



LONGVIEW
CHRISTIAN
SCHOOL

Faith. Education. Excellence.

Employee Handbook

Revised September 2022

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FORWARD – MINISTERS OF THE GOSPEL

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 role in 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. Each of us is a minister of the Gospel in the lives of our students. Gospel means "good news", and our role as teachers in a Christian school is to bring to light the good news of creation, redemption, and salvation found in every aspect of the world God created. 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 minister called by God to teach children. These children can only rise as high as you are prepared to lift them. Prayer, hard work, continual reference to these training materials, 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).

TOGETHER WE SERVE

LCS PURPOSE AND STUDENT TARGETS

LCS Purpose Statement

We exist to challenge and empower our students to reach their full potential for Christ.

LCS Student Targets

When a student is enrolled at Longview Christian School, parents have decided to trust us to take an important role in preparing that child for life. We take that responsibility very seriously. In that quest, we must address several questions. How do we know if we are accomplishing our goals? What is our measure of success? When a student graduates from Longview Christian School, are they equipped and prepared? The LCS student targets help us identify who we want our students to become. Everything we do at LCS is designed to accomplish one or more of these goals in our students. LCS students should be:

- 1 FAITH-FILLED**
We believe that an authentic relationship with Jesus Christ is the answer to all of life's challenges. Our goal is that every student understands and accepts God's plan of salvation, pursues an authentic relationship with Him, accepts discipleship and mentoring, and graduates ready to defend their faith and lead others to Christ.
- 2 LEARNING**
Our academic programs are designed to meet each student's capabilities and encourage them to do their very best. We challenge those who are gifted academically and support those who struggle. An array of high school degree options assists this endeavor. Our partnership with Austen-Coley also enables us to assist students with dyslexia, dyscalculia, and related learning differences.
- 3 DEVELOPING**
We believe that God gives each individual unique gifts and talents to accomplish unique purposes in life. Not all of our students will be great scholars, athletes, or artists. Our job as teachers is to identify and develop each student's talents, enabling them to flourish and grow into God's plan for their lives.
- 4 EQUIPPED**
Our students should be equipped for life and the challenges that lie ahead. We pursue opportunities to teach students vital skills (outside of traditional academics) that are essential to life. These include computer skills, social skills, personal finance, vehicle maintenance, etiquette, culinary skills, and public speaking, just to name a few.
- 5 SERVING**
We challenge our students to live lives dedicated to reaching beyond themselves. We believe God desires that all Christians impact their world. LCS is dedicated to training our students to embrace this idea by submitting their lives to Christ every day. Community outreach, mission trips, and volunteerism all play a role in this training.

LCS VISION, MISSION, & CORE VALUES

LCS Vision Statement

Our students understand that they are created by God as unique individuals with specific God-given talents, abilities, and purposes. Students graduate equipped with a biblical worldview, a strong academic foundation, and the ability to think creatively and communicate clearly, empowered to be ambassadors to a broken world in desperate need of Christ's saving grace.

LCS Mission Statement

Longview Christian School partners with Christian parents to provide a complete kingdom education for their children designed to inspire, challenge, and equip students to maximize their God-given capabilities and understand their purpose in an environment that is saturated with the grace and truth of Jesus Christ.

LCS Core Values

1. **The Bible** - "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work." - 2 Timothy 3:16-17
 - a. LCS will encourage board members, administration, faculty, students and parents to be active in a Bible-believing local church and to use the Bible as a tool to implement spiritual development into their everyday lives.
 - b. This means LCS governs itself according to biblical principles in...
 - i. All aspects of school life.
 - ii. When using financial resources.
 - iii. Developing all academic curriculum.
2. **Unity in the Body** - "May the God who gives endurance and encouragement give you a spirit of unity among yourselves as you follow Christ Jesus, so that with one heart and mouth you may glorify the God and Father of our Lord Jesus Christ." - Romans 15:5-6
 - a. LCS will cultivate community between school, family, the Church and one another. LCS will develop policies and procedures that honor Christian families. LCS will partner with local churches throughout the community to promote unity within the body of Christ.
 - b. LCS will also provide...
 - i. Training and resources to help parents build a Christ-honoring home.
 - ii. A kingdom education that is accessible to like-minded families.
 - iii. Opportunities for involvement and partnership with all like-minded Christian churches in the local community.
3. **Excellence in Education** - "Work willingly at whatever you do, as though you were working for the Lord rather than for people. Remember that the Lord will give you an inheritance as your reward, and that the Master you are serving is Christ." - Colossians 3:23-24
 - a. LCS will develop an entire educational program that is based on the truths of God's Word and the preeminence of Jesus Christ. LCS will be a safe and comfortable learning environment where students are actively engaged and challenged in their learning. At LCS excellence is not perfection. Instead it insists that we are always giving our very best.
 - b. This means LCS will...
 - i. Employ and develop teachers who model godly wisdom and Christian virtues in their lives.
 - ii. Challenge students to develop a biblical worldview.

- iii. Provide an education that combines formal methods of teaching with a biblical emphasis.
 - iv. Prepare minds to think critically and creatively from a biblical worldview.
- 4. **Stewardship and Honor** - "But we your people, the sheep of your pasture, will give thanks to you forever; from generation to generation we will recount your praise." - Psalm 79:13
 - a. LCS understands that this ministry was God's idea, and we do not own it. We are simply the stewards of the opportunities and the resources He provides. We also honor those who God has placed in leadership, both past and present. Our leaders are stewards appointed by God who sacrificially serve the ministry and as such, are deserving our respect.
 - b. This means LCS will...
 - i. Develop and operate a budget that reflects biblical principles of stewardship.
 - ii. Maintain all facilities in a way that honors the Lord and meets the needs of students.
 - iii. Partner with families to assist them in providing their children with a quality Christian education.
 - iv. Teach students to show honor and respect to those who God has appointed to leadership.
- 5. **Unique Creations** – "But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is, there are many parts, yet one body." - 1 Corinthians 12:18-20
 - a. LCS believes that God gives people unique gifts and talents to accomplish unique purposes in life. Our job as teachers is to bring out each student's giftings, enabling them to flourish and grow.
 - b. This means LCS will...
 - i. Strive to help students identify and develop their strengths and overcome their weaknesses.
 - ii. Battle against a culture of comparison and instead celebrate that God gives us unique talents to accomplish unique purposes.
 - iii. Seek to provide specialized learning programs and opportunities for children with different learning styles and abilities.
- 6. **Relationship Culture** - "And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encourage one another." – Hebrews 10:24-25a
 - a. LCS believes that for training, instruction, and correction to be effective, it must be rooted in the love and respect of true relationship. We strive to promote the concept of "family" within our community.
 - b. This means LCS will...
 - i. Strive to cultivate a loving community in which each student is valued, nurtured and loved, and is taught to love and respect others.
 - ii. Employ teachers who are mature Christian role models who strive to teach effectively and love each student.
 - iii. Partner with parents in the education and spiritual development of their children and actively encourage parental involvement.
- 7. **Grace and Truth** – "And the Word became flesh and dwelt among us, and we have seen his glory, glory as of the only Son from the Father, full of grace and truth." – John 1:14
 - a. LCS works to balance grace and truth in the school discipline policies as modeled by our Lord Jesus. Only through this balance will we reach the hearts of students who have strayed in their relationship with Him.

- b. This means LCS will...
 - i. Look first to address matters of the heart and root causes of misbehavior before applying disciplinary matters.
 - ii. Pray with students and consistently point them to Jesus Christ.
 - iii. Ensure that students are held to high behavior standards, but redirection and discipline are administered in an attitude of love and grace.
8. **Humble Service** - "Whoever wants to become great among us must be your servant, and whoever wants to be first must be your slave – just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many." - Matthew 20:26-28
- a. LCS will encourage students to follow Christ's example of leadership through servanthood. We challenge our students to live lives dedicated to reaching beyond themselves by submitting their lives to Christ every day.
 - b. This means LCS will...
 - i. Involve students in activities that require them to serve others.
 - ii. Teach students the value and joy of service before self.
 - iii. Train students to glorify God through service in their local school, Church, and community.

LCS STATEMENT OF FAITH

- We believe the Bible is the verbally inspired, only infallible, authoritative Word of God (II Timothy 3:16-17; II Peter 1:21).
- We believe there is only one God, eternally existent in three persons - God the Father, Jesus Christ the Son, and the Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- We believe in the deity of our Lord Jesus Christ (John 10:33); His virgin birth (Isaiah 7:14; Luke 1:35; 2:7); His sinless life (Hebrews 4:15); His miracles (John 2:11); His shed blood (Luke 22:20); His atoning death (I Corinthians 15:3; Ephesians 1 :7; Hebrews 2:9); His bodily resurrection (I Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); and His personal return in power and glory (Acts 1:11, Revelation 19:11).
- We believe that by nature man is sinful, that salvation of the lost is possible by God's grace through faith, and that regeneration by the Holy Spirit is absolutely essential (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:9-10; Titus 3:5).
- We believe in the Holy Spirit's present continuous ministries by indwelling the Christian, thereby enabling the living of a Godly life and manifesting the gifts of the Spirit (I Corinthians 3:16; 12:8-10); Ephesians 5:18-21).
- We believe in water baptism, the baptism in the Holy Spirit, the Lord's supper, anointing with oil, divine healing, and the laying on of hands (Matthew 28:18-20; Acts 2:4; I Corinthians 11 :23-26; Exodus 15:26; II Timothy 1:6; James 5:4).
- We believe in the resurrection of the dead. The saved will be raised unto eternal life (John 11:25-26); the lost will face condemnation (John 5:28-29).
- We believe in the spiritual unity of all believers in our Lord Jesus Christ (Romans 8:9; I Corinthians 12:12-13; Galatians 3:26-28).
- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.
- We believe that the term "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 God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
- We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.)

- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)
- We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Longview Christian School.

Final Authority for Matters of Belief and Conduct - This statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Longview Christian School's faith, doctrine, practice, policy, and discipline, our school board is the final interpretive authority on the Bible's meaning and application.

LCS PHILOSOPHY OF KINGDOM EDUCATION

Kingdom education is defined as the lifelong, Bible-based, Christ-centered process of leading a child to Christ, building a child up in Christ, and equipping a child to serve Christ. Kingdom education works to develop children according to their specific abilities so that a child will be empowered to live a life characterized by love, trust, and obedience to Christ. The ultimate goal of Kingdom education is to develop a mature disciple of Jesus Christ whose life glorifies God. Let Kingdom Education burn within the hearts of every member of LCS, and let it take root in each office, class, program, and activity of this ministry.

Our Kingdom education philosophy was pulled from God's Word. The Bible provides each and every Christian with principles needed to put Kingdom education into practice. In order to achieve Kingdom education, these biblical principles must be studied, understood and practiced in every aspect of life. Below you will find the Kingdom Education principles that we follow at LCS.

Kingdom Education Principles

THE EDUCATION OF CHILDREN AND YOUTH...

- Is the primary responsibility of parents. (Proverb 22:6)
- Is a 24 hour-a-day, 7 days-per-week process that continues from birth to maturity. (Deuteronomy 11:19)
- Must have as its primary goals the salvation and discipleship of the next generation. (Psalm 78:6-7)
- Must be based on God's Word as absolute truth. (Isaiah 40:8)
- Must hold Christ as preeminent in all of life. (Colossians 2:6-7)
- Must not hinder the spiritual and moral development of the next generation. (Matthew 19:13-14)
- If and when delegated to others by parents, must be done so with utmost care to ensure that all teachers follow these principles. (Proverbs 9:10)
- Results in the formation of a belief system or worldview that will be patterned after the belief systems or worldviews of the person's teachers. (1 Samuel 1:27-28)
- Must lead to true wisdom by connecting all knowledge to a biblical worldview frame of reference. (Philippian)
- Must have a view of the future that includes the eternal perspective. (Colossians 3:1-2)

GENERAL POLICIES

Handbook Disclaimer

No handbook serves to contractually bind the school in any way. All school handbooks are subject to change without notice by the school administration.

Authority for the Administration of the School

- A. Responsibility for policy development/operations of the school rests with the school board.
- B. All school personnel are employees of Longview Christian School, Inc.
- C. All affiliated school organizations are also subordinate to the school board.

Position of the Administrator

The administrator is the executive head of the school. He/she is the person to whom the school's faculty and staff are accountable. The administration and supervision of all activities of the school are delegated by the school board to the administrator to be carried out in accordance with the adopted policies.

Position of the Principal

The principals are the leaders of the LCS educational efforts. They work directly with teachers and other staff to ensure that school procedures are followed. They are responsible to work with the teachers to ensure curriculum is current, accurate, and effective. They work with the administrator to regulate the disciplinary process regarding students and staff.

LCS Staff Priorities

The teachers and staff at LCS are expected to understand, embrace, and promote the vision, mission, values, and purpose of Longview Christian School. To that end, they should strive to exemplify the Christian walk to the students and work to perfect the practice of educating. Those goals are evident. However, the staff at LCS must also embrace and live out the following priorities, understanding that they are essential to the culture we are striving to create at LCS for our students and their families.

- **Communication** – We must always communicate, even over-communicate, with our parents and students. As our partners in the education of their children, two-way communication is a necessity for success.
- **Joy** – It is a privilege to be involved in the ministry of Longview Christian School. Our students, parents, and guests should see that we are happy to be a part of their lives. Smiles, laughter,

and other fruits of our joy should be the norm around our campus. If you don't have that joy when you come to work each day, ask yourself why and what steps you can take to allow God's joy back into your life.

- **Customer Service** – Our parents and students are, in one sense, our customers. Without our customers, LCS will cease to exist. We should strive to serve our customers every day. We want them to be happy, thrilled to be a part of LCS. We work to make that happen any way that we can. Of course, we do not sacrifice our integrity or our standards to do so. But whenever possible, we take the extra steps necessary to provide excellent customer service to our students and our parents and to build quality relationships with them.
 - If a parent or student brings a problem or concern to your attention, it doesn't matter if you think it is important or not. If it is important to your customer, it needs to be important to you. If you have the means and authority to fix the problem, fix it. If not, alert the administration.
 - Go the extra mile. Jesus told us to do it, not as a means to an end, but as a way to show His love to the world. Embrace the servant's heart. You will be rewarded and LCS will benefit.
 - Always remember: You are here because you care. Don't allow frustration, busyness, or weariness to stop you from showing it.

When each of our teachers and staff members truly embraces these priorities as the normal way of business at LCS, we will see tremendous growth and success.

LCS Goals

LCS has specific goals or objectives for the school to accomplish to be successful in God's eyes. God has given the home the responsibility to "train up a child in the way he should go." LCS exists to assist in the fulfillment of that challenge, at the same time equipping the child with the mental, physical, and spiritual tools to meet the challenges of life. Heaven is our goal, God is our Father, Jesus is our Savior, the Holy Spirit is the guide, and the Bible is the standard. The moral code, physical laws, social rules, health habits, logical reasoning, love for others, self-concept, good citizenship, faithful stewardship, hard work, and love for God should permeate each life.

Goals Concerning Students

1. To instill conviction that the Bible is the inspired, infallible, authoritative Word of God which requires our love and respect (II Tim. 3:15-17; II Pet. 1 :20-21).
2. To lead students to Jesus by teaching and setting a Godly example.
3. To provide opportunities for students to learn Godly character qualities and to demonstrate their applications (I Sam. 16:7; Gal. 5:22, 23).
4. To encourage students to examine their God-given talents and giftings and to seek careers that will best use their talent for God.

5. To adhere to God's moral code, challenging students to cleave to that which is good, and abhor the evil (Rom. 12:9).
6. To challenge the students to accept responsibility and develop self-discipline (I Tim. 4:1; I Cor. 9:24-27).
7. To nurture Biblical respect and submission to both earthly and heavenly authority (Rom. 13:1-7; Heb. 13:17; Eph. 6:1-3).
8. To develop in students an understanding of the importance of the demonstration of responsibility to God, self, and others.
9. To teach students how to study God's Word and to hide it in their hearts through memorization and application (Ps. 119:11; Ps. 1:1-3).
10. To develop an understanding of the importance of music and worship.
11. To expose each child to a variety of music to gain appreciation for different styles of music.
12. To train students in voice, instrumental, and drama with opportunities for performance.
13. To coach the students in physical fitness, good health habits, and the stewardship of the body as God's human temple (I Cor. 6: 19).
14. To equip each student with the proficiency to organize properly, communicate clearly, think logically, and perceive effectively in reading, writing, speaking, and listening (II Cor. 5:20).
15. To explore the order and symmetry present in God's creation as observed in math and natural law.
16. To school students in how to conduct a research report and to reason logically, using a Biblical perspective (Heb. 5:14; Rom. 12:2).
17. To tutor students in good study habits and skills (II Tim. 2:3-7).
18. To encourage individual curiosity and inspire creativity (II Tim. 3: 14-17).
19. To view the geographical, governmental, cultural, historical, social, and religious background of our free enterprise system.
20. To implant a sense of patriotism and good citizenship by understanding and appreciation of the American and Christian heritage, using current affairs to enlighten students in their relationship to God's plan for man (I Cor. 10:11; Rom. 13: 1-7).
21. To explore the wonders of God's creation of the universe, natural laws, ecology, and the animals, plants, insects, fish, and amphibians over which man has been given dominion as we cohabit our planet.

22. To strengthen students' belief in the wisdom and power of God the creator through the study of science; to inspire loyalty, obedience, and honor for God, country, law, leaders, school, parents, and self.
23. To secure mastery of the fundamentals of phonics, spelling, diction, grammar, and syntax of the English language, for both communication skills, orally and written, as a foundation for future studies.
24. To produce literacy forms such as poems, essays, themes, summaries, reports, and outlines.
25. To experience poetry - the reading, memorizing, performing, and writing of classic, religious, and original works.

Goals Concerning Students' Homes

1. To help the home to comprehend, evaluate, and implement the purposes, programs, evaluations, appraisals, and recommendations of the school.
2. To encourage parental support in the realizing and accepting of responsibilities spiritually, morally, socially, educationally, and physically (Deut. 6:4-7; Prov. 22:6).

Goals Concerning Teachers

1. To challenge every teacher and staff member to mature as a Christian and a model, clearly exemplifying God's love and truth.
2. To produce a classroom environment that is educationally sound and pleasant for both teachers and students.
3. To pursue continuous formal and informal spiritual and professional development.
4. To develop a close bond between faculty for unity in service to students and the home.
5. To ensure the ongoing evaluation and development of the spiritual, academic, social, and physical programs of the school.

Staff/Student Personal Interactions

Each of our staff members have a deep desire to have a lasting impact on the lives of our students. There is a natural, healthy level of connection and genuine care for the students that we encourage all employees to develop. However, it is critical that we stay above reproach and avoid the appearance and/or possibility of misconduct or abuse. If we break one of these important standards, we open the door to potential liability (personal and school) and destruction of trust with our families and the public. Even in a situation where a staff member has done nothing wrong or had completely innocent

intentions, if the student involved feels violated, awkward, or even makes a false or baseless claim, consequences can be devastating. (Note - These rules apply to non-related LCS staff and students both in school and outside of school. If a student is your family member, the rules are largely not applicable.)

Physical Contact – It is not our desire to become a school that prohibits all hugging or other physical contact out of fear. There are times when a student needs a hug, and (done appropriately) it can be a healing, bonding experience. However, boundaries are necessary to ensure that our conduct is above reproach.

- Appropriate Contact - Handshakes, fist bumps, high fives, or pats on the shoulder are all examples of physical contact that are almost always acceptable. These are also acceptable between staff and students of the opposite sex. Of course, if a student does not want to be touched, you should not touch them.
- Borderline Contact – This type of contact may be appropriate in some situations, but not others.
 - K-3rd Grades – Teachers of younger, elementary grades should feel the freedom to hug their students or place a hand on their back/shoulder while talking. Children respond well to positive, affirming physical touch. Many times, these interactions will be initiated by the students and should be limited in length.
 - 4th-12th Grades - Once students reach the 4th/5th grades, they begin to experience life changes and our interactions with them must change as well. All staff should stick to the “appropriate contact” described above in most interactions with students of the opposite sex. Quick side hugs (if initiated by the student) are not prohibited but should be handled with caution.
- Inappropriate Contact – Frontal hugs between staff and students of the opposite sex (4th-12th grades) are prohibited. Kissing of any kind is prohibited. Any type of physical contact with private or semi-private body parts (buttocks, genitals, thighs, waist, female chest, etc.) is prohibited. If a parent or student ever informs you that they are not comfortable with your contact, stop immediately and discuss with the school administration.

Prohibited Interactions – Below are specific examples of situations that are prohibited even if no physical contact is involved.

- Unaccountable Alone Time – Staff members should always look to avoid being alone with a student or former student (under age 21) of the opposite sex. If a conversation needs to be in private, find a way to speak out of earshot, but within sightlines of other staff or students. Suggestions: Pull them aside but stay in the room with other students or staff. If alone in the classroom, leave your door ajar and stand in the center of the room where you can be seen through the windows. The conference room in the office is an excellent place to have a private conversation that is above reproach. This is especially important for male staff members and

female students. Male employees are prohibited from being alone with a female student at any time, on or off campus, in school or out.

- Mentoring/Discipline - One of our jobs is to provide Biblical council, comfort, or instruction to students who are in distress. All counseling should be male staff to male student and female staff to female student when at all possible. We have plenty of qualified and caring teachers and staff who would love to help. In situations that are volatile or sensitive topics, we should also have two staff members present in the meeting.
- Emotional Bonds – It is so important to be aware and mindful of dangerous emotional bonds that can potentially form between staff and students. Especially when a student is experiencing personal heartache or emotional distress, they can be vulnerable to obsession, interdependence, and other unhealthy attachments to staff. If you feel these types of bonds potentially forming, get another trusted staff member involved in the relationship immediately. There is safety in numbers.
- Overnight Trips – When on overnight school trips, staff members and other sponsors are prohibited from sleeping in the same bed with a non-related student.
- Medical Treatment – In non-life-threatening situations, be mindful how you touch a student who you are trying to assist medically. When possible, female staff should assist females and male staff should assist males. This is especially applicable in athletics. Male coaches should not touch female athletes in the following ways: lifting and carrying the injured player off the court or field, rubbing or massaging injured areas, “popping” a back (or any other treatment that requires full body contact). When assistance is needed in these areas, other staff of the same sex, the student’s parents, teammates, etc. are better options to assist.

None of these guidelines are put in place because we believe our staff members are potentially dangerous individuals. We believe our staff to be dedicated servants of Christ with the best of intentions. They are put in place to protect you and the school (liability and reputation) and to demonstrate to students and parents that we take their safety and security seriously. We will do everything in our power to keep us all safe.

Good Citizenship

Students and staff at Longview Christian School are encouraged to be good citizens of our country. Being a good citizen includes loving one's fellow citizens and serving them, respecting the symbols of our country, submitting to our leaders as far as our Christian convictions allow, and celebrating the holidays of our country. We enjoy our citizenship in the United States, but we also recognize that God loves the people of the other nations that He has sovereignly raised up (Acts 17:26). Many Americans have a diverse heritage, and we happily celebrate our various backgrounds in our multi-ethnic country. We also endeavor to support Jesus's Great Commission that tells us to make disciples of all nations

(Matthew 28:18-20). Although we are blessed to be born in a particular country, our true citizenship is in heaven (Philippians 3:20), a common bond for all Christians around the world.

Membership

There is no membership in this organization. There is no voting membership to be obtained or held; all authority to exist and operate is held by the school board. They have the final authority in all matters not granted through established policy.

Accreditation and Certification

In an effort to create and maintain the best school possible, the school shall strive to keep its accreditation status with the ACSI or other accrediting agency at all times. This recognition will also be recognized by the Texas State Education Agency.

Academic and Activities

It is an LCS goal to maintain membership and participation in Christian school interscholastic activities (presently with ACSI) in the following:

- Speech Meet
- Math Olympics
- Spelling Bee

LCS also may participate in the following interscholastic team sports as funding and student participation allow (presently through TAPPS and CSAC):

- Volleyball
- Soccer
- Cross Country
- Basketball
- Swimming
- Track
- Golf
- Tennis
- Baseball
- Softball

LCS also offers (sometimes on a rotating basis) the following opportunities for students to be involved in extracurricular activities and elective classes while enrolled:

- Fall Theater

- Student Council
- Spring Theatrical Production
- Choir
- Band
- Art
- Home Economics/Culinary Arts
- Yearbook
- Photography
- Shop

Other activity participation may be considered and added if feasible as new activities become available. All activities listed above are subject to change.

Teacher Employment Policies

Personal Qualifications for Employment

All employees of LCS shall:

1. Be in agreement with the stated vision, mission, and purpose of the school as described in this document. In addition, teachers must be in agreement with terms of the contract, the employee handbook, and the student-parent handbook.
2. Give evidence of good moral character by signing the Christian Role Model Positional Statement. Including the following:
 - a. Employees agree to adhere to abstinence in the use of illicit drugs and profane language at all times.
 - b. I Corinthians 8 talks about not participating in activities that cause others to stumble, even when you personally do not consider them to be sin. James 3:1 discusses how teachers will be held to a higher standard. In light of these Biblical principles, LCS employees agree to abstain from *public consumption* of alcohol and tobacco. Matthew 18:6 says, “If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea.”
 - c. Employees also understand the importance of being sexually pure. I Corinthians 6:18-20 and I Thessalonians 4:3 explicitly state that we are to abstain from sexual immorality if we desire to glorify God and accomplish His will.
3. Show commitment to the total development of each student.
4. Display consistency in obeying and maintaining school policies and procedures.
5. Give evidence of adequate physical and mental health as requested. The board reserves the right to require a health examination if it deems this to be in the best interests of the employee, children, or the staff. In such cases, the expense for such examination will be paid by the school.

Professional Qualifications for Employment

All teachers at LCS shall:

1. Have a minimum of a Bachelor of Arts or a Bachelor of Science degree from a recognized college or university. This requirement may be waived by the school board or in special

circumstances. This requirement may also be waived at the discretion of the administrator and principal in the case of electives or other non-core classes.

2. Have had (or be willing to pursue) courses specifically prescribed by the school board or administration in the area of Christian education and philosophy.
3. Have eighteen hours (college credit) in subject area or a teaching certificate. All teachers will have or immediately begin working toward ACSI certification. (Full-time teachers and teachers of core classes)

Spiritual Qualifications for Employment

All employees of LCS shall:

1. Be born-again Christians and should demonstrate a deep and total devotion to the Lord Jesus Christ.
2. Faithfully attend and be active members of a church with doctrines and practices which are based on God's Word.
3. Be a student of the Bible's teachings, thoroughly prepared to teach others. As previously stated in this document, LCS teachers and staff are expected to be ministers of the gospel to our students and families.
4. Be emotionally and spiritually mature, thereby being able to exercise self-control in stressful situations.
5. Stand as a Christian example in appearance and conduct.
6. Subscribe to and be in agreement with the Statement of Faith of LCS.

Teacher Ethics and Conduct

Those who accept staff responsibilities at Longview Christian School must strive each day to prayerfully teach the Word of God, glorify our Lord Jesus, and share the Christian faith in a clear and practical way. In so doing, the staff will present to the students a "Living Curriculum" which will serve as a pattern or model exemplifying Christian character and personality.

Nondiscriminatory Hiring Policy

The board of Longview Christian School does not discriminate on the basis of gender, race, color, national or ethnic origin in the administration of their educational and administrative policies except where necessitated by the specific religious tenets held by the institutions and their controlling bodies, based on the institutions' interpretation and application of Scriptural principles.

This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Contracts of Employment

All contracts shall be for a one-year term unless specifically altered by the school board.

Teachers shall be asked to provide their intent to return by April 15 for the following school year.

Teachers shall be given offer letters by May 1st that include a minimum salary based on the LCS teacher pay scale. Offer letters are meant to provide teachers with a basic outline of their position and compensation plan to be detailed in their subsequent faculty contract.

By July 1st teachers shall be given contracts detailing the role and salary of their faculty position. This is necessary to provide administrators with as much flexibility as possible when filling staffing vacancies. Signed contracts may be updated prior to the start of the new school year for the purpose of increasing the base salary as approved by the school board.

Pay Periods

All personnel will be paid on the fifteenth (15th) and the last day of each month. Teachers may elect to have their salaries paid over 19 periods (9 ½ months) or 24 periods (12 months). The first pay day of the new school year will be August 31st.

Employee Relations

LCS believes that good employee relations are essential to the morale and well-being of the employees and the ministry of LCS to its members, school students, and the public. If employees have concerns about work conditions or other areas of their employment, they are strongly encouraged to voice these concerns openly and directly to their supervisors and/or their HR representative.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. As a demonstration of commitment unto providing just such a work environment, LCS has instated and tasked the human resources department with effectively identifying and responding to employee concerns.

Personnel Records

The administrative office will maintain a personnel record for each staff member according to the nature of their position of service. The file shall include, but not be limited to, the following:

- Initial application for employment.
- An official copy of the teacher transcript and other relevant academic data.
- Teaching certificate.
- Record of professional growth activities.
- Annual personnel evaluations.

Reviews

Teachers shall have the right to inspect their personnel file. Comments of a derogatory nature shall not be entered until the teacher shall have had an opportunity to review and make comments within five working days of the review.

Teacher Pay Scale

The salary pay scale is based upon years of experience as a classroom teacher, education, and performance. The calculation is available for examination in the school office.

Teacher Certification

Teachers are expected to hold and maintain valid teacher certification. Any temporary certificates are expected to be renewed/updated before expiration. The school board desires that all administrators and teachers have appropriate state or ACSI certificates.

Teachers' Workday

Teachers are to report for each day of work specified on the LCS School Calendar, including all days designated for in-service training.

Slack should be monitored throughout the day and between class period for announcements, updates, and directives.

Full-time teachers are to be at school at 8:00 a.m. and are free to leave at 4:00 p.m. Upon arrival at school, teachers should check their email for announcements.

Part-time teachers are to be at school 5 minutes prior to their first class and are free to leave after the dismissal of their last class or assigned duty.

First period teacher should be in the classroom no later than 8:00 a.m. each day, unless assigned to supervisory duty elsewhere on campus. All teachers should plan time for daily private prayer on behalf of each student and their families.

On Monday mornings, teachers are asked to meet promptly at 7:45 a.m. for staff devotions/prayer. Monday morning devotions will end no later than 8:10 a.m.

Teacher Dress Code

Teachers are expected to dress and groom themselves in a manner consistent with their professional status.

Female staff and faculty members:

- May wear dresses, skirts, slacks, capris, or nice jeans. Dresses and skirts must be no shorter than the knee. Slacks and jeans should be appropriately fit and of a professional style. No shorts, sweatpants, or other athletic style pants outside of PE classes or coaches.
- May wear blouses, polo-style shirts, sweaters, or other professional tops. No t-shirts or sweatshirts outside of PE classes or special school t-shirts on approved days.

Male staff and faculty members:

- May wear slacks or nice jeans. Slacks and jeans should be appropriately fit and of a professional style. No shorts, sweatpants, or other athletic style pants outside of PE classes.
- May wear button-down dress shirts, polo-style shirts, or sweaters. No t-shirts or sweatshirts outside of PE classes or special school t-shirts on approved days.
- May not wear earrings (and other jewelry piercings) at school during normal school hours on campus or at school events.

Hats are not to be worn at school during normal school hours. Coaches and PE teachers may wear an LCS hat while teaching physical activities. Appropriate attire for P.E. classes shall be established by the administration. Exceptions to this policy shall be permitted for field trips, coaching responsibilities, in-service, or teacher workdays.

Conflict of Interest Policy

The employee should not engage in outside employment which in any way interferes with the performance of regular school duties. The employee should not engage in any activity that creates a

conflicting interest for the school. The employee should not engage in work of any type where information concerning clients or employees originates from information obtained through school sources. The employer and employee shall cooperate in resolving any questions regarding such conflict of interest.

Professional Improvement

Teachers are encouraged to utilize every opportunity to develop spiritual maturity and improve their professional competence. This can be accomplished by attending seminars, workshops, and taking additional college courses. The school will assist in the professional development of teachers by providing "in-service" during each academic year. Teachers are encouraged to achieve certification by Association of Christian Schools International.

Release of Confidential Information

Consistent with statutory and common law, teachers and administrators cannot release confidential information concerning students to anyone who is unauthorized to receive such information. If anyone requests student information from any teacher, please refer that individual to the principal.

Student Control, Discipline, and Supervision

Introduction

In an effort to organize and clarify this portion of the handbook, it has been broken into three sections: All students, Elementary students, and JH/HS students.

All Students

Classroom Control

The teacher is primarily responsible for student control within the classroom. The classroom environment should be characterized by order and courteous behavior. Student control in the classroom is largely a result of firm, consistent enforcement of rules and purposeful academic activity. Continual teaching and reinforcement of courteous and considerate student behavior will provide a learning/teaching environment that will be a credit to our Lord and Savior Jesus Christ. Due to the very nature of the Christian school philosophy and the high calling of the Christian school teacher, all classroom control procedures and disciplinary action should be given careful consideration in light of Biblical principles of child training. Remembering that parents are ultimately responsible for the conduct of their children will encourage the school staff to involve the home in a primary and substantial way. The teacher should support the parents in disciplinary matters and never usurp their authority or responsibility.

Student Code of Behavior

In order to ensure spiritual and educational benefits for all students, each student will be required to conform to and obey all LCS rules and regulations. The primary objective of our system of discipline is to reach the heart of the student and consistently point them to Jesus Christ. If we succeed in this mission (by producing students who are devoted followers of Christ), desired behaviors such as respect for others, self-discipline, obedience, responsibility, and kindness will all be natural by-products. Students are held to high behavior standards, but redirection and discipline are designed to be administered in an attitude of love and grace.

In the narrative below, we detail many specific actions or behaviors that are considered infractions at LCS. These are listed to help students clearly understand our expectations. However, it is important to note that our desire is to avoid the circumstance where the focus of the discipline system shifts from “heart change” to “behavior modification.” We never want students to feel that our goal is to keep a record of their wrongs, but rather to explain the heart behind each rule and to encourage them in every circumstance to deepen their relationship with Christ.

1. Minor Infractions. The following infractions constitute examples of unacceptable conduct:
 - Chewing Gum (K-5th) - JH/HS students may chew gum, but are expected to place it in the waste basket when finished.
 - Unprepared for class
 - Inattention/not participating in class/off task
 - Late to class
 - Running in the building, horseplay in hallways
 - Excessive talking
 - Rude or inconsiderate talk
 - Minor property damage, meddling with other people's property
 - Misconduct in chapels, assemblies, or school-sponsored activities
 - Minor dress code violations
 - Littering building or grounds or leaving a mess
 - Possession of unauthorized items (i.e. electronic devices, toys, etc.)
 - Violation of the school cell phone policy
 - Consumption of food/drink in "unauthorized areas"
 - Other lesser actions considered inappropriate at school

2. Major Infractions. The following infractions constitute examples of unacceptable behavior and will be handled in a firm and earnest manner:
 - Cheating or lying
 - Profanity or obscenity
 - Fighting
 - Suggestive language or gestures
 - Major dress code violations
 - Disrespect for staff members
 - Major or intentional property damage
 - Rebellious attitudes
 - Possession/consumption of alcohol, tobacco, or illicit drugs
 - Sexual misconduct
 - Theft or vandalism
 - Truancy
 - Possession of knives or other dangerous objects or weapons
 - Any type of threat made against the school, staff, or students
 - Any gross violation of the Word of God

Student Illness in School

Teachers are expected to use discernment and common sense when a student complains of an illness. It is not unusual for students to feign an illness to avoid work, delay a test, or attempt to go home early.

When students become ill during the school day, the teacher should call the office to alert them of the situation. When necessary, parents will be notified.

Suspected Abuse

The State of Texas requires Longview Christian School to report allegations of suspected child abuse to the proper governmental authority when there is a reasonable suspicion or reasonable basis for believing that physical or emotional abuse, sexual abuse and exploitation, inadequate supervision, or other forms of abuse have occurred. It is the school's policy not to contact parents in advance of making a report to legal authorities. Appropriate school staff will make such reports in the best interests of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review. The school may also undertake an inquiry prior to making a report to determine whether or not there are sufficient grounds to require reporting.

Instilling Respect and Responsibility in the Students

Teachers should make every effort to instill a sense of responsibility and school pride in their students when the opportunity presents itself. They should be taught to treat the campus with respect.

Examples of these principles include:

- Keeping the classroom neat and orderly.
- Keeping the shared areas (hallways, locker rooms, bathrooms, gym, lunchroom, etc.) neat and orderly. "Leave the room better than you found it."
 - Always clean up after yourself.
 - Clean up after others – don't walk past litter; pick it up.
- Treat the campus with respect. Students should understand this property is a gift from God. Scratching off paint, writing on desks, etc. is disrespectful to Him and others.

Early Student Dismissal

Students are to remain in class until the class is dismissed (end of the period). Early student dismissal causes unnecessary noise and confusion in the hallway for the other classes.

Student Lunch Program

Students will have the option of bringing a lunch or purchasing lunch through the LCS hot lunch program. No student is permitted to leave school for lunch unless accompanied by an authorized person.

Lunchroom Rules:

1. Be sure to acknowledge God as our provider.
2. Wash hands before entering eating area.
3. Students must stay seated in the lunchroom.
4. Students are encouraged (but not required) to eat all of their lunch.
5. Any student who spills a drink or makes a mess in the lunchroom is responsible for cleaning it up.
6. Students may talk at a reasonable volume during lunch - no shouting or loud noise.
7. Students shall remain in the lunchroom with a supervising teacher.
8. Classes will be brought in with a classroom teacher and dismissed with the supervising teacher.

Accident Report

Any teacher who witnesses a student accident or injury must fill out and turn in an Accident Report Form in the office. Always be sure the injured student is attended to and the facts of the situation communicated to the administration.

Parent and Student Handbook

For more complete disclosure of the policies which affect the parents and students, please consult the "Parent and Student Handbook". Each teacher is expected to be familiar with the contents of the publication.

Elementary Students (K-5th)

Regular Recess

A teacher must accompany and supervise students during all recess periods. Recess should incorporate outside time (weather permitting) and free play and should be at least 20 minutes. Teachers should actively supervise and interact with students during recess by walking around and being constantly

attentive. Students normally should not be held out of recess to complete classwork. In rare occasions, this practice may be implemented only after consultation with the parent and the principal. Recess should normally not be withheld for disciplinary reasons. This practice may be acceptable after other discipline measures are exhausted and only for a portion of the period. It is also appropriate to have students sit out a portion of recess for violation of playground rules.

Rainy-Day Recess

Severe weather sometimes prevents children from playing outside during recess or lunch hour. When children cannot go outside, they are not to be allowed in the halls or doorways. Children may leave the classroom only when permission is granted. Possible alternative activities on rainy days include:

1. Playing in the PE room above the gym (subject to availability).
2. A rainy day walk. We have multiple covered walkways around our campus. Walk around the campus with your class observing God's creation.

Playground Rules

The following rules apply during all recess activities:

Students will be afforded time daily for physical activity. When the weather permits it, students will play outside in playground areas. No student will be permitted to play outside designated play areas. Permission must be obtained from the playground supervisor for a student to leave the play area to retrieve a ball or other equipment.

While on the playground, during free or structured play, students are expected to be courteous in word and action. No stone, dirt, or stick throwing will be permitted. Students should use playground equipment as it is intended to be used. Students who bring personal play equipment to school should label equipment clearly.

Accidents which may occur during play are to be reported to the playground supervisor immediately.

Discipline

Students and parents have been asked to carefully consider these rules and regulations. Submission of an Application for Admission is an indication that both student and parent intend to comply with the rules as stated.

Each elementary teacher will have the freedom to personalize their classroom discipline system to fit the changing needs of our young students. At the beginning of the school year, your child's teacher

will be happy to share the specifics of their system with parents. Below are the key components that will be present in every classroom discipline system.

A. Discipline Key Principles:

1. Training and redirection are a normal part of the classroom. Just as we teach our students basic mathematics and language arts, we must teach them to obey and follow the teacher's direction and classroom rules. Consistent training will produce consistent results over time. (Proverbs 22:6)
2. Classroom order is necessary for learning. Freedom, fun, and excitement all have their place in the LCS classroom, but to ensure that all children have the opportunity to learn, order and organization must be maintained.
3. Love/relationship motivates true discipline. Even when students are corrected, they must sense that the penalty has been imposed because they are loved. (Hebrews 12:5-6)
4. Behavior failures will happen. Students are humans and like the rest of us, are predisposed to fall short from time to time. We are not surprised when failure occurs. Instead we focus on the mission of restoration in love. (Romans 3:23)
5. Behavior failures reflect a heart issue. To simply focus on correcting behavior is to only treat symptoms while ignoring the deeper problem. Teachers understand that discipline must always go back to the heart. When the true nature of Christ is revealed to a child, that encounter will be transformative. (John 10:27-30)
6. Performance-based systems will always produce performers, but normally not Christ-followers. Discipline systems are necessary to train in God's ways, to teach responsibility, and to model justice and consequences. However, if the system simply encourages/rewards good behavior and discourages/punishes bad behavior, it will ultimately fail the student. Any person can be trained to do the right thing, but without a heart transformation and true love for the One who created the rules, they often abandon the training when the system is removed (adulthood). For this reason, we consciously choose to keep our focus on a relationship with God, rather than keeping track of successes and failures.
7. Teachers will not send normally daily behavior reports home to parents. We understand that parents want to stay informed about their child's behavior - and for good reason, that child is their responsibility! However, problems arise when a child's full day of ups and downs must be characterized by a singular color, smiling stamp, or short note. This method does not allow for a complete understanding of all the successes and failures that occurred in the last 7 hours. Instead we ask for parents to trust that teachers will train and instruct the child throughout the day in a manner that is consistent with Biblical instruction. Normal redirection and instruction will be handled by the classroom teacher. When problems are recurring or major violations

occur, we will contact the parent immediately and encourage their involvement in the training process.

- B. Disciplinary Action Alternatives. Disciplinary alternatives can be but are not limited to the following: parent conferences, lunch or recess detention, work detail, nonparticipation in extra-curricular activities, suspension, and expulsion. Please try to limit the use of recess detention. At LCS, we recognize the importance of outside play. Sometimes recess detention is necessary, but it should be used sparingly.
- C. Corporal Punishment. Longview Christian School recognizes that corporal punishment is a Biblical principle (Proverbs 13:24). However, we do not spank students or impose any other punishment involving physical contact from a staff member. We believe that corporal punishment is ineffective and detrimental outside of the loving, trusting parent-child relationship. Parents are welcome to come to the school to discipline their children.
- D. Unacceptable Discipline Methods. The following should not ever be used to redirect or discipline a student.
 - 1. Assigning additional classwork or homework. We do not want our educational efforts to be associated with punishment. Learning is the reason they are here at LCS. We want them to embrace learning and enjoy it. Using it as punishment is counterintuitive.
 - 2. Verbal abuse of students is not acceptable. Teachers should remain calm and speak in a reserved, authoritative tone to the students. Shouting, insulting, or threatening is never acceptable.
 - 3. Teachers do not have authority to suspend or expel students from school and should never make such threats. Teachers may make suspension or expulsion recommendations to the administrator/principal for board action.
 - 4. There should be no physical contact between student and teacher during a confrontation. If a student becomes aggressive toward you, follow the procedures outlined in our safety and security section of this handbook.

Junior High and High School Students (6th-12th)

The principles explained in the Elementary section apply to Junior High and High School students as well. The goal of our discipline system is to reach/change the hearts of our students, pointing them to Christ in all situations. Instead of “rule-followers”, we work to graduate “Christ-followers.” One of the biggest goals for our teachers to successfully reach the students’ hearts, is to form personal relationships and to show them genuine love and care. We have purposefully designed our discipline system to be relational.

When our goals are accomplished successfully, students should:

1. Have a comprehensive knowledge of Biblical truth and a desire to follow God's laws.
2. Be completely devoted to Christ. Their desire to obey should flow naturally out of their love for God.
3. Live lives full of respect and love for others and a passion to introduce the people around them to Christ.

Specific infractions are listed above to provide clarity, but this list is neither comprehensive nor complete. Some LCS policies are detailed in other parts of the handbook. Some teachers may have specific rules not listed at all in the handbook. The point is not to list every action that is considered to be a violation, but instead to focus on the characteristics that are complementary to a Christ-filled life.

The following steps make up the LCS discipline method for 6th-12th grades:

1. Immediate Redirection - Throughout the day teachers may need to remind, redirect, and instruct various students regarding minor infractions or slight missteps. When redirection is well-received and corrective action is taken immediately, the discipline process will be complete.
2. Direct Instruction – When immediate redirection is not sufficient, the teacher will ask the student to stay after class. This will be a 1-2 minute conversation, intended to speak heart to heart about the situation and encourage correction and restoration. When instruction is well-received and corrective action is taken, the discipline process will be complete.
3. Administrative Referral - If the teacher feels the issue is not resolved by direct instruction, they will refer the student to the principal or administrator for additional discipline. Administrative referral will also be automatic in the case of major infractions. Administrative staff will meet with the student. The focus of the conversation will always be the heart of the matter. Parents will receive a phone call when administrative referral takes place. Normally this meeting will also result in consequences. Discipline may include (but not be limited to): Parent conferences, noon/recess/before school detention, work detail, non-participation in extra-curricular activities, probation, suspension, and expulsion, and will be left to the discretion of the administration. Appeals with regard to discipline may be made to the school board.

Notifying Parents. It is important to notify parents when the behavior has escalated beyond normal redirection, is recurring, or is a major violation.

1. Behavior Notification Options – The demerits formerly used to document specific violations have been replaced by a collection of underlying principles. All specific infractions can be classified under one of the following categories:
 - a. Lack of Respect (for God, others, themselves, or school property)
 - b. Lack of Obedience (to direct staff instruction or school rules)
 - c. Lack of Responsibility
 - d. Lack of Kindness

- e. Late Assignment (Used for parent notification of assignment not turned in)
2. When to send –
- a. When Immediate Redirection initially occurs, there is no need to notify the parent. This is a normal part of the daily tasks of a teacher to instruct and train.
 - b. At the Direct Instruction level, the teacher should use discretion in determining if the notification should be sent.
 - c. When Administrative Referral occurs, school staff will document the situation in FACTS and contact the parents by phone.
 - d. **Exception:** If a student does not turn in an assignment when due, *always* send a behavior notification to parents. This will be critical to engaging parents in the process and receiving late assignments quicker.
3. How to write the notification – Please use care in writing email notifications. Emails by their very nature can be misinterpreted, as tone is difficult to determine. Stick to the facts and keep it short. If further explanation/background is needed, place a phone call to the parents to explain. Always send a copy of the notification to the principal.

Academics

Christian Philosophy of Education

- A. Reality. God is the personal and purposeful Creator and sustaining force of the universe. Reality in life involves understanding that God is real and is active in the lives of men and women today.
- B. Truth. All truth is God's truth. Truth is consistent throughout the universe. Truth exists and is absolute. God has shown Himself through His Scriptures, and man's understanding of truth comes through a study of the inspired Word of God and an understanding of His creation.
- C. Knowledge. All knowledge must be put in the context of Biblical truth. Any knowledge or personal conviction which serves as a guiding principle in an individual's life must be based upon the truth as revealed in God's inspired Word.
- D. Man. Man is a person created in the spiritual and moral image or likeness of God. Man's essential freedom of choice is affected by his inherent nature and his propensity to do either good or evil. Therefore, he is in need of special help to choose good and to find fulfillment in a reconciled life made possible by Jesus Christ, the divine Son of God.
- E. Christian Education. In order for an educational program to be academically sound and instructionally effective, it must be founded upon Christian education principles that recognize the true nature of God, of truth, of knowledge, and of man. Implicit in Christian education are these basic truths:
 - 1. Man does possess a spiritual dimension (Genesis 1:26-27).
 - 2. Education involves the total being: spiritual, intellectual, physical, and social (Proverbs 9:9)
 - 3. Each person possesses unique individual potential traits and needs (Romans 12:3-9).
 - 4. The educational experience must involve, as a primary emphasis, the development of Christian beliefs, attitudes, and skills.
 - 5. An integration of Biblical truth will be an inseparable and primary part of the total educational process. Christian concepts will be unified with, inseparable from, and central to the academic offerings.
 - 6. Youth need a steady influence while preparing to live in a complex society. Only the Bible has the answers to man's needs and longings, and, therefore, will serve as our final authority on all questions.

Curriculum

Longview Christian School uses a mixture of curriculum. The principals examine and select curriculum and may also consult with teachers in the selection process. LCS uses A Beka Book Publishers, Bob Jones University Publications, and other miscellaneous Christian school curriculum primarily. Non-Christian curriculum may be used, but must be supplemented with Biblical integration.

Homework

Generally, it will be the policy of the school not to assign large amounts of homework. However, when homework is assigned, it is to be geared to the student's ability and relative deficiencies.

- A. Homework provides a means of making parents aware of the academic level of the child.
- B. Homework allows parents to observe any difficulties encountered by the student in acquiring concepts and skills.
- C. Homework provides extra reinforcement of skills and concepts being taught in the classroom.

LCS Gradebook Setup

Below are a set of minimum standards for academics and grading. We hope that you will embrace them and understand what we are trying to accomplish. We recognize that there may be times when a teacher must deviate from these standards. Requests for such deviations must be presented in advance to the principal.

These policies apply only to core academic courses. If you teach a non-core class, you do not need to try to follow them. However, please do read them and consider how you might apply these principles to your gradebook. Are your grading policies fair and easy to defend when questioned? Perhaps you might determine there are areas in which you can improve as well.

- A. General Guidelines
 - 1. Design - Your gradebook and grading policies should be purposeful and well thought out, based on the subject matter and designed from your lesson plans.
 - 2. Number of Grades - The number of assignments, projects, quizzes, and tests should be sufficient to accomplish two main purposes: 1) They should be of adequate number and diverse medium for all students to properly absorb the subject matter. 2) They must provide sufficient means of recovering from an error. (If a student fails one assignment or quiz, it shouldn't be impossible to recover.)
 - 3. Categories - Gradebook categories must be accurate and preplanned. If you do not plan to utilize a category, it should be removed from your gradebook. Weighted percentage should be used to determine the weight of each category.
 - 4. Daily Maintenance – Daily assignments, homework, quizzes, and tests should be graded

and entered into FACTS within two school days after completion. Larger papers and assignments must be graded and entered within three school days. We want FACTS to be accurate and current for parents and students to follow. Incompletes should be treated as zeros (check the box in FACTS). Homework assignments and lesson plans for the coming week (M-F) should be accurately listed in FACTS for parents to obtain by end of the day on Thursday.

5. Participation Grades - Keep in mind that participation is very subjective. If you choose to use participation grades, they should be included in homework/coursework and must be tied to something specific and measurable. Students should always understand what the participation grade is based on and when they are receiving it. When possible, also communicate this to parents. One or two random participation grades in a quarter are difficult to defend. When possible, we would prefer to deal with a lack of participation through the discipline system and keep students' grades in the realm of information that is properly absorbed and reproduced.

B. Specific Category Weights

1. Elementary – As the subjects and student abilities are extremely diverse, it is very difficult to assign suggested weights. The younger the students, the more weight should be placed on daily assignments as opposed to tests and quizzes. In younger classes you may also find that participation grades are more appropriate.
2. Junior High and High School – These are suggested category weights designed by the school principal. If you do wish to deviate from them, your reasoning must be explained to the principal and approved in advance.
 - i. Homework/Coursework – 30%
 - ii. Quizzes – 30%
 - iii. Tests – 40%

C. Suggested Number of Grades:

1. Elementary – As the subjects and student abilities are extremely diverse, it is very difficult to assign a suggested number of grades. The younger students will have more daily work and fewer tests and quizzes. In younger classes you may also find that participation grades are more appropriate. Just remember that balance is important. The number of grades in category must be sufficient to overcome one bad grade, but student should be overwhelmed with too many graded assignments.
2. Junior High and High School – These are the suggested number of grades. These should be considered minimums. The goal in providing these minimums is not to increase the amount of homework. Many grades should be earned in the classroom. Just remember that the number of grades in each category must be sufficient to overcome one bad grade. If you do choose to deviate significantly from these guidelines, your reasoning must be explained to the principal and approved in advance.
 - i. Homework/Coursework – 7-10 grades per quarter

- ii. Quizzes – 3-4 grades per quarter
- iii. Tests – 2-3 grades per quarter

Doctrine in Bible teaching

Employees will avoid highly controversial topics as much as possible, especially as they relate to denominational issues. Issues such as the charismatic movement, sequence of events of the end times, mode of baptism after conversion, etc., are to be avoided and referred to the individual's local church.

Enrollment Limits Policy

At LCS, our goal of growth and expansion allows for increased and improved services, facilities, and faculty. However, smaller classes are essential to better teacher-student interactions and direct instruction. We have therefore established the following limits on class sizes and few related policies and special circumstances.

General Class Size Limits:

<u>Grade</u>	<u>Regular Capacity</u>
K	16
1st	17
2nd	18
3rd	18
4th	18
5th	19
6th	20
7th	21
8th	21
9th	22
10th	22
11th	22
12th	22

If a grade has more than one class, these limits are doubled or tripled according to the number of classes. We have also established two specific situations where the class size may exceed these limits:

1. **Adding an Aide** -If we add a full-time teacher's aide to the classroom, the capacity may increase by 6 students if the classroom space is sufficient for the number of students enrolled. The decision to add an aide and increase capacity will be made on case-by-case basis by the principal and administrator.

2. **Max Capacity Spaces** - All classes may exceed the regular capacity by up to two additional spaces (max capacity) if the additional student(s) meet any of these special circumstances:
 - a. If a new family applies and has multiple students, and one of the classes needed by their children is at capacity, max capacity spaces can be made available for that student.
 - b. If a new employee is hired who has children to enroll at LCS, and one of the classes needed by his/her children is at capacity, max capacity spaces can be made available for that student.
 - c. If a returning student does not reenroll in time and the class reaches regular capacity, max capacity spaces can be made available for that student.
 - d. Max capacity spaces may not be available in situations where the administrative staff believe adding a student would result in negative situations for the entire class.

Field Trips

Field trips are viewed as an extension and reinforcement of classroom experience and, therefore, represent a legitimate function of the instructional program. In all cases, teachers must be aware of the potential legal exposure that can result from student injury. Prudent and reasonable care must be exercised at all times.

All field trip requests should be submitted in writing at least one week prior to the departure date (specify means of transportation).

Supervision on the field trip should be equal to the potential hazards and dangers to be encountered.

All "special duty" personnel should be notified of the field trip, i.e. physical education teacher, music teacher, lunchroom, etc.

No fees are charged to parents for field trips. All field trips are included in tuition costs. Field trip expenses should be estimated in the field trip request and submitted for approval.

Reporting Student Progress to Parents

Reporting student progress is an important yet difficult part of parent/teacher communications. The reporting process is meant to convey student growth. Several reporting methods will be utilized. In each case, the focus will be upon the individual, not the group or a comparison with a group.

- A. **Progress Reports.** Progress and behavior reports will be sent home at mid nine weeks. If the need arises, more extensive reports will be sent home for parent examination throughout the year.
- B. **Conferences.** A parent or a teacher may request a conference at any time. Frequent communication is highly encouraged. When a parent receives a progress report or report card, they should already be aware of how the student is doing. No surprises! Below are the schedule conferences for the year.

- a. Elementary - Regularly scheduled conferences will be a part of the school's reporting process. Parents must attend these conferences. These conferences are normally held the week before Martin Luther King Jr. Day in January, but may be scheduled earlier in the year.
- b. Junior High and High School - Conferences will be a part of the school's reporting process and are held on an as needed basis. A conference is mandatory if the student has a failing grade at semester. Parents must attend these conferences. These conferences are normally held the week before Martin Luther King Jr. Day in January.
- C. **Parent Visitation.** Parents are encouraged to visit the school on an informal basis to observe their child in an instructional setting. All visitors must check in at the office. Parents are also encouraged to discuss the student's progress with teachers. Teachers should schedule appointments in advance to ensure adequate time with parents. Parents are not to disrupt classes.
- D. **Weekly Work Folders (Grades K-5).** A folder containing student work done each week will be sent home weekly.
- E. **Report Cards.** Report cards will be sent home at the end of each quarter. Teachers are expected to include comments on the report cards for each student as instructed by the principal.

Grading Policies

- Late Work
 - K-5th grade - 10 points taken off for each day daily work is late. 15-20 points taken off each day projects/book reports are late. On the third day after the due date, the student will receive a zero.
 - 6th-12th grade - 15 points taken off for each day daily work is late. 20 points taken off each day projects/book reports are late. On the third day after the due date, the student will receive a zero.
- Failed Tests - LCS teachers seek to bring mastery in our academics while extending grace to our students when we can. Our retake policy is for students in 6th-12th grade. A student may retake a quiz or a test at the teacher's discretion. The student must ask to retake the quiz or test as soon as possible. Any retakes must be done before the current quarter ends. The teacher may deny a request to retest if the student does not present a valid reason, if the student has waited too long to make the request, or if the student habitually makes such a request. A teacher may require a student to retake a quiz or test whenever he or she thinks it would benefit that student to do so. If the student passes the retake, it is up to the teacher's discretion to give the student a 70 as the final grade or the average of the two scores.
- Make-up Work/Tests – If a student's absence is excused (see attendance policy), that

student will have 1 day for each day they were absent to make up their work and take tests that were missed. If the absence is unexcused, no make-up work will be accepted, and all daily work and tests missed will be given a zero.

- Athletic Travel/Homework Policy - When athletes have out of town games that arrive back to town late at night, they may be given one extra day to complete homework assignments. If the arrival time at the school is after 9:00pm, the extra day rule will be in effect. If they arrive before 9:00, homework will be due as originally assigned. This policy does not apply to tests or long-term projects, only daily homework. The understanding is that if they have had multiple days to prepare (tests, major projects, papers, etc.), then they should do the work in advance, knowing the game will be late. If it is an assignment/homework from the daily lesson or quiz related to the daily reading assignment, then they get an extra day to complete. The normal rules regarding late assignments will be in place if homework is not turned in the following day. The coach/AD is responsible for notifying an appropriate staff member to inform teachers of late arrivals.
- Students Grading – Students are never allowed to grade another student’s work. This scenario can cause important privacy and accuracy concerns. Inaccurate grading can also cause future errors on final exams. On class assignments and homework, students may grade their own work using a red pen. At least once every two weeks (at random intervals) teachers should recheck students’ self-graded work checking for accuracy and signs of cheating. All papers and tests must be graded by the teacher or teacher’s aide.
- Family Vacations or Activities - Vacations can be special times for parents and children. Our school's philosophy encourages development of close family relationships that can be strengthened on vacation trips. If a family vacation or activity is scheduled during school days, make-up work will follow the policy stated above for excused absences. We encourage parents to schedule family vacations during breaks and holidays if possible.
- Missed work for tardies - Any work missed because a child is late to class will be sent home to be done for homework that night. Missed tests will be given during the day at the teacher's convenience.
- Communication with parents
 - Because we partner with Christian parents in the education of their children, parents should be very involved in the details of their child’s education.
 - As previously stated, for students who are struggling, report cards should simply report the information the teacher has already communicated to the parents. Parents should never be surprised by poor grades. Teachers and parents should be working together from the start to help students improve their grades.
 - Incomplete assignments
 - Grades K-5th – If a student fails to turn in an assignment on time, this information should always be recorded in the student’s daily folder.
 - Grades 6th-12th – If a student fails to turn in an assignment on time, an email

notification should be sent to the parents every time.

- Cross-subject grading – As a part of our education philosophy at LCS, we believe that students are learning information to be able to implement in life. While we do focus on individual subjects one class at a time, we do not individualize those subjects for the purposes of grading. Students are expected to utilize learned skills across subjects according to their grade level. This principle should be employed in all grades, but especially at the junior high and high school levels. If you are a highly specialized teacher that feels inadequate grading in this manner, ask for help. The other teachers and office personnel can provide assistance. Some practical examples of this philosophy:
 - For essays and research papers in any class, points should be deducted for improper English or spelling. This might be a costlier deduction in the English class than the Bible class, but poor writing must be corrected consistently at every level.
 - A science question might also require mathematics to answer correctly. If they display mastery of the scientific principle, but fail to answer correctly due to miscalculation, they may only receive partial credit. We must deduct for the math error because we expect the principles learned in math class to be applied correctly in science class as well.

Tests, Exams, and Special Assignments (Grades 6th – 12th)

We believe that speaking and writing skills are essential to future success. We also desire to inspire students to truly think. If they are simply regurgitating facts and information, we are failing at our job.

To that end, public speaking opportunities, writing assignments, and creative thinking should be integrated across all subjects as much as possible. Essays and verbal presentations are excellent tools to prepare them for the future. Tests and exams should not be all multiple-choice questions. Ask questions that require essay responses. Ask questions that require the students to apply the principles they have learned to real world situations, not just to recite information.

Test Reviews (Grades 6th – 12th)

One of the goals of an LCS education is to graduate students who are prepared for college. Two important aspects of being ready for that next step are:

1. *Retaining* the knowledge conveyed to them in the classroom and through assignments.
2. Knowing *how to study, think critically, and evaluate* which facts and concepts are most important to remember.

Our goal is **not** to graduate students with high GPAs, unless that GPA is a reflection of the knowledge they have truly learned and retained.

With that principle in mind, teachers must be very careful in how they review for important tests and final exams. These tests are designed to determine what knowledge was retained from weeks of classroom lectures, quizzes, homework, and projects. To provide a complete review prior to the test has the potential to allow students to “cram” information (short-term memory) to score well on the test, but retain little.

Test reviews should guide students. They should help students navigate their own notes to determine what concepts are most important and what information will probably be tested. Teachers should not provide comprehensive review materials or “cheat sheets” as a part of the review. These types of materials marginalize the work that should have been done all semester.

This policy must be explained to students and parents at the beginning of the year, so that they can properly prepare. Increasing the responsibility required from the students may be difficult on them, but it will better prepare them for life. We are here to call them to excellence in all things.

Final Exams (Grades 9th – 12th)

At the end of each semester, high school students will have final exams in all core classes over the last two days of the semester. The schedule will be revised so that each student has no more than three exams per day. No elective classes will meet on exam days and students will be dismissed early.

All high school students are required to take final exams. All exams are to be given according to the exam schedule that will be published at least one week prior. Students who have an individualized education plan may have certain accommodations, but still must take the exams. Seniors who have an “A” average for the entire school year in a class are exempt from the final at the end of the school year. All seniors will take finals at the end of the fall semester.

Final exams should be comprehensive and include material from the full semester. All material covered on the exam must have been previously tested in the class during the semester. There can not be any new material not included on previous tests. The two days prior to exams are used for review. Please refer to the section immediately preceding this one for guidance on exam reviews.

Classroom Duties and Responsibilities

Classroom Environment and Expectations

It is critical that you start the year the right way. The first few days can set the tone and expectation for the entire year. This time should include a large amount of student training and developing relationships.

- Develop classroom rules with the students' input.
- Allow for open discuss of school policy to develop an understanding of the reasons the rules exist and to propose changes when appropriate.
- Set expectations for behavior, participation, etc.
- Emphasize changes you have made from previous years in style, rules, or expectations.
- First time obedience is key. Slow obedience is disobedience.
- Show concern and interest for the students' lives.
- Ask them how they learn best. What can you do to help them learn?
- Get to know the students (especially those who are new).

We expect our teachers to manage class time effectively. The time you have with them each day is limited and must be maximized. We want our teachers to spending the majority of the class time teaching utilizing lectures, creative examples, interactive experiences, and group discussion. A portion of the end of the class may be used for completion of assignments or homework, but we do not want our classrooms to be primarily composed of self-paced, individualized work.

- Be prepared. Advanced planning will give a teacher confidence and relieve stress.
- Utilize the entire period. 45 minutes is a relatively short amount of time, and it should be extremely rare that the combination of instruction, discussion, and completion of classwork/homework assignments doesn't take the full class period.
- Never allow your class to become a study hall. Even if you are finished with the lesson/assignment, seize the opportunity to review previous concepts or share real-world applications. You can also share from the heart, build relationships, or achieve one of our student targets.
- At no time during the class period should a teacher be doing busy work at his/her desk. Your off period and after school are the appropriate times for grading, planning, and communication. If students are working individually on an assignment, the teacher should be walking the room, monitoring progress, answering questions, and giving one-on-one assistance to students who are struggling.

It is our desire that teachers and students maintain a high level of excellence in the classroom.

- Keep a neat, tidy room – train students to keep the room nice. Chairs should be pushed in and

tables should be neat. Trash is not to be left on the floor. Take a look around the room before students are dismissed and have them clean up any messes. Lead by example.

- We want to have classes that are ideal for learning and respectful of school property. Laying on the floor is never acceptable at the junior high and high school level. Sitting/standing on tables or desks is also not appropriate.
- Students should not be sent to the hall to work on assignments or do make up work. If they missed a test, they should make it up in advisory period, before/after school, or during break/lunch. They should not miss another class period to take a test. Student supervision is critical. If students are working in groups, the teacher should be able to see all of the students and should be walking from group to group, guiding and directing.
- Students who want to achieve just the minimum required have a heart issue that should be addressed. "Good enough" is not our goal.

General classroom duties include:

- A comfortable room is of utmost importance. The teacher is responsible for the appearance of the classroom.
- Attractive bulletin boards should be displayed and changed on a regular basis.
- The teacher should regularly inspect the condition of students' desks and other classroom furniture.
- Although custodial service is provided, students should be responsible for certain "housekeeping duties" such as:
 - Straighten up classroom.
 - Clean desktops periodically.
 - Clean whiteboards and trays.
- Utilize all available lights to illuminate the room. Be sure all lights are turned off when the room is not in use.
- Maintain a comfortable room temperature.
- Send maintenance requests via the #facility-request channel in Slack.
- The teacher should review all health records to determine if any student requires special seating consideration because of impaired vision or hearing.

Attendance Policy and Procedure

It is the responsibility of the student and parents to develop the habit of being punctual and regular in attendance. Attendance is necessary if the maximum amount of benefit is to be received from the LCS program.

- A. Absences. At LCS we recognize that God has given the responsibility to raise and educate children to the parents. Therefore, the parents have the final say in where and how a child is

educated. We appreciate that our parents have chosen to trust us to assist in that endeavor. It is this understanding that that gives way to our very simple policy regarding excused and unexcused absences. Any absence that is determined to be excused by the parent is excused by the school. An absence is only unexcused when the parent determines it to be so.

- a. Excused absences – When the absence is excused, the student is allowed to make up work as described in the grading policy.
 - b. Unexcused absences – When the absence is unexcused (truancy), all missed work will be given a zero grade.
 - c. Cumulative absences – While we recognize the parents are the authority in determining how a student is educated, we are also responsible for the quality of the education we are giving our students. Excessive absences lead to an inability to truly master the material. Class time is also a large part of the grade received. When a student accumulates 10 absences in a semester, 3 points are taken off of the total semester grade. For each absence over 10, an additional point will be taken off of the semester grade. (i.e. 13 absences would reduce the semester grade by 6 points.) The penalty for cumulative absences applies to all grades.
 - d. Elementary – Absences are tallied on full day or half day basis. There are seven hours in a day.
 - i. Present – Attends at least 6 hours in the day.
 - ii. Half Day Present – Attends between 2 and 6 hours in the day.
 - iii. Absent – Attends less than 2 hours in the day.
 - e. Junior High and High School – Absences are tallied by class period. A student could have a different number of absences in each class. The penalty for cumulative absences is applied individually on a class by class basis.
- B. Perfect Attendance.
- a. Elementary – Students are allowed one half day absence and will still qualify for perfect attendance. Two half days or one full day absence will eliminate the possibility for perfect attendance.
 - b. Junior High and High School – Students can miss up to 4 class periods over the course of the school year and still maintain perfect attendance. If 5 or more periods are missed, they will not earn perfect attendance.
- C. Early Dismissal. Checking out of school early is strongly discouraged. Parents are asked to try to schedule all medical appointments for before or after school hours. However, when it is necessary for a child to be taken from school before dismissal, the school office and teacher should be notified in advance if possible. Parents must go to the school office to pick up their child. All students must be accompanied by a parent or guardian to leave campus unless written permission is given.

- D. Tardiness. It is important for students to be on time to school each morning. Each student is expected to be in classroom, fully prepared when the day begins. Penalties for tardiness (excluding tardies due to appointment):
- a. Elementary – Students are counted tardy if they are not in class ready to start the day at 8:30. The third tardy and each additional tardy per quarter will be charged a \$5 tardy fee.
 - b. Junior High and High School – Students are counted tardy if they are late to morning devotions (in class or in the band hall starting at 8:30). The third tardy and each additional tardy per quarter will be charged a \$5 tardy fee. When students are late to class during the day it is addressed using the discipline system previously discussed.
- E. Recording Procedures: All tardies and absences are tracked through FACTS.
- a. Elementary - At the end of the day, record a student’s attendance in the Homeroom class in FACTS according to the policies above. Students may be classified as:
 - i. P-Present – Arrived on time and stayed at least 6 hours.
 - ii. AE-Absent Excused – Did not attend school or stayed less than 2 hours.
 - iii. AE/2-Half Day Absence - Attends between 2 and 6 hours in one day. If the student was also tardy, do not record the tardy.
 - iv. SA - Student Activity - Student is absent from class but involved in an LCS activity.
 - v. TE-Tardy Excused – Student arrived to school between 8:30 and 9:30 without a medical excuse or appointment.
 - vi. TA-Tardy Appointment – Student arrived to school between 8:30 and 9:30 with a medical excuse or due to an appointment.
 - b. Junior High.
 - i. First Period– Junior High teachers take attendance at the beginning of the period. Please send a Slack message on “JH Teachers” if a student is missing and it was not previously arranged. Do not use “Homeroom” to record attendance. First period attendance is recorded in the first period class. Students may be classified as:
 1. P-Present – Arrived on time.
 2. AE-Absent Excused – Did not attend class or arrived after 8:45.
 3. SA-Student Activity - Student is absent from class but involved in an LCS activity.
 4. TE-Tardy Excused – Student arrived at school between 8:30 and 8:45 without a medical excuse or proof of an appointment.
 5. TA-Tardy Appointment – Student arrived at school between 8:30 and 8:45 with a medical excuse or due to an appointment.
 - ii. Second Period and Beyond – If a student is missing and was not previously announced as absent or leaving, please send a Slack message on JH teachers. When recording attendance 2nd period and after, students may be classified as:

1. P-Present – Arrived on time attended at least 30 minutes of class.
 2. AE-Absent Excused – Did not attend class or attended less than 30 minutes of class.
 3. SA-Student Activity - Student is absent from class, but involved in an LCS activity.
 4. L-Late – Student is late to class but attends at least 30 minutes. Please do not use TA or TE in any period except 1st period.
- c. High School.
- i. Chapel/Advisory Period – Attendance at chapel is kept on the high school clipboard. The clipboard is turned into the office receptionist to contact parents and record tardies in the Homeroom class. Attendance in advisory is kept in FACTS by the Homeroom teacher. When recording chapel or advisory attendance, students may be classified as:
 1. P-Present – Arrived on time attended.
 2. TE-Tardy Excused – Arrived after 8:30 am.
 3. TA-Tardy Appointment – Arrived after 8:30 am, but was tardy due to an appointment.
 4. AE-Absent Excused – Did not attend chapel or advisory.
 5. SA-Student Activity – Student is absent but involved in an LCS activity.
 6. CD-College Day – Student is on an approved trip visiting a college or university.
 - ii. First Period and Beyond - If a student is missing and was not previously announced as absent or leaving, please send a Slack message on HS teachers. When recording class attendance, students may be classified as:
 1. P-Present – Arrived on time attended at least 30 minutes of class.
 2. AE-Absent Excused – Did not attend class or attended less than 30 minutes of class.
 3. SA-Student Activity – Student is absent but involved in an LCS activity.
 4. L-Late – Student is late to class but attends at least 30 minutes. Do not use TA or TE outside of chapel and advisory attendance.
 5. CD-College Day – Student is on an approved trip visiting a college or university.

Student Records

The maintenance of accurate and complete student records is a vital part of the teacher's daily responsibilities. Student records should never be taken from the building nor be accessible to students. Teachers should be aware of the "Right-of-Access-to-Records" policy employed by the school. Any requests to examine student records should be referred to the administrator.

Student Enrollment and Cumulative Records. These records are kept and maintained in the school office and/or on FACTS:

1. Application for Admission.
2. Medical History
3. Immunization Record.
4. Achievement Testing Profiles.
5. Transcripts.
6. Attendance Record.
7. Birth Certificate.
8. Hearing and Vision Test.
9. Records from previous school.

Classroom Records. These records are kept and maintained by the teachers through use of FACTS:

1. Daily attendance.
2. Reading Test results.
3. Progress Reports.
4. Disciplinary notes.
5. Records of overdue books, fines, or fees.
6. Daily, weekly, yearly records.

End of Year Procedure. These records should be consolidated at the end of each school year and a determination made by the administrator as to what information should be added to the Student Cumulative Record.

Student Withdrawals

The school office will handle all procedures for students permanently transferring from the school. Teachers are never to release final report cards or students records to a parent. Check with the administrator if you have a question about the withdrawal procedure.

Preparation Period

A preparation period is provided for each teacher as a planning time for instructional purposes. Some of this time may be used for parent conferences, meeting with the principal, or working with individual students.

Policy Governing Substitute Teachers

Substitute teachers must meet the same spiritual and personal qualifications as established for full

time teachers.

Procedure Governing Substitute Teachers

Situations do occur when teachers must be absent from their classroom duties. Each teacher should do his/her best to notify the principal in advance so that he may obtain an approved substitute. The teacher should strive to supply at least two (2) days' activities for the class.

Teachers will also provide for the substitute:

1. Class rolls.
2. Seating charts.
3. Lesson plans.
4. Daily schedule.
5. Location of textbooks, workbooks, etc.
6. Any out-of-classroom responsibilities for the day.
7. Adequate, clear, concise instructions

There will be times when a teacher may turn ill suddenly and be unable to adequately provide specific instructions for the substitute. Every teacher should keep a substitute information sheet with as much general information as possible to assist in these situations. Please provide as much information as possible so that our substitutes are well-informed and equipped to step into your role.

Room Mothers

PTA will coordinate with teachers to assign room mothers to assist with class parties and activities throughout the school year.

Safety and Security

Personnel and Specific Duties Related to Safety and Security

All staff members are expected to 1) maintain a knowledge of policies and procedures related to physical security, 2) receive AHA certification in first aid, CPR, and AED, 3) must have a thorough background check, and 4) be prepared to calmly assist in drills and actual emergencies in their designated role. In an actual emergency, the staff roles listed below are in the order of the chain of command. The first staff member on scene will be the incident commander until a staff member of higher rank arrives on the scene.

Administrator - The administrator is the chief executive officer of the school and holds primary responsibility for both routine and emergency school activities including security events. He/she serves as the primary authority over the security program and corrects failures of staff and students to adhere to policy. He/she also oversees the release of information used by the school during a security event.

Principal – The principal is the chief operating officer of the school and holds primary responsibility for both routine and emergency school activities including security events. He/she serves as a primary authority over the security program and corrects failures of staff and students to adhere to policy.

Chief Safety Advisor/Facilities Manager – The chief safety advisor (CSA) assists the administrator and principal in the management of the Safety and Security Policy serving as their primary adviser in safety related issues. The Facilities Manager oversees the maintenance and safety of the physical structures and property of the school.

Campus Pastor/Counselors – The campus pastor and school counselors assist the principal in addressing the emotional and psychological needs of the students and staff.

Teachers – Teachers are the primary individuals who ensure the day to day safety of students placed in their care. Teachers will be assigned a partner from an adjacent classroom for mutual assistance in the event of emergencies.

Support Staff – Support staff includes any staff positions who are not members of the faculty or other previously enumerated positions. Their primary job is that of assisting wherever they are needed and helping student remain calm and safe.

Physical Security

Exterior accessibility - All doors accessible to the exterior of campus must always remain locked, except for the main office entrance. Windows should remain closed and locked. Perimeter fencing must be in

place along the entire campus. Doors accessible only to the interior of campus may remain open for student access. All visitors and late students must enter through the office at the ELC.

Alarm System – The school will maintain a security alarm on the buildings. Staff and faculty will receive the code for the system. The last faculty or staff member on campus must set the alarm upon departure from the premises. Staff may not provide the code to any person who is not a member of the school staff.

Cameras – The school will maintain and operate a camera system. The facilities manager, administrator, and principal will have access to the camera system. In the event of a crime, camera footage will be used for the investigation by the school and law enforcement. Video of students will not be released to any person outside the school staff except law enforcement and the student's parents.

Evacuation Routes/Muster Areas – The facilities manager and the administrator will work together to establish evacuation routes and muster areas for each room on the school campus. Separate routes should be developed for escaping the building and tornado situations. All evacuation routes and muster areas must be posted by the door in each room on campus.

Emergency Supplies – Every classroom must be equipped with the following supplies: scissors, basic first aid kit, and a battery-operated two-way radio. The gym must contain: an AED, a first aid kit, and a battery-operated two-way radio. The office must contain: an AED, a first aid kit, and a battery-operated two-way radio.

General Operations

Arrival/Departure (Student Release) –

- Arrival - All students must go immediately to their assigned areas upon arrival. Students must stay in their arrival area until released by a teacher to their classroom. Arrival areas must be monitored by a staff member at all times. Any gates which are opened for student arrival must be locked promptly at the end of the arrival period. All late students must go through the office.
- Departure - Students should wait in their designated areas for pick up. Teachers must put the children in their vehicles and verify that they have an official car tag with the correct number. The office must maintain records of adults who are allowed to pick up each child. Students may only be released to adults who are on their list. If an adult is not on the list, and the parent did not send a written note authorizing that adult, students must not be released. When the departure time elapses, any remaining students will be sent to the office. Any doors opened for student departure must be closed promptly after any remaining students are sent to the office. Any student drivers who leave early must sign out before departure.

Medication – All medication must be held by the office in a safe, monitored location. Some exceptions may exist (such as inhalers). In the case of these medications, the teacher or coach will maintain possession of the medication. Students needing medication must provide it to the office in advance. Only medication provided by parents may be given to a student. (The school will provide pain reliever medication if approved by the parent.) The office must maintain a record of all medication issued to students.

Event Security

School Assemblies – Assembly involve greater risk because of the large number of people present. A designated member of the staff must be present at all events to manage any emergency situation. This staff member must know all emergency responses and be equipped with a cellular phone. A first aid kit and AED must be available at the sight of any school assembly. Tornado/Evacuation plans must be formulated for the event’s location and number of people.

Sporting Events – All general assembly procedures apply to sporting events. The designated staff member is also responsible for enforcing any ejections issued by the referee or athletic director.

Emergency Actions

Evacuation (Fire Drill) – Fire drills must be practiced at least once every two months.

- In the event of a fire or other cause to evacuate, all students and staff should calmly follow their evacuation routes to the designated muster area (baseball field).
- Classes from adjacent rooms will follow the same routes with one teacher in the lead and the other following the students.
- If one of the teachers is absent, another staff member, student assistant, or substitute may take one of the positions.
- At the muster area, classes should stand quietly in neat lines and maintain their positions until new instructions are given.
- Teachers will ensure that all students are present and uninjured.
- At this point, one teacher from each pair may be pulled out of the muster area and assigned to other duties if needed.
- If the need arises to evacuate from the campus, all personnel will proceed to their muster areas as described above. Students and teachers will be loaded onto school busses and transported to the off-campus evacuation site (HighRidge Church). Upon arrival at the site, student will be directed to the muster area and wait quietly for further instructions.

Tornado Drill – Tornado drills must be practiced at least once per semester.

- In the event of a tornado, all students and staff should calmly follow their evacuation routes to the designated tornado muster area.
- Classes from adjacent rooms will follow the same routes with one teacher in the lead and the other following the students.
- If one of the teachers is absent, another staff member, substitute, or student assistant may take one of the positions.
- At the muster area, classes should sit along the walls in neat lines. The child should be sitting/kneeling facing the wall, with his/her hands over the back of his/her head and neck, tucked into a ball. In a drill, students should practice the proper position, but need not maintain it. In an actual tornado situation, students must maintain the position until the threat has passed.
- At this point, one teacher from each pair may be pulled out of the muster area and assigned to other duties if needed.

Active Threat – Every potential threat to the school/students has a unique set of circumstances that must be approached from a unique perspective to ensure the best possible outcome. Seconds are lives. All you need to do is buy time. In the case of an active shooter or rogue individual on campus, it is important that we follow these general guidelines while maintaining a calm presence.

- Alert - Relay real-time information of the shooter's whereabouts through every means of communications as quickly as possible. Do not use codes. Simultaneously call 911 and stay on the phone with them as long as possible.
- Run - Your best possible chance of survival is to get out of harm's way. There are times when a lock down is appropriate, but often the best option is to get your students as far away from the danger as possible. This means you need information and creative thinking. Where is the danger? Which direction should you run? Evacuation strategies may include exiting windows, etc.
- Hide - If it is not possible to get out, then hide out. But don't just turn off the lights and lock the door; barricade the door as best as you can. Make it impossible for the threat to enter your office or classroom. If you can move your students safely to a better hiding place (i.e. a locked storage room), then do so.
- Fight - If the shooter steps into your office or classroom, then you need to be ready to disrupt his accuracy and keep him from taking another shot. Throw anything you have, move about the room, and be ready to subdue him until the authorities arrive.

Lock Down – If a potential threat can be prevented from entering the campus, lock down procedures will be implemented. Listen for instructions over the school PA system and the radios. Lock down

should be practiced at least once per year.

- Level 1 (Lock Down) - All exterior doors must be secured and windows be obscured as best as possible. Designated staff members will be responsible for securing any unsecured exterior doors. Teachers will each secure their classroom door. Within the classroom, students will be directed to sit on the floor away from doors and windows. Students and staff will maintain their position until clearance is given by the incident commander or they are evacuated by emergency personnel. If students are outside at the time of a lock down, teachers will transition to a lock down via a reverse evacuation.
- Level 2 (Lock Out) - All exterior doors must be secured and windows be obscured as best as possible. Designated staff members will be responsible for secure any unsecured exterior doors. During a Level 2 lock out, school will continue as normal within the buildings. Students may change classes within a building but may not travel between buildings. All students and staff must stay in their present building until clearance is given by the incident commander.

Emergency Student Release – In the event of a crisis situation, students will not be released to parents in the routine student pick-up procedure.

- All students will be directed to a designated muster area (not the evacuation or tornado muster areas).
- As parents arrive, they must be directed to a separate area and sign in.
- Runners (teachers, staff, or student assistants) will bring children to their parents one family at a time.
- Any parents whose children are not available will be directed to a counseling room near the parent area.
- Runners will continue to bring children to the parents until all students have been released.

Incident Command System

Purpose

- Foster systematic approach to emergency management
- Provide means of a coordinated response to emergencies of all sizes
- Provide continuity throughout crisis situations
- Promote uniformity in emergency responses

Emergency Management Team (EMT)

- Incident Commander - The incident commander holds authority over all decisions regarding response to an emergency situation. The standard chain of command in rising order: First staff

on scene, teacher, counselor/campus pastor or facilities manager (depending on the nature of the event), vice principal, CSA, principal, administrator, and representative from a responding law enforcement agency or fire department (depending on the event).

- Interagency Liaison - The individual who coordinates with emergency service providers in an emergency. This position is primarily filled by the administrator or the CSA.
- Media Liaison - The individual who responds to media in an emergency situation. The incident commander must designate one person to fill this position after the initial emergency has been addressed. Media should be directed to one location to wait for information. Personnel who are not the media liaison should respond to media by directing them to the designated area and saying, "Please wait in the designated area for the school to provide an official response."

General Principles/Considerations - The following are a series of general priorities and actions that apply to all emergency procedures.

- Faculty/staff members must stay calm in any emergency situation. Students will absorb and mimic the reaction of the teacher present. Faculty/staff members must attempt to keep those around them as calm as possible.
- Faculty/staff members' primary duty in an emergency situation is the safety of the students in their care.
- Faculty/Staff should utilize good judgment in the execution of emergency procedures.
- Cellular phones should not be used *by students* in an emergency. We do not want to cause panic among our parents or the community with inaccurate information. They also must always be attentive to staff instructions. School staff SHOULD use their cell phones to contact emergency responders. When in doubt, get back up on the way. At the onset of any emergency, all staff members should turn on their emergency radios to channel 1.
- While the school cannot abridge a faculty/staff member's legal right to self-defense, as a matter of policy, every effort must be made to hide and/or escape from a threat before any force is used. Force may only be used if an inescapable threat of deadly force is present by a subject. (Alert > Run > Hide > Fight)
- When it is safe to do so, faculty/staff members should work to create a perimeter around and maintain the integrity of the scene of any incident in order to aid investigations by law enforcement agencies.

Responses

- *Fights/Assault* - The responding staff member will separate the involved parties if it is safe to do so. (In severe multi-party fights or dangerous fights involving weapons, create a perimeter and call 911.) The involved parties and any witness will be held in separate locations. The principal and administrator will be notified with the highest receiving incident command. The incident commander will question all subjects in an effort to determine the specifics of the incident.

Appropriate disciplinary procedures will be issued to involved parties. Parents of all involved parties should be notified when it is safe.

- *Sexual Abuse* - This includes any action of a sexual nature directed toward another person. The incident commander should immediately separate involved parties. The involved parties and any witness will be held in separate locations. The administrator, principal, school counselor, and CSA will be notified with the highest responder receiving incident command. The incident commander will question all subjects in an effort to determine the specifics of the incident. Longview Police Department will be notified when appropriate and assume incident command when they arrive. Appropriate disciplinary procedures will be issued to involved parties. Any case of sexual misconduct will result in notification to the school board. Longview Christian School will fully cooperate with any police investigation. Parents of all involved parties should be notified when it is safe.
- *Custody Disputes* - Custody Disputes can be defined as any dispute between parents or family members with custodial rights to a child. The incident commander will notify the administrator, principal, school counselor, and CSA the highest of whom will assume incident command on arrival. The incident commander should attempt to keep both parties calm and separated if possible. Because of the volatile nature of custody disputes, they warrant LPD call out. Upon arrival, LPD will assume control of the incident. Staff will assist LPD as directed. The primary concern is to shield students from verbal and physical harm. Presence of a non-custodial parent will be treated as an external threat or intruder incident.
- *Missing Person* - A missing person incident can be defined as any event in which a student or staff member cannot be found. Any missing person event immediately warrants the notification of the administrator or principal who will take command and other members of the emergency management team. All students will be instructed to remain in their current classrooms. Each teacher will be contacted and verify that the missing person is not in their class. At the discretion of the incident commander, staff and faculty will be assigned to search the campus for the missing person. If the subject cannot be found in a reasonable time, parents and LPD will be called to the scene. Upon arrival, Longview Police will assume command and Longview Christian School will assist in their investigation.
- *On Campus Possession of Weapons* - Possession of a weapon is defined as any person on campus being found in possession of any object classified as a weapon under the Texas Penal Code including (but not limited to) firearms, illegal knives, chemical dispersants, swords and martial arts weapons. Legal knives are not classified as weapons; therefore student possession of such objects warrants disciplinary action but not activation of this procedure. The initial incident commander will immediately notify the members of the emergency management team who will assume command of the incident. The incident commander may initiate a lock down (firearms warrant Level 1). The emergency management team will request assistance from Longview Police Department. If the initially responding staff member is not confronted with the weapon, he/she will clear students from the area if safe to do so and create a perimeter

around the person in possession of the weapon. If the initial responder is confronted with the weapon, he/she will calmly attempt to get the subject to set the weapon on the ground and move away from it. If the subject complies, the teacher will place a trash can on the weapon and hold the subject until emergency responders arrive. If the subject does not comply, the teacher should attempt to keep the subject calm while trying to extricate other students and themselves from the situation. If this is not possible, the teacher should attempt to keep the subject calm while shielding students from the threat as much as possible and wait for emergency services to respond. The teacher on scene should not attempt to forcibly take a weapon from a subject unless the subject commences an action that constitutes deadly force. As soon as police arrive, they will assume incident command. If students or staff are held against their will, response will transition into the Hostage section below. If a firearm is used, then response will transition into Active Shooter section below. Emergency Student Release procedures will be activated when it is safe to do so.

- *Terroristic Threats* - Terroristic Threats are defined as “threat that places any person or persons in fear of imminent serious bodily injury.” The person who receives the threat will immediately activate the emergency management team. The administrator, principal, and chief safety advisor are to be notified 24/7. The incident commander will contact police and work with them to determine the veracity of the threat. If the threat is made anonymously via a note, email, or telephone call, the primary goal of the EMT will be to ascertain the identity of the subject. Once the subject is identified, police and or school officials will make contact with the subject and administer appropriate interrogation/discipline of the individual(s). If the threat targets a specific person, that person must be notified of the threat so that they may take actions to secure their person and property. If the threat targets the school at large, the incident commander must decide whether a lock down or evacuation is warranted. If the threat targets a school event, the incident commander must decide whether to go forward with the event. If the event is held, the school must provide heightened security appropriate to the level of the threat. If the threat is made verbally to a member of the staff or a student of the school, all involved parties should be held separately. The incident commander will then initiate an investigation and response to the threat with the assistance of police.
- *External Threat* - Any threat near the campus that could pose a danger to the school constitutes an external threat. Any student or staff member who becomes aware of an external threat will immediately notify the emergency management team activating the incident command system. The incident commander may initiate a lock down when appropriate. The incident command team will notify emergency service providers. The lock down will be maintained until the threat is clear. If the threat does enter the campus, the response will transition to whichever is appropriate for the new situation.
- *Bomb Threats* - Any threat that indicates an explosion or explosive device will be used to cause damage to property, injury, or death constitutes a bomb threat. The person who receives the threat will immediately activate the emergency management team. The administrator,

principal, and chief safety advisor are to be notified 24/7. The incident commander will contact police and work with them to determine the veracity of the threat. If the threat is made anonymously via a note, email, or telephone call, the primary goal of the EMT will be to ascertain the identity of the subject. If the threat is made via telephone, the person who answers the telephone should keep the caller on the line as long as possible and obtain as much information as he/she can. The incident commander will activate the emergency evacuation procedure. The incident commander must decide whether to evacuate personnel off site. After students are safely away from danger, the incident commander will activate emergency student release procedures. The LCS emergency management team will assist emergency service providers in the investigation and safe resolution of the incident. If the threat is made against a school event, the event will be cancelled (or postponed pending investigation). If the threat is created by a strange parcel or unattended container, school personnel will evacuate from the area of the container and emergency service providers will be called on to investigate the article.

- *Medical Emergency* - Any event involving the injury or sudden illness of an individual or group constitutes a medical emergency. In the event of a minor medical emergency (small cuts and scrapes), the staff member present will use that room's first aid kit to treat the victim. In the event of a moderate medical emergency (complaints of illness, more serious cuts, burns, minor sprains, etc.), the victim should be sent to the office for evaluation and treatment. In the event of a serious medical emergency (severe lacerations, severe burns, internal trauma, loss of consciousness, any time a victim should not be moved), the teacher on scene must notify emergency service providers and the emergency management team. The staff on scene will render aid until emergency services personnel arrive. Upon arrival of emergency service providers, staff will assist at their direction.
- *Fire* - Any visible flame, smell of smoke, or activation of the fire alarm will be treated as a fire. The faculty or staff member who becomes aware of the fire will immediately notify the emergency management team and emergency service providers. The administrator, principal, and facilities manager will be notified 24/7. The incident commander will activate evacuation procedure. The staff will assist emergency personnel upon arrival. If the fire was a false alarm, students and staff will return to their normal activities upon receiving clearance from the fire department. If the fire causes damage, the incident commander may activate the emergency student release procedure when it is safe. If the fire causes severe damage such as building loss, the incident commander will evacuate students off site, and initiate the emergency student release procedure.
- *Explosion* - Any explosion that occurs on campus or is large enough to affect campus will be treated as an explosion. The faculty or staff member who becomes aware of the explosion will immediately notify the emergency management team and emergency service providers. The administrator, principal, and facilities manager will be notified 24/7. The incident commander will activate evacuation procedure. All staff members will evacuate students and render aid to

any injured if possible. The staff will assist emergency personnel upon arrival. If the explosion causes damage, the incident commander may activate the emergency student release procedure when it is safe. If the explosion causes severe damage such as building loss, the incident commander will evacuate students off site, and initiate the emergency student release procedure.

- *Chemical/Biological Threat or Attack* - Any attack that involves the use of a biological or chemical agent constitutes a chemical/biological attack. The staff or faculty who identifies the threat will immediately notify the emergency management team and emergency service providers. If the threat is off campus, the incident commander will take all steps available to protect the students until the threat cleared by emergency responders or emergency service personnel advise off site evacuation. If off site evacuation is warranted, the incident commander will activate the off site evacuation procedure. The facilities manager will shut down all heating and air conditioning systems. If the threat is on campus, the incident commander will evacuate all staff and students from the affected area. Any staff or students who were in close proximity to the chemical/biological agent must be quarantined away from both the agent and any other persons. Upon arrival of emergency service providers, the emergency management team will assist first responders with their response to the event. As students are cleared by emergency medical personnel, they will be released via the emergency student release procedure.
- *Hostage Situation* - If any person is holding any other person against their will in an attempt to prevent interference by other individuals, the event is a hostage situation. The person who becomes aware of the hostage situation will immediately notify the emergency management team and ensure the notification of emergency service providers. The incident commander will initiate a level 1 lock down. If the hostage taker has called with demands, he or she should be kept on the phone and as much information should be gathered as possible. Upon arrival of first responders, the emergency management team and staff will assist them in the resolution of the crisis. As it is safe to do so, the incident commander will activate emergency student release procedure.
- *Intruder/Active Shooter* - Any unknown or uninvited person who gains access to the interior of or any building on campus is an intruder. The presence of gunfire elevates this person to an active shooter. The student/staff member who becomes aware of the intruder will immediately notify the emergency management team and ensure the notification of emergency service providers. The incident commander will initiate a level 1 lock down (if appropriate). All students and staff should practice concepts described above (Alert > Run > Hide > Fight) and follow the procedure that best fits the specifics of the scenario. Staff will assist law enforcement officers (at their direction and discretion) in locating and eliminating the threat. Staff should not confront the threat in any way, unless deadly force is present at close range with no possible route of escape. As it is safe to do so, the incident commander will activate the emergency student release procedure.

- *Death* - The death of any student or staff at any time or any person on campus requires the initiation of this procedure. The person who becomes aware of the fatality will notify the administrator, principal, and counselor, as well as emergency service providers if they are not already aware of the situation. If the death has occurred on campus, staff will create a perimeter and remove students from the scene if possible. If the cause of death is unknown, the incident commander will coordinate with emergency service providers to determine the cause of death and activate any subsequent responses as needed. The emergency management team will notify the family of the victim and the students when it is safe.
- *Aftermath* - Aftermath procedure begins when an emergency has been resolved but creates new issues with which the school must contend. After a serious incident, the incident commander will activate the Crisis Response Team (CRT) consisting of: The Administrator, The Principal, A Representative from the School Board, The Chief Safety Advisor, The School Counselor/Campus Pastor (if the incident caused or continues to cause psychological trauma), The Facilities Manager (if the facility sustained damage in the incident), and A Representative from the HighRidge Board of Elders. The CRT will meet to discuss the event and plan responses appropriate for the event. Recommendations of the CRT will then be brought before the LCS School Board for approval and implementation.

Training

Staff

- Staff members will be thoroughly trained in emergency procedures and policy.
- Safety training sessions will be implemented in teacher work days and other training times.
- Members of the emergency management team will conduct round table discussions and training exercises.
- All teachers and staff will maintain their CPR certification.

Students

- Students will be trained in emergency procedure in an age appropriate manner.
- Student assistants will receive more thorough training than other students.

Parents

- Parents will be given an overview of emergency policy and procedure. Parents will not receive detailed information on the emergency management procedure. Parents will receive information on emergency student release procedure.
- Parents will be trained in the various school personnel and their general responsibilities.
- Parents will receive training in routine school functions.

Miscellaneous Duties and Programs

Extra Duty Assignments

The vast majority of student injuries and many student behavior problems occur at times and places outside the classroom. Therefore, it is necessary to supervise students at all times. Extra duty assignments to supervise the playground, restroom, hallways, etc. will be assigned by the principal. Failure to accept or fulfill these responsibilities will be viewed as incompetence and/or insubordination.

In-School Activities and Programs

Faculty members are encouraged to attend all scheduled programs involving LCS students.

Chapel. Each teacher is expected to be in attendance in a supervisory capacity during chapel services. Teachers should be ready to contribute to chapel in any way necessary and to minister to their students when called upon.

Awards and Merit Assemblies. Periodically, the school will honor selected students for actions or accomplishments. These assemblies are a very special time in the lives of the students. Request for special certificates and awards should be turned in to the office in sufficient time to secure the selected material(s).

Faculty Meetings

Attendance at all faculty meetings is required of the entire instructional staff. For part-time teachers with conflicting schedules, please discuss with the administration.

Staff Meeting - TBD. To place an item on the meeting agenda, contact the office at least one day in advance.

Morning Devotions - Monday mornings we will meet at 7:45 a.m. sharp to have a short staff devotion/prayer time. We will dismiss at 8:10 a.m. sharp to ensure the teachers are in the classroom when the students arrive. Teachers will give a short devotional on a rotating basis and then facilitate a time of corporate prayer. Please arrive a few minutes early to ensure we have the full 25 minutes. This time will be essential to start the week off right by placing our focus on God.

Other meetings may be scheduled to address specific or emergency situations.

Meeting/Event Attendance

Teachers are required to attend the following meetings and events:

- New teacher orientation.
- Faculty meetings.
- School chapel services and student assemblies.
- Parent conferences.
- In-service and professional meetings.
- Conventions.
- Graduation exercises.
- Quarterly Parent-Teacher-Student Fellowship meetings.

Teachers are encouraged, though not required, to attend banquets, festivals, performances, athletic contests, and any other activities where the school is represented.

Keys

Each teacher will be issued keys that are needed for the performance of daily activities. Keys that are not often needed can be secured in the office for temporary use. Keys must be signed out and are never to be duplicated or lent to a student. Should a key be lost or stolen, notify the administrator immediately to expedite replacement and security arrangements.

Teacher Workroom

A teacher workroom is provided for the instructional staff. This room will be equipped with work space, a copy machine, and other basic equipment to facilitate daily preparation. These rules are to be observed.

- Teachers must know how to operate the machines.
- Leave the equipment and work area in good order.
- Report any needed repairs to the office.
- Conserve paper.
- Teachers are expected to handle their own copy work.

Supplies

A selection of teacher supplies and materials are available to the staff. At the beginning of the school year, each classroom will be stocked with basic supplies. Additional items will be kept on hand and can be obtained through the office.

Audio-Visual Equipment

All audio-visual equipment will be kept in an area designated by the administrator. A calendar will be posted to expedite scheduling. Please report all needed repairs to the office.

Communication

Each teacher will be expected to check their email at least once each day. Teachers are also expected to check their Slack messages several times a day. Email and Slack are our primary means of communication with no messages from administration going unanswered.

Students in Building After Hours

Students who remain in the building after hours, and are not under supervision, present potential liability problems for the school. Therefore, students are to be required to leave immediately upon dismissal. During those occasions when students are kept after school, teacher supervision must be provided. We understand that teacher's children often stay on campus after regular school hours while parents are working. It is important that they are also properly supervised. Teacher's children who are on campus after school should remain either in the room with their parent or out on playground under the supervision of an older sibling in 4th grade or higher. Students should not be permitted to roam empty buildings, hallways, or classrooms nor interact with the after-school care program.

Telephone Use

Only in emergencies will classes be interrupted for telephone messages for teachers. Messages for teachers will be taken, and then delivered, as soon as it is convenient. Outgoing long-distance calls must be approved by the administrator.

Change of Address

The school needs current addresses, email addresses, and telephone numbers of each staff member. Please be diligent in reporting changes.

Faculty Parking

Provisions have been made for faculty parking on specified areas of the parking lot. The intent is to leave spaces in front of the office building for visitors.

Visitors on Campus

Visitors, especially parents, are encouraged to visit the school. All visitors are to be treated with honor.

- A. Students may not bring guests to school without prior office approval.
- B. All visitors are to be “cleared” through the office.
- C. Parents are encouraged to visit the campus and/or classrooms provided they check with the office.
- D. Visitations should never be allowed to interfere with instructional activities.
- E. Any time the actions or character of a visitor becomes suspicious, notify the administrator or the chief safety advisor.
- F. All visitors on campus must wear a visitor badge.

Teacher Conventions – Workshops

The school will cover the costs for each teacher or staff member attending board approved conventions or workshops.

Food in the Classroom

Staff members are not to consume food in the classroom during the time students are under their supervision. The teachers' lounge and workroom provide adequate and accessible locations for personal refreshments. The obvious exceptions to the rule are scheduled snack times, lunch hour, and other activities approved by the administrator.

Purchases

Any items to be purchased or charged to the school must be acquired through a written requisition procedure. This will be strictly enforced.

- A. All purchase requests must be approved and signed by the administrator.
- B. All approved purchase requests must be sent to the office for processing.
- C. The office must always be informed about any irregularities, i.e. shortages, broken items, incorrect merchandise, etc.

- D. The office will process all invoices and all written/verbal communications concerning the purchase of merchandise.
- E. The only exception to this purchasing procedure will be those inexpensive items which can be purchased through the “petty cash” fund.

Community Announcements and Solicitations

All community announcements and solicitations require prior administrative approval.

Instructional Support Services

Austen-Coley Dyslexia Program

The Austen-Coley program is available to students with dyslexia and related learning differences. Additional charges will apply. For more information, please contact the program director in the school office.

Testing Services

In addition to the tests that are utilized for initial student placement into the academic program, standardized achievement tests are administered each spring.

Counseling Services

Counseling services are available for students and parents who request and/or need assistance. Academic counseling is available by appointment with the principal or academic advisor. Spiritual or personal student coaching is offered by our campus pastor.

Student Library

- A. Use of the library should be scheduled.
- B. Encyclopedias and reference books may be checked out to the classrooms by teachers only.
- C. Encyclopedias and reference books should never be taken home.
- D. Suggestions for new books and periodicals may be turned in to the office.

Employee Benefit Policy

Tuition Benefit

All full-time faculty and staff receive a tuition discount for children or other dependents of 50% tuition. The discount is pro-rated according to number of classes taught or hours worked for part-time employees.

Employees who have no children enrolled in LCS and are the grandparents of students receive the same discount, but it is limited to one grandchild per family unit. For example: If a teacher has 2 grown children, who each have 2 children who attend LCS, the teacher has 4 grandchildren attending LCS. However, only 2 grandchildren would receive the 50% discount. One grandchild for each child the teacher has with children enrolled.

Liability Insurance

Worker's compensation insurance is provided by the school to cover on-the-job injuries. The rules and benefits are established by the State Industrial Commission.

Teacher Leaves and Absences

When a teacher desires to take leave of their workday duties, both the teacher's school Principal and the HR department shall be notified according to designated procedures as early as possible and no later than one week in advance. In case of sudden illness, notification should be provided according to the designated procedures as soon as possible, but not between the hours of 10:30 p.m. and 6:00 a.m.

Teacher Leave and Absence Benefits

LCS provides paid time off (PTO) benefits to all salaried employees for periods of temporary absences due to illness, injury, or activities of a personal nature.

Each salaried employee is entitled to five (5) days of PTO per year cumulative. All accrued PTO days are available for use toward leaves or absences due to illness, injury, or any other personal engagement. For each working day missed after all cumulative sick/personal days have been exhausted, the employee shall forfeit a prorated sum equivalent to the salary for each day not covered by leave benefits. Although the number of teacher working days in a year may change, the average is 177 days per year. To calculate the amount withheld, divide the teacher salary by 177 and multiple by the number of days off exceeding the limit.

PTO balances are deducted and calculated in half-day increments of 4 hours.

Teachers are eligible for a time of leave with class coverage via available staff or employees only for those absences totaling less than 120 minutes (2 hours) with the time used either immediately preceding or following a teacher's regularly scheduled lunch or planning period. Requests for leave with class coverage are approved and provided on a first-come first-served basis and require present and available staff or employees capable of filling in for the teacher if the class coverage request is to be approved. Class coverage absences will be recorded in minutes with one half-day's time of PTO to be deducted from an employee's PTO balance upon the recorded time of class coverage reaching or exceeding a total of 240 minutes.

Approval for PTO and/or class coverage requests will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

PTO benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, or bonuses.

Unused PTO benefits will be allowed to accumulate until the employee has accrued a total of thirty (30) calendar days' worth of PTO benefits. If the employee's benefits reach this maximum, further accrual of sick PTO days will be suspended until the employee has reduced the balance below thirty (30) calendar days.

PTO benefits are intended solely to provide income protection in the event of illness, injury, or a need to meet personal obligations. Unused PTO benefits will not be paid to employees while they are employed or upon termination of employment.

All injuries self-inflicted are exempted from this and the Workmen's Compensation.

Medical Leave Benefits

LCS provides medical leaves of absence without pay to eligible employees who are temporarily unable to work due to a medical disability. For purposes of this policy, medical disabilities include, but are not limited to, temporary disabilities associated with pregnancy, childbirth, and related medical conditions.

As soon as eligible employees become aware of a need for a medical leave of absence, they should request a leave from their supervisor. Any changes in this information should be promptly reported to the employer. Employees returning from medical leave (other than maternity) must provide a physician's verification of their fitness to return to work.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of forty-five (45) calendar days per year. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension.

Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

If an employee fails to report to work promptly at the end of the medical leave, LCS will assume that the employee has resigned.

Bereavement Leave of Absences

If an employee wishes to take time off due to the death of an immediate family member, the employee should notify his/her supervisor immediately.

Up to three days of paid bereavement leave will be provided per incident to employees.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation such as incentives, commissions, or bonuses.

Any employee may, with the supervisor's approval, use any available personal days for additional time off as necessary.

LCS defines "employee's immediate family" as the following: Husband, wife, child, father, mother, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, grandfather, grandmother, and grandchildren including step-, foster, and guardianship.

Life Threatening Illness in the Workplace

Employees with a life-threatening illness often wish to continue their normal pursuits, including work, to the extent allowed by their condition. LCS supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. LCS will take reasonable precautions to protect such information from inappropriate disclosure. Administrators and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Jury Duty

LCS encourages employees to fulfill their civic responsibilities by serving jury duty when required.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Regular full-time employees qualify for paid jury duty leave. Employees in an eligible classification may request up to two weeks of paid jury duty leave over any two-year period and pay for jury duty will be paid only if the employee endorses the check received from the governing agency which summoned them to jury service over to LCS.

Employees must show the jury duty summons to their supervisor as soon as possible so that the

supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Military Leave

The board may grant a leave in compliance with federal law.

Professional Growth Leave

Teachers may request two (2) unpaid days each year in order to attend a conference or to visit another school for professional growth. Permission for such leave must first be secured from the administrator.

Other Leaves

Teachers may petition the board for an unpaid leave not to exceed one year for the following purposes:

- A. Study or professional improvement
- B. Physical disability or sickness.

Sabbatical Leave – There are no provisions for this leave at present.

Mandatory Leave – The board reserves the right to require a teacher to take an unpaid leave of absence when it deems it to be in the best interest of the teacher, students, or fellow employees.

Grievance Policy

If it should happen that one has a "school" complaint, please express it first to your direct supervisor with your HR representative serving as an apt alternate as needed.

If it should happen that one has a "person" complaint, please follow the teaching given in Matthew 18 and go directly to the person involved.

If it should happen that teachers hear a complaint, school related or personal, take it to your direct supervisor and/or your HR representative.

All grievances, complaints, or questions concerning condition of employment or interpretation of policies should be presented through the proper line of authority. This line of authority is through the individuals involved, and then to the human resources department, and then to the administrator and then to the school board. Please note that any grievance or complaint submitted must be in writing.

Grievance Procedure

Since the clashes between people over ideas, principles, and actions are an ever-present factor in the lives of man, it is essential that, to achieve a commendable degree of harmony, methods of finding a satisfactory solution be improvised. To this end, the following grievance procedure was developed.

Purpose of Procedure

This procedure is intended to establish effective means of communication by which to channel personnel problems.

Non-Limiting of Rights

This procedure is in no way intended to deny the right of any individual to seek a satisfactory solution by himself.

Definition

A grievance is based upon an event or situation which affects the conditions or circumstances under which an employee works allegedly caused by misinterpretation or inequitable application of established policies or regulations.

Time Schedule of Grievance

It is important that grievances be processed as rapidly as possible. The number of days as stated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits may be expanded upon mutual agreement.

Level One

The employee with a grievance shall present the matter in writing to his immediate supervisor or HR representative, whoever has the authority to deal most effectively with the grievance, not later than ten (10) days following the happening which prompted the grievance. The employee and the supervisor or HR representative shall confer on the grievance within ten days with the view to arriving at a mutually satisfactory solution of the problem. In the event the grievance is first discussed with anyone other than the supervisor or HR representative, the supervisor or HR representative shall be apprised of the discussion. Following the conference, the supervisor or HR representative shall communicate, in writing, his decision to the aggrieved employee within five (5) days.

Level Two

When the grievance is not resolved on Level One, the aggrieved employee may appeal to the school board president within ten (10) days after the decision has been mailed. The appeal shall be in writing, shall set forth specifically the reasons for the appeal, and shall be accompanied by a copy of the appeal and decision at Level One and reasons why the decisions at the previous level were unacceptable.

The president shall meet and confer with the employee on the grievance within ten (10) days after the appeal has been mailed with a view to arriving at a mutually satisfactory solution of the complaint. The aggrieved employee shall be given at least a two (2) day notice of the conference. The employee shall be present. Notice of the conference shall be given to the supervisor or HR representative who rendered decision on Level One. All parties to the grievance shall be present at the conference to state their views. Following the conference, and within ten (10) days, the president shall communicate his decision in writing, together with supporting reasons, to all parties in interest.

Level Three

If not resolved at Level Two, an appeal may be made by the aggrieved employee to the board within ten (10) days after the decision of the president has been mailed. The appeal shall be in writing, shall set forth specifically the reasons for the appeal and the decision at Level Two and include the reasons for not accepting the decisions at Level Two. It shall also state the name of the employee's representative, if any. The board or its committee shall schedule a conference no later than its second

regularly scheduled meeting following receipt of the appeal. The aggrieved employee shall be given at least a two-day notice of the conference. The employee shall be present. Notice of the conference shall also be given the parties in interest at Levels One and Two. All parties to the grievance shall be present at the conference to state their views. Following the conference, and not later than the next regularly scheduled meeting, the board will communicate its decision in writing, together with supporting reasons, to all parties in interest. The board's decision shall represent the final step in the procedures.

Grievance General Provisions

- No reprisals of any kind shall be taken by any party to this procedure against any party in interest, any witness, or any other participant in the grievance procedure by reasons of such participation.
- The procedure set forth above shall be the sole and exclusive course available to an aggrieved person hereunder.
- Failure at any level of this procedure to communicate the decision on a grievance within the specified time limit shall permit the aggrieved employee to proceed to the next level.
- Failure at any step of this procedure to appeal a grievance to the next level shall be deemed as acceptance of the decision rendered. Action must be within the time limits.
- The time limit specified at any level of the proposed procedure may be extended in any specific instance by mutual agreement.
- All communications, notices, and papers required to be in writing shall be served personally, by email, or by United States mail.
- Both parties may solicit the advice of legal counsel.
- Both parties may be represented by the appropriate committee or by legal counsel.
- Any grievance should be treated as confidential by all parties concerned.

Termination Policy

Mandatory Leave

The board reserves the right to require a teacher to take an unpaid leave of absence when it deems it to be in the best interest of the teacher, students, or fellow employees.

Suspension

The principal or administrator is authorized to suspend any employee from his/her duties for any of the following reasons for such period of time as is needed to present the matter to the board:

- Insubordination (including, but not limited to, refusal to do assigned work).
- Dishonesty.
- Drinking alcoholic beverages on the job or reporting to work intoxicated or otherwise inebriated.
- Incompetency or inefficiency in the performance of his/her duty or in the case of use of school property.
- Discourteous, offensive or abusive conduct or language toward other employees, pupils, parents, or the public.
- Personal conduct unbecoming an employee of LCS.
- Evident unfitness for service.
- Physical or mental condition unfitting them to instruct or associate with children.
- Falsifying any information supplied to the school including, but not limited to, information supplied on application forms, employment records, or any other school records.
- Immoral or unprofessional conduct.
- Arrest for any reason not specified above, except minor traffic offenses, until the matter can be investigated.
- Failure to report to work or to report an absence of three (3) consecutive working days (employee's abandonment of position).
- Any other reason not specified above deemed sufficient by the board.

Involuntary Termination

An employee may be terminated for any one or more of the reasons listed below, as well as for any one or more of the reasons listed in section on Suspensions:

- Repeated and unexcused absence or tardiness.
- Abuse of sick leave privileges.
- Committing, aiding, or advocating acts of a criminal nature.
- Continued violation or refusal to obey rules or regulations of the board as set out in the contract of employment or teacher's handbook.
- Conviction for a felony or any crime.
- Consistent ratings or evaluations below LCS standards for continued employment.
- Arrest for a sex offense as defined in Education Code Section 12912.
- Any other reason not specified above, deemed sufficient by the board of the LCS.

Dismissal Notice

A notice of dismissal shall be in writing and delivered in person or by certified mail to the last known address. A regular employee who has been dismissed may appeal the action by following the procedures adopted by the board, which provides an opportunity to communicate in writing through the following channels:

- Human resources representative.
- Immediate supervisor.
- Principal.
- Administrator.

Probation Procedure

If, at any time, the principal or supervisor feels he must recommend probation of an employee based on employee behavior or needed improvement, he shall hold an evaluation conference with the employee and discuss the following:

- The area where improvement is needed.
- What the employee must do to show improvement.
- The period of time allotted to show the needed improvement (not less than ten working days).

- That his continued employment is dependent upon his improvement.

After the conference, the principal or supervisor shall complete the regular classified evaluation, giving one copy to the employee and sending a copy to the president of the board. In the evaluation, he shall include a statement on each aspect of the employee's job. If the desired improvement is not shown in the time specified, the principal or supervisor shall so state in writing, using the classified evaluation form, requesting the board's approval to terminate the employee's service.

A copy of this written evaluation shall be given to the employee. The president of the board shall review the evaluation and, if the charges seem warranted, present the charges to the board.

The president shall notify the individual dismissed by written notification to be delivered personally or by certified mail to the last known address. This notice shall include the termination date, subject to termination action by the board.

Termination Procedures

Under unusual and/or emergency circumstances, due to insufficient funding or lack of work, the employer may reduce the staff. In a situation of this nature, it will be assumed that each employee is deemed qualified in his/her current job classification. The following steps will be taken to determine employees who will retain employment in LCS:

- Classified employees shall be laid off in order of seniority (least senior will be dismissed first).
- In the case of probationary employees, merit, as determined by the supervisor/principal, shall be the determining factor.
- When, as a result of a reduction or elimination of the service being performed by any department, full-time employees shall be subject to layoff for lack of work and/or funding. Affected employees shall be given written notice by the administration of the layoff not less than thirty days prior to the effective date of the layoff and informed of their reemployment rights.

Self-Termination

It is not the desire of LCS to infringe upon the rights of its teachers, however, it does request that all teachers adhere to the terms of employment as set out in their contract of employment and the teachers' handbook. Should they, at any time, feel that they can no longer abide by these policies, they should, as responsible adults, request a release of their contract by mutual consent.

Unauthorized Absence

Absence from duty without leave for three (3) consecutive days for a first occurrence, or two (2) days with prior, unauthorized leave and warnings on file, shall be considered as an automatic resignation and recorded as such. The employee shall be notified in writing of such action by the administration. Such notification shall either be given to the employee personally or sent by registered mail with postage prepaid and addressed to the employee at his/her last known address. Resignation shall be considered to be effective on the third (3rd) or second (2nd) day of absence as appropriate with that time absent from the job shown as unauthorized leave without pay.

Evaluation Policy

Administration Evaluation

The performance of all administrators is evaluated each summer. The appraisal instrument is the job descriptions. If discrepancies are noted and documented, ample time is provided for correction before the next school year begins.

Teacher Evaluation

Purpose

The purpose of teacher evaluation is to improve the instructional program of the school. Therefore, the performance of each teacher will be evaluated by the administrator and principal utilizing a procedure approved by the board. The evaluation procedure will be an ongoing process with each teacher being evaluated.

Philosophy

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal day-to-day basis. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks; identify and correct weaknesses; encourage and recognize strengths; and discuss positive, purposeful approaches for meeting goals.

Procedure

The performance of each teacher will be evaluated by the principal and/or administrator utilizing a procedure approved by the school board. The evaluation procedure will be an ongoing process with each teacher being evaluated formally, in writing, at least once a year. The results of each evaluation shall be reported to the school board during a regular business meeting. The evaluation process may include classroom visitations, development of a self-improvement plan, and other acceptable teacher evaluation procedures.

The policy improves the performance and professional development of both the staff and teaching process. It is performed sequentially by schedule. (See below). Performance evaluations will be made on a regular basis with input from the staff member and the observer. The overall purpose is to promote professional growth, upgrade performances of tasks, and to evaluate performance for the school board. These objectives are explained singularly below with the LCS appraisal procedure.

To promote professional growth, the appraisal process shall:

- Acquaint new teachers with the appraisal process before October 15.
 - By conducting an in-service training day.
 - By assessing the teacher.
 - By evaluating the results in post-appraisal conference.
- Visit each classroom in the fall by November 15 and perform teacher evaluations.
- When necessary, and unless otherwise noted, the principal will schedule a conference between January 15 and February 28 to follow up on issues addressed in the first evaluation.
- To recommend action based on evaluations, these are presented to the school board for contract renewal considerations. The results of each evaluation shall be reported to the board during a regular business meeting before contract renewal time.

Appendix “A”

Instructions for Substitute Teachers

1. Check in and out at the front desk. Pick up keys and an ID badge.
2. Classroom procedure:
 - a. Follow the daily schedule established by the regular classroom teacher.
 - b. Check seating chart assignments.
 - c. Extra-duty assignments must be completed.
 - d. Become familiar with fire drill "exit procedures."
3. Record all student absences.
4. Discipline:
 - a. Minor violations should be handled by the substitute teacher.
 - b. Serious discipline problems should be referred to the administrator/principal.
5. Leave keys/badge at front desk after dismissal.

Appendix “B”

Year-End Check List

1. Grades should be recorded in FACTS.
2. Student desks cleaned out and tops clean.
3. Certain school property returned. (Some items will be kept by the office during the summer, including iPads. Some things may be kept in the classroom.)
4. Lockers (used by your students) clean. Discard all trash and wipe down. Make a list of any lockers in need of repair.
5. Textbooks inventoried. (Turn inventory into the office.)
6. Classroom wants/needs listed for next year. Repairs needed for next year.
7. Student supplies list for next year.
8. Your summer address and phone.
9. Inventory first-aid kit turned in to the office.

Non-Returning Teachers

1. All keys should be labeled and turned in to the HR department.
2. Letter of resignation.
3. Clean out teacher's desk.
4. Return any school property.

Appendix “C”

LCS Evaluation Schedule

October 1- April 15	Informal walk-throughs
Before October 15	Evaluation of new teachers
October 15 - November 15	Teacher evaluations
January 15 - February 28	Cumulative conference with principal (if necessary)

Appendix “D”

LONGVIEW CHRISTIAN SCHOOL JOB DESCRIPTION FOR TEACHERS

I. Academic/Professional

- A. Called by God and qualified by previous training and/or experience for his particular position.
- B. Understands and can explain the Christian philosophy of Biblical basis for education.
- C. Attends classes, seminars, conventions, etc. as able and available in relevant areas for professional self-improvement.
- D. Follows school policies and procedures closely.
- E. Demonstrates loyalty to the school and staff.

II. Instructional

A. Lesson Planning

- 1. On a weekly basis, provide daily lesson plans of adequate depth with the express intent of meeting assigned course objectives in either part or whole as provided, outlined, and directed by the school principal(s).
- 2. Integrates Christ/Bible into all subjects.
- 3. Utilizes a variety of instructional modes and groupings.
- 4. Plans and implements follow-up or review activities to reinforce major objectives.
- 5. Incorporates high-interest, fun, or enrichment learning activities, including field trips, to break up routine and aid motivation.

B. Classroom Management

- 1. Prepares materials, resources, etc. for lessons/activities prior to time of activity. Makes all necessary resources available to students. Screens questionable materials.
- 2. Keeps adequate and accurate records (attendance, test results, inventory, Bible memory, etc.) Issues curriculum materials as necessary.
- 3. Closely monitors individual student progress; deals with problems appropriately to the situation, as resources permit.

4. Thoughtfully prepares required student progress report.
5. Initiates and maintains effective communication with parents.
6. Responds promptly and appropriately to parent-initiated communications.
7. Develops, explains and consistently implements/enforces classroom disciplinary procedures within the parameters of school policy.
8. Motivates students effectively through a balanced combination of positive and negative incentives (praise, rewards, privileges, rebuke, loss of privileges, etc.).
9. Establishes other necessary and beneficial classroom procedures and policies (checking work and goals, bathroom use, composition format, etc.)
10. Carefully supervises students at all times they are under his/her direct charge.
11. Demonstrates Christ in all classroom actions, words, and attitudes.

C. Classroom Environment

1. Maintains a classroom that is conducive to learning.
2. Maintains decorative bulletin boards and displays.
3. Provides resources and activities for students with free time.

D. Instructional Proficiency

1. Demonstrates mastery of subject matter.
2. Employs Biblical perspective in all aspects of teaching.
3. Utilizes instructional techniques appropriate to the situation and student level. Effectively directs and controls learning activities. Helps students to discover answers for themselves. Utilizes different media as appropriate.
4. Utilizes positive and negative motivational techniques in teaching. Stimulates student interest and involvement. Inspires each child to achieve at a level consistent with his personal capabilities.
5. Is aware of the needs of the individual child with concern for his interests, limitation, talents, and abilities.
6. Ministers to students in all necessary areas (prayer, counseling, referral to other staff, etc.). Note: the "spiritual" and "academic" cannot be separated.
7. Uses curriculum materials as tools, not ends in themselves. Supplements these materials as necessary, i. e. teacher runs program, not vice versa.
8. Maintains an atmosphere conducive to learning.

9. Maintains the dignity of and respect for each child.

III. Personal

- A. Maintains a neat personal appearance.
- B. Demonstrates a daily life being conformed to the character of Christ.
- C. Demonstrates the following personal characteristics to students, parents, and other staff:
 - 1. Love and respect
 - 2. Courtesy and tact
 - 3. Enthusiasm
 - 4. Loyalty
 - 5. Preserves confidences
 - 6. Balanced sense of humor
 - 7. Sensitivity to needs
 - 8. Emotional stability

IV. Spiritual

- A. Prays regularly for students, their families, other staff, and self.
- B. Helps each student to become rooted and grow in his faith.

Appendix “E”

Longview Christian School Dress Code

Basic Dress Code - All Students (K - 12th grade)

Polos: Red, white, or navy LCS monogrammed polos. Polos may be purchased from Land’s End (search Longview Christian School under “Uniforms”) or from any other vendor and monogrammed locally at Global Graphics/Locker Room. All students must have at least one **RED** LCS polo for field trips and special events.

Pants: Blue jeans in good repair. No holes, no jeweled embellishment, no frayed edges, and blue color only - various other colors are not acceptable. Navy, khaki, or tan colored slacks in good repair.

Shorts: Blue jean or navy/khaki shorts (dress-style shorts) must be properly hemmed and in good repair. No holes or jeweled embellishment. Length must be at least mid-thigh. No athletic shorts.

T-Shirt Day: Thursdays at LCS are t-shirt days. Any LCS-issued t-shirts may be worn by all students on Thursdays. T-shirts will be sold each year at the beginning of the year. 2021-2022 school hoodies may be worn on Thursdays during 2022-2023. Starting in the fall 2023, hoodies are no longer allowed.

Socks and Girls Leggings: Must be solid red, white, tan, black, or navy in color and matching. Leggings may only be worn under shorts, skirts, or dresses. They may not be worn as a substitute for pants.

Shoes: K-5th grade students must wear closed toed shoes for safety on the playground. K-12th grade students must wear athletic/running shoes for all PE classes. Shoes with attached wheels are not allowed.

Acceptable Outerwear: Only LCS monogrammed jackets, sweaters, and other outerwear purchased from Land’s End, the school-issued crew cut sweatshirt, or LCS Letterman jackets may be worn in the classroom or school buildings during the school day. All outerwear must have a school polo underneath. Non-LCS zip-up or button-up jackets or coats may be worn outside between buildings or during recess. No sweatshirts may be worn on campus except for school-approved crew-cut sweatshirts.

Acceptable Undershirts: Long-sleeve or short-sleeve undershirts may be worn under school polos. Acceptable colors include white, navy, red, tan, gray, and black.

Hats: No hats may be worn on campus *during the school day*.

6th-12th PE Uniforms: All upper school students (6th-12th) must dress out for PE or Fitness classes. They may wear any LCS t-shirt or a solid/plain red, navy, or grey t-shirt. Sleeveless shirts and tank tops are not allowed. Athletic shorts are required and must be navy, black, or red. Shorts length must be at least mid-thigh. Athletic shoes are required. (K-5th grade students do not change for PE.)

Grooming: Visible body piercing for students is limited to earrings (boys and girls) and a single nose stud (girls only). Piercings deemed to be excessive or distracting may be disallowed at the discretion of administration. Hair is to be well-maintained, kept out of the eyes, and a natural color.

Additional Options for Elementary Girls (K - 5th grade)

Skorts: Blue jean or navy/khaki skorts are acceptable for the elementary girls and must be in good repair.

Polo Dresses: Monogrammed polo dresses purchased through the LCS account at Land’s End as well as navy, red, or white polo dresses purchased from any other store and monogrammed at Global Graphics are also acceptable for elementary girls.

Additional Options for Girls (K - 12th grade)

Capris: Blue jean or navy/khaki capris are acceptable for the girls and must be in good repair.

Upper School Skirts: 6th-12th grade girls may wear the navy, khaki, or plaid skirt available through *the LCS Lands End website*. These skirts have shorts built in. No other skirts are acceptable. If your denomination requires skirts or dresses, speak to the school principal or administrator about options.

IMPORTANT: *This dress code is **NOT OPTIONAL**. Students who arrive at school without proper attire will receive disciplinary action. **The school office will call the parents to have proper clothes brought to the school so the student can change.** Repeated violations will result in more severe consequences.*

LCS Dress Code Special School Events

Below you will find the general guidelines for school activities that do not require the students to be in uniform. These are to be considered “minimum standards.” School staff may enforce more detailed rules for a specific trip. Please keep in mind that the goal of these standards is modesty and being a positive reflection of Christ and LCS. Everyone has different standards for what is appropriate; therefore we strive to err more on the conservative side to respect the convictions of our brothers and sisters in Christ.

School retreats, Athletic trips, Class trips, Mission trips, etc.:

- **Boys** – Shirts should not be in disrepair (holes, cut-off, stained, or visibly dirty). Sleeveless shirts and tank tops are not allowed. Shorts length may be no shorter than 4 inches above the knee. Clothing should not reflect branding or messages that could be considered contrary to the Christian faith.
- **Girls** – Shirt straps must be at least 1 inch wide and cover the bra strap. Shirts should not be low cut in the front or the back. Shorts length may be no shorter than mid-thigh. Skirts and dresses length may be no shorter than 2.5 inches above the knee. Clothing should not reflect branding or messages that could be considered contrary to the Christian faith.
- **Swimming/Beach Activities** – Boys should wear shirts to and from the swimming area. No speedos for the boys. Girls should wear a cover-up over their bathing suit to and from the swimming area. Girls’ bathing suits must be a modest one-piece or a two-piece that covers the midriff (long tankini). If a bathing suit is worn that shows the midriff, girls must wear a colored t-shirt over it at all times.

Banquets and other formal occasions:

- **Boys** – Boys should dress in appropriate formal attire including tuxedos, suits, shirt and tie, etc. Some events are more formal than others, but it is important that the students dress in attire that is appropriate and respectful.
- **Girls** – Skirts and dresses length may be no shorter than 2.5 inches above the knee. Dresses must have straps that do not show the bra strap and should not be low cut in the front or the back. Dresses must be tried on and approved by school staff prior to the event for all high school banquets.

Special ceremonies (Graduation, Awards ceremonies, Academic competitions, etc.):

- **Boys** – Boys should dress in nice attire that could be classified as “Sunday-best” including dress pants or very nice

jeans, polo-style or button-down collared shirt, dress shoes, and possibly a tie. Some events are dressier than others, but it is important that the students dress in attire that is appropriate and respectful.

- **Girls** – Skirts and dresses length may be no shorter than 2.5 inches above the knee. Dresses must have straps that do not show the bra strap and should not be low cut in the front or the back.

Picture Days:

- **Boys** – Boys should dress in nice attire that could be classified as “Sunday-best”. No t-shirts, sweatshirts, or athletic pants.
- **Girls** – Girls should dress in nice attire that could be classified as “Sunday-best”. Skirts and dresses length may be no shorter than 2.5 inches above the knee. No t-shirts, sweatshirts, or athletic pants. Shirts and blouses must have sleeves and should not be low cut in the front or the back.

Appendix "F"

LONGVIEW CHRISTIAN SCHOOL
ORGANIZATIONAL CHART
2022 – 2023

