



PARENT/STUDENT HANDBOOK

2011-2012

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GENERAL INFORMATION

BACKGROUND

In the summer of 2006, a group of parents heard about a new alternative in education. One of these individuals attended a seminar hosted by National Association of University Model Schools® in Texas to learn about this concept and explore the possibility of starting this type of school in Jefferson City. The report from this trip convinced them that God would establish this type of school here, and they began praying for others to join them in this vision. As a result, four couples joined together with the purpose of establishing a University Model School®.

Lighthouse Preparatory Academy (LPA) is a unique private Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement while enabling strong ties between parents and their children. The school is a concrete example of a new educational model called University-Model Schooling (UMS®) in which two proven elements of educational success – (1) the professional classroom instruction of a teacher, and (2) the caring at-home mentoring of a parent - are combined into a single, unified, college-simulated program. Other proven elements of the school's program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

LPA was officially incorporated on October 27, 2006, and opened for its first day of classes on August 20, 2007. Lighthouse Preparatory Academy, along with her sister University-Model Schools® in other parts of the country, is now demonstrating that it is indeed possible for both parents and teachers to effectively work together for the common goal of providing God's children with a high quality Christian education that is both cost-effective and strengthening to families.

THE MODEL

University-model education includes a rigorous academic program, extra-curricular opportunities, and character development.

- The academic program utilizes the best aspects of traditional, full-time public and private schools, as well as home schools, and molds them into one model. UMS® uses a university-style schedule adapted to the middle school and senior high levels. Professional teachers, instructing in their areas of expertise, conduct central classroom instruction. The model provides a full academic program for sixth through twelfth grades. Students go to school on Monday, Wednesday, and Friday and spend alternate days at home where parents continue their instruction or monitor student progress. Teachers provide parents with detailed instructions for days spent at home. Also, UMS® caters to a wide variety of student needs by allowing a range of enrollment opportunities. A student may choose to take only one or two classes, or may opt to take a full academic load. Much like courses listed in a college catalog, each course description contains information about the course, prerequisites, and parental involvement for that class. Tuition is paid per course, per semester.
- The extra-curricular program gives students an opportunity to pursue and develop special interests, talents, and abilities in addition to academics. Participation in these activities helps motivate students to succeed and provides another avenue for learning important life skills, such as teamwork, relating well to others, work ethic, time management, goal setting, and more.
- Character development permeates both the academic and extra-curricular programs as the school works with the parents to reinforce Christ-like attitudes and behavior by helping to encourage, support, and train parents; it also reinforces parental values and expectations while at school, and enforces school behavior and discipline policies based on shared core values.

EDUCATIONAL PHILOSOPHY

Lighthouse Preparatory Academy bases its educational philosophy on three main components: (1) adhering to a Biblical foundation, (2) preparing each student for life, and (3) emphasizing the parents' role.

(1) A Biblical Foundation: Our first and most important aim at *Lighthouse Preparatory Academy* is to love and glorify God in all that we do (I Cor. 10:31, I Pet. 4:11). All education is inescapably Christian in that all truth is God's truth. The Bible, as the infallible, inerrant, and inspired Word of God, is the foundation and guide for all knowledge and is basic to all elements of education. Because God created, sustains, and will consummate all things through His Son, the Lord Jesus Christ, the universe and all life are dynamically related to Him and have the purpose of glorifying Him. This purpose is fundamental to Christian education and will permeate every aspect of our goals and objectives, our teaching methods, and our curriculum. All representatives of the school will strive to demonstrate and teach values, character, and "Christ-likeness" as well as academic information.

(2) Preparing Each Student for Life: The primary goal of all Christian education is to prepare each student to glorify and honor God in all that he does. We seek to fulfill this goal by the following:

- Training and encouraging students to become committed disciples of Christ,
- Supporting the family as the primary social and educational unit instituted by God,
- Promoting personal responsibility for academic excellence and a strong work ethic, and
- Integrating home and school for the development of life skills and strong Christian character in balance with academics and extra-curricular activities.

Students will be encouraged to assume personal responsibility for learning as part of the maturation process. We expect Lighthouse Preparatory Academy students to be prepared for pursuing any chosen profession, through rigorous academic instruction and discipline, and to be committed to a lifetime of learning and service to their families, their churches, and their communities through an intimate relationship with Jesus Christ.

(3) The Role of Parents: We recognize that parents are commanded to rear their children for God's glory by bringing them up in the nurture and discipline of the Lord (Deut. 6; Eph. 6:4). The home, therefore, is to be a place of training and teaching one's own children as is seen from God's command. Parents are God's first plan, His single most effective agents for spreading the Gospel to children and discipling young believers. The vast majority of Christians come to a "saving faith" in Christ when they are children, under the influence of their parents; furthermore, the successful sharing of a parent's faith and values is best facilitated when actively-involved parents take the time, make the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children.

A Christian, University-Model School® exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents' unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS® gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important "subjects" - faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a *family-strengthening*, quality education both possible and practical.

MISSION STATEMENT

Lighthouse Preparatory Academy's mission is to strengthen families by partnering with parents to develop witnesses for Christ through academic excellence and character development.

STATEMENT OF FAITH

1. We believe the Bible to be the only, inspired, infallible, authoritative, inerrant Word of God. (*2 Timothy 3:15; 2 Peter 1:21*)
2. We believe there is only one God, eternally existent in three persons – Father, Son and Holy Spirit. (*Genesis 1:1; Matthew 28:19, John 10:30*)
3. We believe in the deity of Christ (*John 10:33*), His virgin birth (*Isaiah 7:14; Matthew 1:23; Luke 1:35*); His sinless life (*Hebrews 4:15; 7:26*); His miracles (*John 2:11*); His vicarious and atoning death (*I Corinthians 15:3; Ephesians 1:7; Hebrews 2:9*); His resurrection (*John 11:25; I Corinthians 15:4*); His ascension to the right hand of the Father (*Mark 16:19*); His personal return in power and glory (*Acts 1:11; Revelation 19:11*).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved. It is not something we earn or deserve. It is offered in grace and received by faith in Jesus Christ alone. (*John 3:16, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5*).

NON-DENOMINATIONAL POSITION

These statements are based on essential Christian beliefs that we strongly support as the primary doctrine for teaching. Lighthouse Preparatory Academy does not promote or endorse any particular denomination. It is our desire to maintain this position for the purpose of unity and fairness to each student. Other doctrinal issues upon which this ministry has no official stance will be considered secondary doctrine and will not be taught. In the event secondary doctrine is brought up, students will be referred back to the family and church for final authority. We desire to remain united in the salvation and love of Christ, avoiding any dissension that may be caused by denominational distinctives.

SCHOOL & HOME COMMUNICATION

Communication is *vital* in the university model of education. LPA administration and teachers will communicate regularly with parents. We encourage parents and students to contact teachers to clarify assignments or expectations. Also, parents and students should attend all school meetings and training opportunities designed to inform the parents of important topics or events and help the parent learn how to be an effective co-teacher. If there are questions or problems within a particular class, the parent or student should first talk with the teacher. If the issue cannot be resolved satisfactorily, the parent or student should talk with the administrator. It is our desire to cultivate a positive and effective relationship with the parents in order to ensure the students' success.

ADMISSIONS POLICIES & PROCEDURES

Admission to LPA is required in order to register for any of the courses offered. LPA will maintain a transcript on file for all full-time students admitted to the school. For a fee, parents will be provided with a copy of this transcript upon request. LPA will keep an academic transcript of the courses taken at the school and will maintain records of previous courses taken at a public school and/or transfer credits (if in accordance with LPA's policies concerning credit transfer).

NON-DISCRIMINATORY POLICY

LPA admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. LPA does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, athletic, and other school-administered programs.

PARENT AND STUDENT RESPONSIBILITIES

Students must be accepted to LPA through a formal admissions process. **Both parental involvement and student**

cooperation is essential for LPA to fulfill its mission. Therefore, as a condition of acceptance to this school, the parents and student applying for admission must fulfill the following requirements:

- Agree to provide the academy with a completed application form for each child applying for admission, along with transcripts and transfer credit requests from previous schools or home school.
- Agree with the Mission, Statement of Faith, and Nondenominational Position of LPA. If there is any point of contention or concern with any of these items, they must be satisfactorily resolved with the Board.
- Agree to provide a quality Christian education for their children in accordance with existing law.
- Agree to accept the primary responsibility for their children's behavior at school and student supervision at home.
- Agree with and support the school's procedures for handling student discipline.
- Acknowledge that their child has reviewed LPA's Code of Conduct and Dress Code Policy and is willing to abide by those policies.
- Agree to use a Christian Conciliation Service if ever necessary.
- Agree that the church the family affiliates with promotes teaching and doctrine that is in keeping with the LPA Statement of Faith and does not include teaching or doctrine that is contrary to the Statement of Faith.
- Agree to provide continually updated immunization records and/or submit the appropriate religious and/or medical exemptions as approved by the state of Missouri for your child.
- Agree to allow child's picture in the school's yearbook.
- Agree to allow family name and phone number listed in the LPA directory.
- Acknowledge responsibility to purchase the entire required curriculum for their student(s) prior to the first day of classes.
- Agree to review assignment sheets regularly so that the school's and teacher's expectations of both parent and student are known and so that all assignments and projects are due on time.

ADMISSION PROCEDURE

1. Attend an informational meeting

Parents are required to attend a scheduled information meeting about the school in order to fully understand the expectations of their involvement in the education of their child at LPA. Parents will receive their admissions packet of materials at this meeting.

2. Complete an application form

If, after reviewing the school material and praying about this important decision parents are still interested in the school, they complete the application and return it to the school office along with all academic records and other information as specified in the application packet. There is a non-refundable \$50 per family application processing fee required at this time.

3. School admissions family interview

Each family applying for admission will have a one-time interview by the Administration if a satisfactory application is received. This will allow the opportunity to answer any questions about LPA and ensure it is the best educational fit for the family. An interview will be arranged by phone once a satisfactory application has been processed. Incomplete or unsatisfactory applications will not result in an interview. Families will receive a response in seven to ten business days following the interview.

4. Entrance testing and evaluation

Entrance testing may be required for all new students enrolling in academic classes. Testing will determine placement in the appropriate courses according to math and language arts skills specific to our curriculum. Parents may supply copies of the student's ACT, SAT, PSAT, CAT, Stanford Achievement Test, or Iowa Basic Skills Test as a substitute for the placement testing if completed within 12 months prior to registration. Testing fee is due when tests are arranged.

5. Course registration and high school diploma planning

All full-time high-school students must undergo academic advising to establish a diploma plan. All students will receive confirmation from the registrar of their final class schedule. Upon confirmation of enrollment, a payment plan for tuition must be established. A required Book Buying Guide and School Supplies list will be provided, along with purchasing information. Immunization records or the appropriate exemptions are also due.

FINANCIAL POLICIES

APPLICATION FEE

A one-time \$50.00 fee is assessed *per family* and is non-refundable.*

***REFUND POLICIES**

Unused tuition may be refunded if a family experiences death in their immediate family, loss of work, job transfer out of the area, or for a student's extended illness.

All course tuition payments will be 100% refundable for any course that is canceled by the academy. If a class is moved to a different time-slot, parents can either receive a refund or switch to the new time.

COURSE FEES

1. Parents may pay for each semester using a 5-month electronic bank draft installment program that commences July 15th for the fall semester and December 15th for the spring semester.
2. In the event of a bank draft default, a family will have ten days to bring their LPA account current during which time their student may attend class. After the ten-day grace period, the student is placed on suspension and is not permitted to attend school until complete payment is made.
3. Student records, including report cards, are held until all finances have been paid through the school office. If there is an overdue balance, students cannot graduate from Lighthouse Preparatory Academy or pre-register.
4. All fees will be handled through the school office and **not with faculty members**.

DISCOUNTS

Discounts are only available to 6th-12th grade students enrolled in six blocks per semester, excluding study halls.

- Full-time 6th-12th grade students will receive a \$125.00 discount per semester on tuition only.
- Administrative fees are *not* discounted.

TEXTBOOKS

Students are responsible for purchasing all textbook materials required for each class. A textbook list will be furnished each semester to facilitate ordering materials. Lighthouse Preparatory Academy will make every effort to supply an exhaustive list of textbooks but reserves the right to add materials as necessary throughout the school year. If a class must be cancelled, Lighthouse Preparatory Academy is not financially responsible for materials purchased for the class.

SCHOOL SUPPLIES

Lighthouse Preparatory Academy will furnish a list of supplies required for full-time students. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

ADDING AND DROPPING CLASSES

Students may add or drop courses for the first two full weeks of classes, if the student is in good standing with the school and if space for him or her is available in the desired course. Students may withdraw from a class or classes any

time before the end of eight weeks of school without incurring academic penalties. Forms are available in the office for all schedule changes. These must be signed by the parent and approved by the office. The student will not be allowed into a new class without this form. *For more information on the impact of dropped courses on a student's academic record, please refer to "Academic Performance Standards".* **Tuition will be refunded only if a family experiences death in their immediate family, loss of work, job transfer out of the area, or for a student's extended illness. Please take this into consideration when adding or dropping classes.**

SCHEDULE CHANGE FEE

Changes to a student's schedule will result in an administrative fee of \$25.00 per form, regardless of the number of changes requested. A separate form must be used for each student. This fee does not apply to scheduling changes initiated by the school.

ACADEMIC POLICIES

CREDITS

Definition of Credits

In general, one LPA credit is equivalent to a full year's instruction in a given course of study. Students will earn course credits on a semester-by-semester basis.

Transfer of credits

Students may transfer high school credit from another public or private school by providing a complete transcript from the previous school. Home-school students may apply for credit by completing a form documenting their courses. Written examples of coursework or exams may also be required. The student will be given the following credit if the course(s) is deemed comparable to courses required for a LPA diploma:

- One complete semester course at a full-time school = 1/2 credits
- One complete yearly course at a full-time school = 1 credit
- Each complete semester course in a home-school or umbrella-school program will be individually determined for transfer of credit.

While *credit* may be granted for transferred courses, actual course grades earned at any other institution, including a home school, will not be averaged into the student's GPA.

GRADUATION REQUIREMENTS

General Requirements

Lighthouse Preparatory Academy currently offers two diploma options: The LIGHTHOUSE PREPARATORY ACADEMY DIPLOMA, intended to prepare students for entry into most competitive colleges, and the LIGHTHOUSE PREPARATORY ACADEMY HONORS DIPLOMA, intended to provide students with even greater depth in two or more selected fields of study. In order to receive either of the diplomas offered, ALL candidates must register for and successfully complete a minimum of 26 or 29 credits respectively, of which 2/3 of the credits must be earned at LPA, and at least 12 of these must be in the core subjects of mathematics, language arts, science and social studies. Once a student begins attending LPA, they must remain continually enrolled in at least two courses per semester, earning a minimum of two credits per year. No more than four classes will be transferred from a college in replacement of courses which LPA offers and no more than three classes will be transferred from a college in any one year. LPA will determine the number of credits each transfer course will be given. If a student is unable to meet these requirements, the family may petition the school board for an exception. Also, students must maintain a Grade Point Average of 2.0 or above, and must submit scores from either the ACT or the SAT, as well as complete the course requirements that apply to their specific situation, as described below.

The Lighthouse Preparatory Academy Diploma

The Lighthouse Preparatory Academy Diploma is intended to prepare students for entry into more competitive four-year colleges and universities. In order to earn a Lighthouse Preparatory Academy Diploma from the academy, students are required to earn the following credits in the indicated areas:

LANGUAGE ARTS: 4 credits (9th grade Language Arts and higher)
MATHEMATICS: 3 credits (Algebra 1 and higher)
SCIENCE: 3 credits (Physical Science and higher)
SOCIAL STUDIES: 4 credits (9th grade Social Studies and higher AND must include Civics)
FOREIGN LANGUAGES: 2 credits in the same language
WORLDVIEW: 1 credit
BIBLE: 1 credit
HEALTH: ½ credit
PRACTICAL ARTS: ½ credit (Consumer Math OR Business Math)
FINE ARTS: 1 credit (Art History and Appreciation OR Music History and Appreciation)
ELECTIVES: 6 credits
Total required credits for a RECOMMENDED graduate diploma: 26

The Lighthouse Preparatory Academy Honors Diploma

The Honors Diploma is intended not only to prepare students for entry into more competitive four-year colleges and universities but also to provide them with greater depth in two or more selected fields of study. All honors students must fulfill the requirements for the Lighthouse Preparatory Academy Recommended Diploma and then select HONORS CONCENTRATIONS consisting of at least 3 additional upper division credits from Mathematics, Science, Language Arts, Social Studies and/or Foreign Languages for a minimum total of 29 credits. (Calculus is required for an honors concentration in Mathematics; therefore, students must register for Algebra 1, in their 8th grade year, in order to be able to take a full year of Calculus during their senior year.) All additional upper division courses used to satisfy the requirements for earning an Honors Diploma must be taken in residence at the academy. A student desiring an Honors Diploma must also receive one Leadership credit*. Furthermore, in order to receive an Honors Diploma, a student must maintain a cumulative grade point average of 3.0 or higher, and must be in good academic standing upon graduation. Please note that some courses required for the completion of honors concentrations are offered only when there is sufficient student interest.

**The Leadership Credit will be fully developed over the 2011-2012 school year. For more information please contact the office.*

LANGUAGE ARTS: 4 credits (9th grade Language Arts and higher)
MATHEMATICS: 3 credits (Algebra 1 and higher)
SCIENCE: 3 credits (Physical Science and higher)
SOCIAL STUDIES: 4 credits (9th grade Social Studies and higher AND must include Civics)
FOREIGN LANGUAGES: 2 credits (Must be in the same foreign language; ASL accepted)
WORLDVIEW: 1 credit
LEADERSHIP: 1 credit
BIBLE: 1 credit
FINE ARTS: 1 credit (Art History & Appreciation OR Music History and Appreciation)

HEALTH: ½ credit

PRACTICAL ARTS: ½ credit (Consumer Math OR Business Math)

ELECTIVES: 5 credits

UPPER DIVISION CREDITS: 3 (from Mathematics, Science, Language Arts, Social Studies and/or Foreign Languages)

Total required credits for an Honors Diploma: 29

A student graduating with the following cumulative GPA in classes taken in residency at LPA will receive the following recognition at graduation:

- ❖ Cum Laude, meaning “with praise” GPA 3.50-3.74
- ❖ Magna Cum Laude, meaning “with great praise” GPA 3.75-3.84
- ❖ Summa Cum Laude, meaning “with highest praise” GPA 3.85-4.0

COLLEGE ADMISSION

Most colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to visit with the academic advisory committee during their junior year to determine the appropriate exam to take; entrance exams are usually taken at the end of the junior year. In order to fulfill graduation requirements, students are required to submit at least one of these scores. Sophomores and juniors are encouraged to take the PSAT (Pre-SAT) to prepare for the SAT. The PSAT is offered in October each year. Taking the PSAT for purposes of participating in the National Merit Scholar program can ONLY be done in October of a student’s junior year.

CLASS RANK

The purpose of class ranking is to accurately portray a student’s academic standing in a class. The primary intent is to provide information to post graduate institutions during admission and scholarship reviews as to the level of study attempted and mastered in common courses of study in a given graduating class. For this reason, it is important that the high school ranking procedure provide a fair comparison among students across a common standard of performance. Due to the small class size at Lighthouse Preparatory Academy at this time, it is to the advantage of the graduating students that only the student with the highest class rank be recognized by receiving the award of valedictorian, which will be recorded on the final transcript. No other student will receive a class rank on his permanent record. To meet with college application requests, all Lighthouse Preparatory Academy transcripts state, “Lighthouse Preparatory Academy does NOT rank at this time.”

At the beginning of the junior year, each full-time student will receive a report showing his exact rank in the class. This rank will reflect course work completed in the first four semesters of high school. At the beginning of the senior year, each student will receive an updated report showing the exact rank in the class. This rank will reflect course work completed in the first six semesters of high school (grades 9-11). Rankings will be updated at the end of the first semester of the senior year and will be made available by February 1st. Final rankings will be determined at the end of the spring semester, and the valedictorian will be announced at this time.

VALEDICTORIAN

To be eligible for valedictorian, the student must:

- Attend and complete high school in exactly four years
- Be enrolled at LPA as a senior in a minimum of five classes each semester, excluding athletics or study hall.
- Only grades for core academic courses (Language Arts, Math, Science, and Social Studies) will be used to calculate the valedictorian rank.

ATTENDANCE REQUIREMENTS

Minimum per Credit Attendance Requirement

In order to successfully complete a course of study, students must attend at least 80% of that course's regularly scheduled class sessions. This means that **they may not be absent more than ten times during a semester for a course meeting three times each week.** Students failing to meet these attendance requirements will not be recognized as having completed the course (i.e., they will be given a grade of incomplete and, in the case of credit-bearing high school courses, denied credit for the course). In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence.

Exceptions: An exception may be granted by the administrator if a student has been unable to meet the attendance requirements due to circumstances beyond the family's control (such as extended illness), and provided the student has, in the judgment of the instructor overseeing his work, achieved minimum mastery of the course content.

ACADEMIC PERFORMANCE STANDARDS

Students must achieve a GPA (grade point average) of 2.0 or above each semester in attendance at Lighthouse Preparatory Academy in the core academic classes to remain in good academic standing. A student whose GPA falls below 2.0 in the core academic classes during any given semester can be blocked from future registration at LPA. At the discretion of the board and administration, a student may be given the opportunity to regain good academic standing by being placed on academic probation for the following semester. This decision will be based on the student's attitude, participation, and effort. A student placed on academic probation must earn a GPA of at least 2.0 in the core academic classes during each grading period of the following semester to return to good academic standing. If the student does not maintain the minimum GPA, he or she may be dropped from classes and blocked from future enrollment at LPA. The student will be removed from academic probation if the minimum GPA or higher is maintained for the entire semester.

If a student falls below 60 the fall semester of a course, he or she may not continue in the spring semester half of the course. The fall semester must be successfully repeated in the following school year before continuing in the LPA sequence. If a student passes the fall semester of a course, but fails the spring semester, he or she must wait until the next school year to retake the spring semester part of the course before continuing in the LPA sequence. It is recommended, but not required, that the fall semester be repeated as well to increase the probability of success. Students who are repeating classes will be admitted only if space is available. Once the student successfully completes the course, the passing grade earned will replace the failing grade. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade).

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by LPA. If credit is granted, it will absolve the failing grade on the student's transcript; both attempts will be noted and neither the original failed course nor the transferred credit will be calculated into the student's GPA. Any student who has not successfully completed the previous course in the LPA sequence at *Lighthouse Preparatory Academy* must take a placement test to be able to enroll in the next course.

GRADING, EVALUATION, AND FEEDBACK

Philosophy

We believe that grades are not a commentary on the relative worth and value of the individual, but rather an accurate reflection of the quality of his work in a given subject at a given time. At LPA, grades serve four basic purposes:

- (1) To help us teach, guide, correct, and train;
- (2) To help us in the on-going placement of students that is appropriate to their needs, background, and abilities;

- (3) To provide us with a just and legitimate means of holding students accountable for the quality of their work; and
- (4) To provide us with an on-going and widely understood means of communicating a student's progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer.

We will establish objective standards for all courses that encourage intellectual growth, stimulate critical thinking, and promote excellence in work. Students will be graded by comparing their level of accomplishment against these course objectives. We will make every reasonable effort to place students properly, basing placement upon their background and abilities rather than any social criteria (such as age). Finally, students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard. The grading standards themselves will be oriented toward the work of the student rather than the student himself. The ultimate purposes of these standards will be to define expectations for students and parents, provide valid and meaningful feedback about progress in coursework, to encourage disciplined academic study, and to enhance student learning and achievement.

Grading Standards and Grade Point Average (GPA)

Courses at Lighthouse Preparatory Academy are graded on a scale of 0-100 (exception: elective courses may be graded on a pass/fail basis). The course grade itself represents a percentage of content mastery, based upon student accomplishment of course objectives, which is then used to determine the grade value of individual courses.

- The letter grade equivalents of this system are as follows:
 - 90-100% = A (GPA 4.0)
 - 87-89% = B+ (GPA 3.67)
 - 84-86% = B (GPA 3.33)
 - 80-83% = B- (GPA 3.0)
 - 77-79% = C+ (GPA 2.67)
 - 74-76% = C (GPA 2.33)
 - 70-73% = C- (GPA 2.0)
 - 67-69% = D+ (GPA 1.67)
 - 64-66% = D (GPA 1.33)
 - 60-63% = D- (GPA 1.0)
 - 0-59% = F
- No course grades in excess of 100 are awarded.
- No credits are awarded for a failed course (grade below 60 or F).
- Other possible grades are Incomplete (I) and Withdrawal (Q, WF, or WP). A student will receive an "I" if unable to complete the course requirements due to circumstances beyond the control of the student, and special permission is granted by administration to complete the requirements after the semester has ended. Withdrawal before the eighth week will be recorded on the transcript as "Q." After the eighth week, withdrawal will be recorded on the transcript as WF (failing) or WP (passing) depending upon the student's grade at the time of withdrawal. The student will not receive credits for any course in which I, Q, WF, or WP is earned.
- Credits transferred to LPA will be applied to the student's diploma requirements (and be included on the transcript), but the grades earned in these courses will not be included in the determination of a student's GPA.

Reporting of Grades

Each semester is divided into two grading periods of nine weeks each. Final semester grades will be provided at the end of each semester.

STUDENT PROMOTION

All students will be promoted to the next course in sequence when they achieve a passing grade 60 or above in the current course. Student promotion is on a course-by-course basis. Students are not promoted based on grade level. *See "Academic Performance Standards" for requirements if a student fails a course.*

GRADE LEVEL CLASSIFICATION

Beginning High School Classification

In order to encourage academic advancement, LPA students in grade 8 may take courses that earn high school credit without being classified as a high school student. However, there is a maximum of 3 credits that can be earned before their classification changes. Once a student begins his 4th credit (including transfer credits), the student will then automatically be classified as a high school student (9th grade). From that point on, the student will only have four years of high school eligibility in academic, fine arts, and athletic competition.

In addition, an 8th grade student who is taking high school level courses must have an equal or greater number of courses classified as 8th grade level in order to receive the lower classification. Such classification must be noted on the student's high school transcript.

9th – 12th Grade Classification

A high school student's grade level classification will be established upon admission to LPA and will advance one grade level each year thereafter based on successful completion of courses.

ADVANCING IN SECONDARY CLASSES

A secondary student may advance up to two classes. To be eligible for advancement, a student must be in good academic standing (i.e., a GPA in core academic classes of 2.0 or above) and pass the required placement test. To achieve advanced placement in language arts or math, the student must pass the appropriate placement test for language arts or math to advance to the desired grade level. Placement for social studies or science courses will be based on student performance in the previous course within the department and recommendation from the instructor. Placement for foreign language or computer courses will be determined by performance on appropriate department tests and approval by the instructor. Diploma requirements (i.e., credit for required courses) must still be completed.

STUDY HALL

Registration in a study hall is *required* for any student expecting to be on campus but not in class during school hours, or the student must leave campus. Students may not register for more than two study halls each semester.

AUDITING OF CLASSES

Lighthouse Preparatory Academy does not allow the auditing of classes. Any student enrolled in any class at LPA will receive a grade reflecting his level of achievement in the class.

ELIGIBILITY REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

All students who desire to participate in extra-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort. Students must be able to represent the school and their fellow students with excellence and not jeopardize academic preparation and success. Students may not be enrolled as a full-time student in another academic institution. **Extra-curricular activities do not, at any time, take precedence over the academic program.**

Performance Standards Related to Eligibility

All students who desire to participate in extra-curricular activities during any given semester must maintain a GPA of 2.0 *in the core academic classes* AND maintain acceptable student conduct, or the student may have limitations to participation applied until the grades improve or the discipline problems have ceased. No refunds, partial or otherwise,

will be given to students temporarily barred from participation in extra-curricular activities due to academic or disciplinary problems. Students who are on academic or student conduct probation may be barred from participation in extra-curricular activities. It is our hope that the possibility of non-participation will further motivate students to focus on the importance of their academic studies.

Late Work Policy

Please refer to the class expectations of each individual classroom instructor.

Make Up Exams

Please refer to the class expectations of each individual classroom instructor.

ACADEMIC DISHONESTY

Lighthouse Preparatory Academy will not tolerate academic dishonesty (i.e., cheating). Academic dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning. Therefore, we exhort our students and their parents to adhere to high standards of personal integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip our students to become disciples of Christ who are committed to serving and pleasing God in all they may do. Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of the course. This includes, but is not limited to, the following:

- Lying or giving false information about completed assignments;
- Copying the work of others at any time without direct authorization from the instructor;
- Using any resources, such as solution manuals and teacher edition textbooks, to complete assignments without the direct authorization from the instructor;
- Obtaining any quizzes, tests, or academic materials, created by or belonging to the school;
- Engaging in plagiarism - "to take ideas or writings from another and offer them as one's own;"
- Altering a graded paper or project for the purpose of disputing the accuracy of the grade; and
- Talking with another student during any quiz, test, or academic assignment without direct authorization from the instructor.

Enforcement

The instructor will follow these steps if academic dishonesty has taken place:

First offense: Written warning and a grade zero (0) for the affected assignment plus a copy sent to the parents, the administrator's office, and student's file.

Second offense: Same as above plus the administrator will conference with the student and parents.

Third offense: Same as above plus the administrator will take disciplinary action appropriate for a serious offense.

MODIFICATIONS TO STANDARD INSTRUCTIONAL/EVALUATION PRACTICES

Lighthouse Preparatory Academy and its instructors are not currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges, such as ADD. All students will receive (or not receive) credit based upon what they have (or not have) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS

LPA will follow these guidelines concerning the relationship between sound education that is both Biblical and college-preparatory, and the treatment of difficult or controversial issues.

- (1) *Because one of God's purposes in the training of disciples is to equip them to reach others with the gospel of Christ and then teach them to obey all He has taught us, we will not encourage our students to retreat from contact with a sinful world, but rather train them to reach out effectively to unbelievers.*
- (2) *Because we must learn to build personal and cultural bridges for the sake of reaching others with the gospel, we will engage in the study of other cultures and thought forms, including godless ones, so that our students will have a better understanding and ability to communicate with all people.*
- (3) *Because God expects His children to be ready to make a defense, acting as salt and light to a world that is often foolish in its understanding and in its principles, we will teach our students to evaluate and correctly respond to difficult or controversial realities in light of God's Word so that they may be able to confront the world without becoming stained by it.*
- (4) *Because dealing effectively with difficult or controversial topics generally requires the use of higher order thinking skills, we will support our teachers' use of opportunities presented through the treatment of difficult or controversial topics to challenge students to develop the skills of analysis, evaluation, synthesis, and proper applications and to apply these skills to godly purposes.*

We do not intend to shield students from the sin and wrong thinking inherent in a fallen world. Rather, we will teach them to confront those realities openly and honestly, from a God-centered perspective, so that they might be prepared to have an impact on the world without becoming part of the world.

STUDENT CONDUCT

Even a child is known by his actions, by whether his conduct is pure and right. Proverbs 20:11

CODE OF CONDUCT

The purpose of this Code of Conduct is to promote a Christ-like attitude in the learning environment and to encourage the development of positive Christian relationships among students. We want to ensure a safe, orderly environment that supports learning, achievement, and appropriate, enjoyable social interaction among students and staff. However, we fully expect the students of Lighthouse Preparatory Academy to follow these guidelines *on and off* campus, striving to represent a positive image at school, at home, at church, and in the community. Therefore, we have set the following guidelines regarding student behavior that should help to build the character qualities and work ethic of every student. The student should use every opportunity at Lighthouse Preparatory Academy to develop and strengthen these qualities.

1. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult.
2. Students should treat each other with respect, kindness, purity and compassion just as God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you," and in 2 Timothy 2:22, "Flee the evil desires of youth, and pursue righteousness, faith, love and peace, along with those who call on the Lord out of a pure heart."
3. The academy operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in consequences that lead toward expulsion.
4. The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness.
5. There will be no horseplay, running, or rough play during or between classes.

6. Students should not eat or drink in the classroom or other areas unless approved for this purpose.
7. Use of profanity is not permitted.
8. Public displays of affection between sexes such as handholding, kissing, etc. are not permitted.
9. Students should not bring cell phones, iPods®, MP3 players, and other electronic devices unless necessary. However, if a student brings any of these items they must be checked into the office upon arrival and picked up when the student leaves for the day.
10. Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school-sponsored event.

Classroom

The LPA classroom will be a place of learning where the teacher is able to teach and the student is able to learn. Teachers will strive for consistency and fairness for all students.

Conduct that disrupts teaching or learning will NOT be tolerated. Students should ALWAYS:

- Come to class on time and be prepared with all required materials;
- Conduct themselves in an orderly, respectful manner;
- Make an effort to learn by participating in class activities and following teacher instructions,
- Strive to stay on task the entire class period and not engage in activities such as social conversations, grooming, sleeping, or personal note-writing;
- Obey all school rules and regulations (both written and verbal); and
- When in violation of these guidelines, comply with the resulting discipline.

Stealing

Stealing from another student, staff, or the school will not be tolerated. Committing or attempting to commit a theft is considered a serious offense.

Use of Property and Buildings

Students have the responsibility to be good stewards of the physical resources God provides for our use. Students should actively protect and take care of the school's property and assist the school staff in operating a school that is safe for everyone. Students should demonstrate consideration of others and school property by keeping the facility and grounds clean at all times and by refraining from any action that may cause property damage. Students should not:

- Eat or drink in the classroom or other areas unless approved for this purpose,
- Chew gum while in the classroom,
- Throw trash on the grounds or leave trash in the classrooms or lunch area,
- Write on tables, walls, or other property,
- Stand on tables or chairs.

FINAL EXAMS

Only students who are taking final exams should be on campus on these days. Students must remain in the classrooms for the entire exam time.

AUTOMOBILE & PARKING LOT

Student drivers must park their vehicle in the designated parking lot which is the East and West sides of the building. In order to ensure safety in the parking lot, if /when your student drives to school, they should park on the side of the building where they enter and then also leave by that same entrance/exit. No student driver should ever cross through

the dismissal area at the LPA entrance/doors. Student drivers should be cautious and keep their speed to a minimum when driving on the school grounds. The school bears no responsibility for vehicles parked on-campus. Cars must be parked correctly and should remain locked. Violation of these safety rules may result in the loss of privilege of bringing a vehicle to school, or the vehicle may be towed. Students must not loiter in the parking lot.

GYMNASIUM, COURT, OR PLAYING FIELD

Students will follow the *Code of Conduct* when participating in a sport, both on and off the LPA campus. LPA students and supporters will comply with all guidelines and policies of the gymnasium, court, or playing field.

OPEN CAMPUS

Because of its university class-scheduling format, Lighthouse Preparatory Academy high school students may enter and leave campus at different times during the day. Many students are responsible for their own transportation to and from school. Therefore, LPA operates under an open campus policy:

- (1) Students are required to check out when leaving the LPA campus on regularly scheduled days.
- (2) Students must be in the class for which they are registered when on campus.
- (3) Parents are responsible for guiding their students regarding their students' use of freedom to come and go from the campus without securing the permission of school personnel. Students who violate their parent's wishes regarding use of the freedom are accountable to their parents, not to the school.
- (4) It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class in session before the class has been dismissed. Therefore, unless prior arrangements have been made or the instructor grants special permission, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.

The campus will remain a closed campus for students in grades 6th-8th. These students cannot leave campus except with a designated family member.

DRESS CODE

Lighthouse Preparatory Academy's dress code is intended to encourage modesty and decency and to minimize the use of clothing as a significant means of establishing identity or social status. LPA staff may determine the appropriateness of a student's clothing or hairstyle and may request that any student who is not dressed appropriately follow the steps listed under dress code violations. The administrator may grant exceptions to the dress code if desired for special dress days.

Students should adhere to LPA's school dress code while on campus or in the classroom during the school day. When off campus for any event, students should be dressed in appropriate attire that displays the spirit of the dress code. Students should seek to dress in a modest Christian manner that represents the school well.

SPECIFIC REGULATIONS

- Girls may wear appropriate jeans, slacks, shorts, skirts, and capris with any approved LPA logo wear for shirts.
- Boys may wear appropriate jeans, slacks, or shorts with any approved LPA logo wear for shirts.
- The hem of skirts or shorts may be no higher than approximately two inches above the knee.
- No sweat pants, gym shorts, or other sports pants are permitted, even on non-specific dress down days.
- All clothes must be neat and clean at the beginning of the day, and may not be torn, have holes, have fringed edges, or any other unusual features which call undue attention to the student.
- Clothing should not be excessively tight or form-fitting OR excessively loose or immodest.
- Hair must be kept groomed and clean and may not include bizarre coloring or styles (e.g., hair spiking, bleaching, etc.).

Boys' hair may not go below the eyebrow nor include "tails." Boys may not wear facial hair or sideburns lower than the middle of the ear.

- Boys may not wear earrings or other pierced jewelry. Girls may wear only one earring per ear; no other pierced jewelry is allowed. Any item of jewelry deemed to be unusually distracting, due to color, pattern, or size is unacceptable for school wear. Girls may wear conservative nail polish.
- Tattoos are strongly discouraged; however, in the event a student has a pre-existing tattoo, it must be covered at all times.
- Coats and jackets must be neat in appearance and in keeping with the spirit of the dress code.
- No shoes with wheels may be worn in the building.
- No hats permitted.

DRESS CODE VIOLATIONS & ENFORCEMENT

Violations to the dress code will be treated as follows:

- (1) The first violation will result in warning to the student and either an email sent home or a call made by the student reminding the parent about step two and three.
- (2) The second violation will require the student have appropriate clothing brought from home, and a reminder about step three.
- (3) The third violation, and any violation after that, will require the student have appropriate clothing brought from home, and a fee of \$15 to be paid the next school day.

DISCIPLINE PROCEDURES

In order to promote good discipline, LPA will strive to enable students to feel loved and accepted, to know and accept the boundaries for behavior, and to understand how to avoid repeating wrong decisions or actions. The key to LPA's discipline will be to give students support and direction, while working in harmony with the parents. LPA staff will practice "preventive" discipline through the use of positive teaching techniques. If the need arises, the school may employ mild forms of reproof, rebuke, and correction. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students. LPA believes that the school staff is primarily responsible to utilize mild forms of discipline for the purpose of sound classroom management, and the parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature.

Enforcement

Each teacher has the responsibility to enforce classroom and school rules. The administrator will be available to assist as needed. Students will be treated fairly and equitably. Disciplinary procedures will always take into account the student's age, attitude, and the seriousness of the offense.

Teachers will send an e-mail to parents and the administrator notifying them of a student's misbehavior on the day the misbehavior occurs and any action taken or proposed. Teachers, parents, and/or the administrator may request a conference to discuss the situation.

Any discipline matter deemed to be of an urgent or potentially dangerous nature would be brought immediately to the attention of the administrator, and the parents will be notified and may be requested to come to the school to address the situation with their student. Repeated offenses or any serious offense may, at the discretion of the administrator, result in temporary suspension or expulsion.

VISITOR POLICY

To enhance both student safety and operational efficiency, Lighthouse Preparatory Academy will enforce the following guidelines governing the presence of visitors on campus during regular school hours, except for parents who are dropping off or picking up students. Students and parents should make potential visitors aware of this policy.

- (1) All visitors must check in with the office upon arriving on campus to obtain permission from the office to remain on campus.
- (2) All visitors must be willing to comply with the rules and regulations governing student and staff conduct, including appropriate dress regulations.
- (3) Students or friends not attending LPA who drive on campus for the purpose of giving a ride to an LPA student may not loiter in the parking lot or enter the buildings, unless they obtain permission from the office.

LPA ACADEMIC PROGRAM

LPA is a UMS® school whose academic program meets the following requirements:

- LPA has a college-simulated scheduling of courses, organized in 18-week semesters, with classes on Monday, Wednesday, and Friday. Students generally spend a *minimum* of one hour working at home for every hour spent at school (1:1 ratio).
- Our core academic classes are offered as *single subject* courses to best utilize available instructional time. We may, occasionally, due to small class sizes, combine course levels for our elective classes (e.g., art, drama, etc.).
- Students must successfully complete the prerequisite for each course, confirmed by a passing grade in an LPA course, transcript from another school, or documented proof from a home school. Students will demonstrate mastery of previous knowledge through placement testing to provide teachers with a starting point for each semester's instruction.
- LPA only allows *semester-by-semester* registration. Once a semester is underway, new students may not be admitted until the beginning of a new semester.
- Students register for individual courses, not complete grade level. LPA allows students to deviate from grade level based on mastery of individual subject matter. Middle School students may go back or advance one grade level, secondary students may go back or advance two grade levels. Advancement in courses assumes that the student has met the prerequisite requirements for those courses.
- Continuity of instruction is ensured through well-developed and clearly articulated curriculum documents, both within the departments and with the home (e.g., course overviews, scope and sequence, assignment sheets, etc.).
- Each course has a defined, off-campus role for parents, that gradually decreases the parents' academic responsibilities (direct teaching) while increasing those of the student (dependent and independent study) as the student progresses through the grade levels.
- LPA teachers are responsible for organizing instruction that includes a partnership with parents. Teachers facilitate this partnership through effective communication, leadership, and instruction in the classroom that extends to the co-teacher. This also includes using textbooks and other educational materials that are both academically sound and parent/student-friendly to use.
- The LPA academic program will maintain high academic standards emphasizing a strong student work ethic and college preparation. Our academic standards will meet or exceed the local and state laws that govern education.
- LPA will maintain a low student/teacher ratio to encourage student success in the classroom: 18:1 for middle school and 20:1 for high school.

LPA SECONDARY 6TH-12TH

PARENTAL ROLE

At the secondary level, the parental role will evolve from “guide for dependent study” to “guide to independent study” as the student matures.

- Students in the 6th – 8th grades will begin to assume some independence from the co-teacher in the completion of assignments. Parents should read each assignment sheet, structure time and place for completing the assignments, offer assistance as needed, and verify that each assignment is completed. Parents should understand that assignment sheets will no longer contain detailed instructions for the co-teacher concerning the completion of assignments, since students will be expected to learn how to receive verbal instructions and record this through notes. Parents may contact teachers to verify instructions; however, they should reinforce with students the expectation for this skill to be developed. Parents may spot-check work to check for understanding the practiced concept, but should not “pre-grade” assignments. Teachers use this opportunity for independent practice as an indicator of whether or not there is a need for re-teaching the concept.
- Students in the 9th – 10th grades will require supervision in order to help them develop disciplined study habits and personal responsibility for the completion of assignments in a timely manner. Parents will supervise student work, monitor student assignments, and discuss content as required. Parents should provide opportunity for independence based on the maturity and success of their students. If students have problems turning work in on time or understanding the subject matter, it is the parents’ responsibility to enforce stricter accountability and provide the extra help that is needed—either by the parent or a tutor. Parents should maintain a “satellite classroom” environment for the student on days not attending LPA. Parents are responsible for monitoring student grades as a reflection of the students’ learning and participation in each course and providing necessary incentives or punishments if grades are not acceptable.
- Students in the 11th – 12th grades study independently, as required in post-secondary education programs. Parents should be available to assist as needed with organization, accountability, and spiritual guidance. Parents should review assignment sheets often enough to monitor all major assignments and make sure the student is investing the time necessary to completing these assignments. In some courses, the student may need a tutor to help with home assignments if the parent is unable to review the material. It is crucial that parents make sure that students maintain a “satellite classroom” schedule on the days not attending LPA (work should be secondary to school). Although the parental role changes as the student matures, parental involvement is still expected by teachers in these final years of high school.

COURSE PREREQUISITES

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the LPA sequence, or permission of the instructor; specific course prerequisites are listed where applicable.

ACADEMIC DEPARTMENTS

Language Arts

The primary purpose of the Language Arts program is to develop and refine student skills in both oral and written communication and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating the world’s great literature against the standard of scriptural truth and wisdom. Middle school courses will give students the opportunities needed to improve reading, composition, and higher-level thinking skills. Emphasis will be placed on reading comprehension and reading analysis, vocabulary and spelling, mechanics of grammar, components of various types of compositions including the beginning stages of a research paper, and an increasing knowledge, understanding, and appreciation of literature. At this level, students will be taught the principles that literature should be evaluated by Biblical standards and that lessons learned through the study of literature should be applied to life. High school courses will provide students with the opportunities needed to improve reading, composition, and higher-level thinking skills. Mechanics of grammar, components of compositions, vocabulary and spelling, and reading comprehension and analysis will be reinforced. At this level, emphasis will be placed primarily on detailed analysis of

various selections from American literature, world literature, and British literature. All readings will be evaluated by Biblical standards, and students will begin to see the correlation between an author's worldview and how it affects the work produced. Compositions will focus on students' analysis of literature, with special attention placed on communicating in a manner worthy of a Christian who desires to influence a world in need of Christ. Students will also have the opportunity to enhance and refine their oral communication skills through participating in dramatic readings, original oratory, and class discussions. *Students must have four years of high school language arts in order to graduate.*

Mathematics

The mathematics department exists to help students learn to appreciate the orderliness of the creation and, by extension, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem solving skills and methodologies gives the math program an important applications emphasis. *Students must have at least three years of high school math in order to graduate, starting with Algebra I*

Science

The primary goals of the science department are to teach essential scientific concepts, skills, and methodologies, to encourage the development and appropriate use of higher-level thinking skills, and to help students better understand the Creator-creation relationship, while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies. *Students must have three years of science, including lab courses, in order to graduate.*

Social Studies

As the term indicates, the academic area known as social studies has as its primary interest the social aspects of human existence and experience. Specifically, it examines the various institutions, relationships, ideas, and problems related to the origin, development, and essential nature of human society in general as well as specific cultures and societies. At Lighthouse Preparatory Academy the primary goal of the Social Studies program is to prepare students for effective ministry and useful citizenship within whatever life station or geographical location the Lord should deem appropriate for their service. In order to achieve this goal, students must develop the ability not only to understand and utilize general facts and ideas but also (and especially) to sift and evaluate a given culture's values, traditions, etc. through a biblical grid supported by a knowledge and understanding of essential information and concepts associated with the academic subjects traditionally associated with the Social Studies (e.g., history, government, economics, geography, etc.). *Students must have at least four years of high school social studies in order to graduate.*

ATHLETICS

Lighthouse Preparatory Academy will develop both boys' and girls' athletics based on student interest and participation. The purpose of the athletic program is to use athletic competition as a tool to improve the student and give him or her an opportunity to glorify God with his or her talents and desires.

STUDY HALLS

These are non-credit classes that enable the student to complete assignments while on campus. The study hall is a "library" environment where students are expected to remain quiet throughout the period independently working on school assignments or reading.