservative tie

***Please purchase 1 school tie: Purchase a dark navy blue tie**

Accessories:

Gray or navy sweater

Gray or navy blazer

Gray or navy sweater vest



LADIES

Gray knee-length skirt (no jeans or corduroy fabric; knee length is defined as the bend of the back of the knee)

Good source: [Land's End Gray Skirt](#)

OR

Navy knee-length skirt (no jeans or corduroy fabric; knee length is defined as the bend of the back of the knee)

Good source: Land's End Navy Skirt

OR

White plaid knee-length skirt (see picture)

Good source: Land's End White Plaid Skirt

Gray dress slacks

OR

Navy blue dress slacks

Professional dress shoes (no tennis shoes, no more than a 2" heel)

White blouse (buttons down front)



Accessories:

Gray or navy sweater

Gray or navy sweater vest

Gray or navy ladies cut blazer

Simple jewelry

2. Secondary Physical Ed (PE) Uniforms:

GIRLS

PE Tshirt (Burgundy):

https://www.landsend.com/products/school-uniform-girls-short-sleeve-feminine-fit-essential-t-shirt/id_208999?attributes=28676,29479,43307,44139,44256,44257,44371,44967,45133

PE Shorts (Navy):

https://www.landsend.com/products/school-uniform-girls-mesh-gym-shorts/id_299977?attributes=8063,28676,43307,44139,44256,44257,44371,45133

PE Hoodie (Optional) (Burgundy):

https://www.landsend.com/products/school-uniform-kids-hooded-pullover-sweatshirt/id_346219?attributes=28676,29479,43307,44139,44256,44257,44371,44967,45133

PE Sweatpants (Optional) (Navy):

https://www.landsend.com/products/school-uniform-girls-sweatpants/id_209293?attributes=8063,28676,43307,44139,44256,44257,,45133

BOYS

PE Tshirt (Burgundy):

https://www.landsend.com/products/boys-short-sleeve-essential-t-shirt/id_211183?attributes=28676,29479,43381,44258,44371,44967

PE Shorts (Navy):

https://www.landsend.com/products/school-uniform-boys-mesh-gym-shorts/id_299993?attributes=12323,43307,44139,44258,44371,45133

PE Hoodie (Optional - Burgundy):

https://www.landsend.com/products/school-uniform-kids-hooded-pullover-sweatshirt/id_346219?attributes=29479,43307,44139,44255,44258,44371,44967,45133

PE Sweatpants (Optional - Navy):

https://www.landsend.com/products/school-uniform-kids-jogger-sweatpants/id_346217?attributes=12323,43307,44139,44255,44258,44371,44967,45133

LUNCHTIME

Lunch is really an important component to the school day. We desire conversations to continue and a time of fellowship to be integral to the school day. We want to encourage planning group meals, bringing food that can be prepared together. Parents are welcome to come in at lunch time.

COMMUNITY SERVICE

Because outreach beyond our walls is important. We will take time out of school days (pre-planned) to assist with various community endeavors. These are not optional activities (if they happen during the school day). Information will go out in advance and exceptions will be made for extenuating circumstances.

ACTIVITIES

Lewis Clark Christian School will hold various activities outside of the school day, such as school potlucks. These are not mandatory but we hope to hold events that students would desire to be engaged in.

PARENTAL INVOLVEMENT

Parents have Biblical authority over their children. Lewis Clark Christian School understands this and therefore wants parents to be involved to the point that families, teachers and students benefit. Parents are essentially “hiring” Lewis Clark Christian School to educate their children, and as such teachers need to be able to do their job. For this reason we ask for proper means of communication regarding parental involvement:

1. Parents should email teachers regarding any needed classroom interruptions or absences for approval.
2. Parents are welcome to observe a class, but this should also be pre-arranged.
3. Parent volunteers will be very welcomed but must be approved by the Lead Teacher.

ATTENDANCE & TARDIES

Part of loving our neighbor is being on time and in attendance. It is difficult on the teacher and the other students for tardies and absences. We understand that emergencies arise and various family

activities may necessarily interfere. It is the responsibility of the student to make up work and or apologize for being late. If the student makes a habit of being late, then a discipline note will go home. If a student makes a habit of being absent, then the family may be asked to meet with the board regarding credits and promotion.

As a general rule (unless extenuating circumstances arise) students cannot miss more than 10 days per semester without consequence to their credits.

Excessive tardies will be considered more than two in a row. Repeat tardies may mean a discipline hearing with the board.

STUDENT DRIVERS

High schoolers are welcome to drive their own vehicles to school. We ask that if they give rides to other students that they make sure the parents of the fellow student are aware and give their approval.

GRIEVANCES

If a parent has a concern or issue with a teacher, we ask that Matthew 2:18 be applied and the parent set up a time to meet with the teacher. If discussion with the teacher does not resolve the issue then a meeting with the headmaster is welcome. If a meeting with the headmaster does not resolve the issue, a meeting with the board president is welcome.

If a parent has a concern with another student, they should contact the teacher concerning the issue so that the teacher can involve all parties that would be appropriate.

SICKNESS & ALLERGIES

For the health of the school, we ask that your student stay home from school if they have a fever over 100 or are vomiting.

Regarding food allergies, we ask that the impetus be placed on the person with the allergy and not on the school community. This said, if a severe allergy is present please make sure that the Lead Teacher is

aware so that proper sanitation following lunch can help the student avoid accidental contact with the allergen. Our building is big enough that even those with severe food allergies should be able to find a safe place to eat.

FACULTY

Continuing Education for Teachers

We want our teachers to become “master” teachers and as such will be investing in their further education through various classes, training and enrichment.

Evaluations

The school under the direction of the board and execution of the headmaster will perform either formal or informal evaluations appropriate to the size of the school and the need to seek input.

The headmaster will evaluate teachers at least once per semester. Other evaluations may be:

1. Teachers evaluating administration
2. Teachers evaluating students
3. Students evaluating teachers
4. Parents evaluating the school

School Governance & Accreditation

Education Council:

Because Lewis Clark Christian School does not fall under a specific accrediting body, the Education Council will consist of members whose function is to oversee that:

Curriculum use follows Augustinian Philosophy:

The teacher should help the student experience God

The teacher should take into account the unique characteristics of each student and relate to the students as unique individuals

Teachers must recognize the image of God in persons as their rational nature, thus it is to be used as a tool to relate them to God

Teachers should distrust the senses as a means to knowledge and use reason instead

Curriculum exceeds state standards

Daily structure affords fellowship and outreach

Students are ready to graduate and have wisdom as well as knowledge

Prepared for applying knowledge

Prepared for college if applicable

Review senior thesis

Review senior portfolio

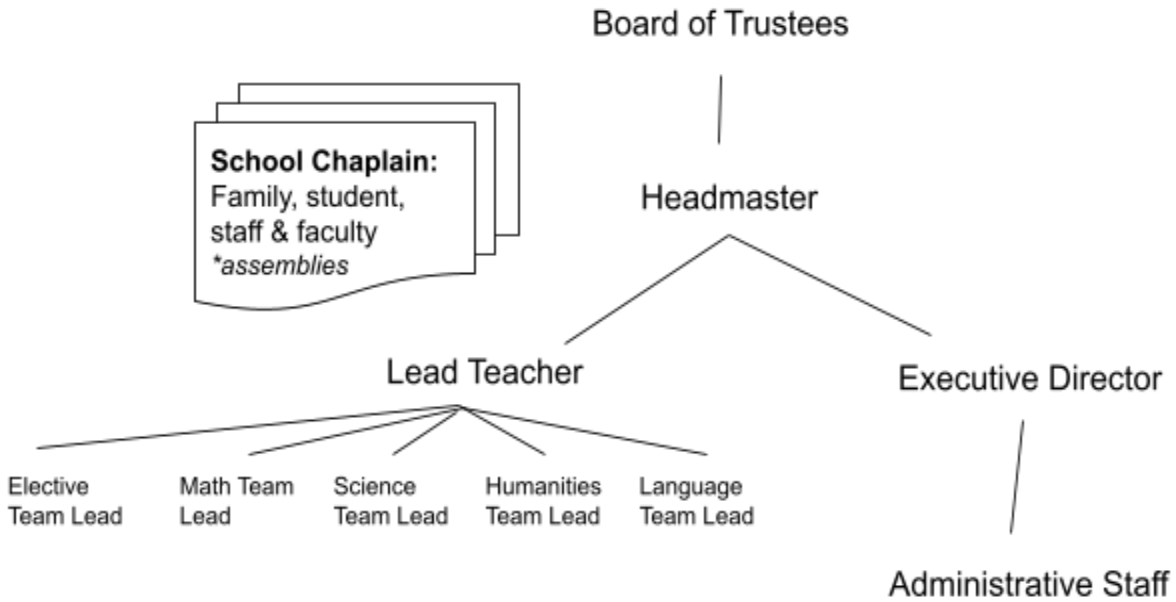
Interview potential graduates

Learning benchmarks are achieved in:

- Mathematics
- Humanities
- Science
- Language
- Logic
- Electives

The Education Council will consist of the following members:

1. Lewis Clark Christian School board member
2. The Director of Lewis Clark Christian School
3. The Lead Teacher of Lewis Clark Christian School
4. Round Table Advisory Network advisor
5. Member of Classical Christian Academic Community



Board of Trustees

Lewis Clark Christian School board of trustees oversees the mission and vision of the school. The school headmaster will function underneath the board to implement this mission and vision in day to day operations. The specifics for serving on the board of trustees are as follows:

1. A minimum of 3 board seats and a maximum of 12 board seats will be maintained at all times.
2. Term limit for non-permanent board members is three years
3. A majority of seats will be filled by the initial trustees or their designees.
4. Trustees must fully agree to the Apostles' Creed in their Christian Faith.
5. Board members must be God fearing men and women who live righteously.
6. Board members must understand the education paradigm being offered and be in full support of the school's mission and vision.
7. Board members must be willing to both govern, fundraise, meet regularly, and attend important events in the life of the school.
8. Board members must be committed to giving annually.
9. Board meetings will follow a specific set of procedures adapted from "Robert's - rules-of-order." (See Appendix A)

Specific oversight of the board includes:

1. Hiring the headmaster

2. Setting tuition
3. Facility expansion and procurement
4. Fundraising initiatives
5. Mission and Vision maintenance
6. Procuring new board members
7. Setting financial aid parameters
8. Raising scholarship funds

Headmaster

The Headmaster of Lewis Clark Christian School will implement the Mission and Vision of the Board of directors within the day to day operations. The duties of the Headmaster will include:

1. Discipline of students
2. Teacher hiring
3. Teacher review
4. Setting the school calendar
5. Implementing tuition
6. Manage financial aid requests
7. Hire staff members
8. Oversee curriculum development
9. Oversee Lead Teacher
10. Fulfill or delegate appropriately any other duties necessary for the health and wellbeing of the school

Lead Teacher

The Lead Teacher of Lewis Clark Christian School will implement the mission and vision of LCCS through the classroom under the direction of the headmaster (or Board of trustees in a headmaster is not in place). The Lead Teacher duties include:

1. Classroom function
 - a. Daily discipline
 - b. Aesthetics of classroom
 - c. Order of the classroom
2. Involved in the hiring of other teachers for the different subjects.
3. Oversee scheduling and implementation of new schedules.

4. Create transcripts and function as a student advisor for courses.
5. Humanities instruction
 - a. Lesson planning
 - b. Parent communication
 - c. Integration exercises
 - d. Practicums
 - e. Application of ideas
 - f. Mentorship
 - g. Literature choices

Accreditation:

Lewis Clark Christian School functions under a unique model of education. We hold to classical pedagogy, but our unique structure does not fall under a specific accrediting body but instead is given its credibility by an education council that oversees the rigor of the program. Lewis Clark Christian holds an Augustinian Philosophy of education.

Focal Point Structure

Fellowship between the ages

Overlapping grades to accommodate unique learners

Core classes that promote mastery

Application of what is learned

Loving God & loving neighbor as primary tenants

Prayer & Scripture interwoven through each day

Outpouring of love on students, families & community

Integrated learning

Nurturing education with teachers as mentors

Thematic and or topical integration between learning groups

Appendix A

Board Procedures

Adapted from Robert's Rules of Order – the Basics

(<https://www.pta.org/docs/default-source/files/training/course-tools/president/english/roberts-rules-of-order-basics>)

Board Chairman:

- Calls meeting to order
- Clarifies the verbiage of a question
- Calls on members for discussion
- Must remain impartial: To remain impartial during debate – the presiding officer must relinquish the chair in order to debate the merits of a motion and may not chair the meeting again until after a vote has been taken on the motion has been disposed of
- Votes only to create or break a tie (or 2/3 for matters requiring a 2/3 vote) – exception: the presiding officer may vote on any vote by ballot
- To introduce business in proper order per the agenda
- To recognize speakers
- To determine if a motion is in order

- To keep discussion germane to the pending motion
- To maintain order
- To put motions to a vote and announce results General procedure for Handling a Main Motion

Vice-Chairman: functions in the chairman capacity if the Board Chairman is absent.

Board Secretary: Takes minutes at all board meetings and sends the minutes out to the board within 1 week following the board meeting.

Treasurer: reviews all financials prior to the meeting with the headmaster

Headmaster: headmaster is given discussion time within each section of the meeting

Order of the board meeting:

- Meeting is called to order by chair
- Minutes are read from prior meeting
 - Minutes are approved or amended (If corrections were made to the minutes, the minutes are then approved as corrected.)
- Treasurer’s reports are read & discussed
- The Headmaster gives a statement on the “cultural pulse” of the school
- Recommendations, bylaws, rules, resolutions, budgets, and audits are adopted.
- Reports are filed.
- Resignations are accepted.
- Bills and minutes are approved.
- Treasurer’s statement is neither approved nor adopted; but after questions are answered regarding any item as reported, it is placed on file for audit as stipulated in the bylaws.
- Motions are recorded as “adopted” or “lost.”
- Motions are put in writing and cannot be changed without discussion by at least 2/3 of the board that held the majority vote on the original decision.

The following principles will apply to all board meetings:

- Justice and courtesy for all
- Maintenance of order
- Consideration of one item at a time
- All sides get heard

- Ability for each member to provide input
- Majority rule
- Scriptural truth must be foundational to all decisions
- All members have equal rights, privileges and obligations

The following method of discussion will apply to all board meetings:

- No person can speak until recognized by the chair
- Personal remarks during debate are out of order
- Only one question at a time may be considered, and only one person may have the floor at any one time
- Members have a right to know what the immediately pending question is and to have it restated before a vote is taken
- Full and free discussion of every main motion is a basic right
- A quorum must be present for business to be conducted

The following decision making process will apply to all board meetings:

- A majority decides a question except when Scriptural truth is being compromised, if a member claims that Scriptural truth is in question, then an outside organization must be brought in to examine the question.
- A 2/3 vote is required for any motion that deprives a member of right in any way (e.g., cutting off debate)
- Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
- The Chair should always remain impartial:
 - A formal proposal made to bring a subject before Amendment – Before the vote is taken on a motion, it may be amended by:
 - Striking out words
 - Inserting or adding words
 - Striking out words and inserting others in their place

The following will apply to all board meetings:

Every board meeting must have formal minutes taken, recorded, submitted for record keeping and submitted to all board members within 1 week of the board meeting.

- A member must obtain the floor by being recognized by the chair
- Member makes a main motion
- A motion must be seconded by another member before it can be considered

- If the motion is in order, the chair will restate the motion and open debate
 - The maker of a motion has the right to speak first in debate
 - The main motion is debated along with any secondary motions that are debatable.
 - Debate on Subsidiary, Privileged and Incidental motions (if debatable or amendable) take precedence over debate on the main motion and must be decided before debate on the main motion can continue.
 - Debate is closed when a discussion has ended
 - The chair restates the motion, and if necessary clarifies the consequences of affirmative and negative votes
 - The chair calls for a vote by asking “All in favor?” Those in favor say “Aye.” Then asking “All opposed?” Those opposed will say “no”
 - The chair announces the result
- General rules of Debate

The following will apply to all board members:

- No member may speak until recognized by the chair
- All discussion must be relevant to the immediately pending question
- No member can speak more than twice to each debatable motion. The second time takes place after everyone wishing to debate the motion has had an opportunity to speak once
- No member can speak more than ten minutes or as decided by members. Many PTAs limit debate to three (3) minutes per speaker by general consent at the beginning of the meeting.
- All remarks must be addressed to the chair – no cross debate is permitted
- It is not permissible to speak against one’s own motion (but one can vote against one’s own motion)
- Debate must address issues not personalities – no one is permitted to make personal attacks or question the motives of other speakers
- The presiding officer must relinquish the chair in order to participate in debate and cannot reassume the chair until the pending main question is disposed of
- When possible, the chair should let the floor alternate between those speaking in support and those speaking in opposition to the motion
- Members may not disrupt the assembly
- Make Motions – that are in order
- Obtain the floor – properly
- Speak – clearly and concisely
- Obey – the rules of debate And most of all, be courteous! That’s always in order!

In Making a Motion:

Member makes the motion. I move that...

Another member seconds the motion (without recognition). Second [or] I second the motion.

The chair states the motion and opens debate. It is moved and seconded that... Is there any debate? Or Are you ready for the question?

After debate concludes. Chair restates the motion and puts the question to a vote. The question is on the motion to...

Those in favor of the motion say "aye." Those opposed say "no."

Chair announces the result of the vote and what action will be taken. The "ayes" have it, and the motion is adopted. We will [stating action to be taken]. The chair continues with the next business in order. Common methods of taking a vote: General consent: "If there is no objection, we will..." (Pause) "Since there is no objection, we will..." Voice vote: "As many as are in favor, say "aye." As many opposed, say "no." The "ayes/noes" have it and the motion is adopted/lost." Rising vote (not counted): "Those in favor will rise. Thank you, be seated. Those opposed will rise. Thank you, be seated. There is a majority (or 2/3) in the affirmative and the motion is adopted." Or "There is less than a majority (or 2/3) in the affirmative and the motion is lost." Methods of Amending By striking out: "I move to amend the motion by striking out the word "Denver." By inserting: "I move to amend the motion by inserting the word 'Las Vegas' after the word 'Portland' and before the period." By striking out and inserting: "I move to amend the motion by striking out the word '\$35' and inserting the word '\$50.'" Helpful terminology

Appendix B

Administrative, Teacher Salaries & Qualifications

Great teachers are not just educated, they are personable, command respect, engage students, and are passionate about their subject and their pupils. Lewis Clark is not only looking at these traits, but copious knowledge as well as a deep relationship with Christ. This person is worthy of good wages. This said, Lewis Clark will seek to provide a solid income for teachers they hire.

Faculty & staff will be paid based on their teaching load and responsibilities within the school.

Appendix C

Elective Credit Form

Elective Credit Form - Pre Approval

NAME _____ YEAR IN SCHOOL _____

*Lewis Clark Christian School requires elective credits (the number required depends on the diploma track). Elective credits must be obtained outside of the normal core school day. This may be done through LCCS-offered electives or through individually chosen electives. If outside of LCCS, this form must be submitted and approved by the Lewis Clark Christian School council by September 1 of the current Academic year, in order for the credit to be considered.

*Requirements:

- 60 hours of tracked time per credit, either completed by individual and signed by facilitator or tracked by facilitator and submitted directly by organization.
- Letter of recommendation for credit from organization or appropriate alternative.
- Final project to include but not limited to a five page written paper on the elective and what you learned, oral dissertation on elective, displayable project, display of proficiency of elective (filmed performance, live performance, or other)
- The proposed final project must be submitted by May 1, of the related Academic Year.

What is the elective (give a brief description) _____

Start date: _____ Apx. End Date _____

Estimated weekly hours: _____ Total time estimated for the year _____

Organization providing the elective _____

Contact person & information for organization _____

Email address _____ phone number _____

Final project proposal: _____

Lewis Clark Christian School has pre-approved this credit. Final credit will not be given until the requirements for elective credit have been met.

☐ *Reviewed by Education council*

Approved by (school official)

Extracurricular & Elective Philosophy

What is the purpose of an extracurricular activity or an elective?

Education should seek to develop the whole man: mind, body and soul. Therefore physical activity is quintessential to cognitive and spiritual development, the arts are valuable to a student's learning and life skills should be an integral part of solid education.

At Lewis Clark we want to offer a broad array of experiences so that the student can find their gifts and then begin to hone those gifts while also "getting their hands dirty." But different families have different goals, by offering various programs to be held "after school," and allowing an option of accredited electives outside of the school, families are given custom opportunities for their children. Where LCCS is not able to offer the courses parents desire, LCCS will give credits on transcripts for approved electives.

Process for elective credit not offered at LCCS

4. Complete an elective credit form (see Addendum C)
5. Seek approval from the Lead Teacher
6. Submit completed form at the end of the coursework.

Disclaimer

The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, Lewis Clark Christian School reserves the right to make changes at any time without prior notice. Parents will be notified of any changes to the handbook that occur during the current academic year. Lewis Clark Christian School provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.