



Parent/Student Handbook

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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 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.

Lighthouse 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*).
5. We believe the biblical definition of marriage as the covenant relationship between one naturally-born man and one naturally-born woman. (*Genesis 2:23-24*)

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 distinctive.

SCHOOL & HOME COMMUNICATION

Communication is *vital* in the University-Model® of education. The Lighthouse 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 Lighthouse is required in order to register for any of the courses offered. Lighthouse will maintain a transcript on file for all full-time students admitted to the school. Parents will be provided with a copy of this transcript upon request. Lighthouse 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 Lighthouse Preparatory Academy’s policies concerning credit transfer).

NON-DISCRIMINATORY POLICY

Lighthouse 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. Lighthouse 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 Lighthouse through a formal admissions process. **Both parental involvement and student cooperation is essential for Lighthouse 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 Lighthouse. 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 the Lighthouse 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 Lighthouse 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 Lighthouse 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 PROCEDURES

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 Lighthouse. 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. This fee is non-refundable unless the student is not admitted.

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 Lighthouse 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 application 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 cancelled 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.

TUITION

1. Payment Options:
 1. Parents may pay for the whole year by July 15.
 2. Parents may pay for the fall semester by July 15 and the spring semester by December 15.
 3. Parents may pay monthly by check or by ACH payments. Payments for the fall semester are July 15 through November 15, and payments for the spring semester are December 15 through April 15.
 4. Any exceptions to these payment options must be submitted in writing and approved by the administration.
2. In the event of a bank draft default, a family will have ten days to bring their Lighthouse 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. The tuition for the current school year must be paid in full before registration for the next school year is accepted. An exception is made for families signed up for ACH payments. Also, tuition must be paid in full before student records, including report cards and official transcripts, are released. If there is an overdue balance, students cannot graduate from Lighthouse Preparatory Academy.
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.

ADDITIONAL FEES

(These choices are optional for students.)

Transfer classes--\$100.00 per class

Leadership Credit--\$25.00 per .25 credit

LEAP--\$150.00 per .5 credit (includes the cost of the LEAP events and campout)

Study Hall--\$100 per semester

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 Lighthouse Preparatory Academy 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. Some courses are semester intensive, with students completing one year of material in one semester and earning 1 credit.

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 Lighthouse Preparatory Academy 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.

GRADUATION REQUIREMENTS

General Requirements

The 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 successfully complete a minimum of 26 or 29 credits respectively, of which at least 2/3 of the credits must be earned at Lighthouse Preparatory Academy, and at least 12 of those must be in the core subjects of mathematics, language arts, science, and social studies. Once a student begins attending Lighthouse Preparatory Academy, 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 Lighthouse offers and no more than three classes will be transferred from a college in any one year. Lighthouse 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 most competitive four-year colleges and universities. In order to earn a 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: 4 credits (Algebra 1 and higher)--Taking math in the senior year is highly recommended.

SCIENCE: 3 credits (Physical Science and higher)--Biology, Chemistry, and Physics with a least one lab class are strongly recommended.

SOCIAL STUDIES: 4 credits (9th grade Social Studies and higher AND must include a passing grade for MO State and U.S. Constitution tests and a passing grade of an American Civics exam.)

FOREIGN LANGUAGES: 2 credits (Must be in the same foreign language; ASL accepted)

WORLDVIEW: 1 credit

BIBLE: 1 credit

HEALTH: ½ credit

PRACTICAL ARTS: ½ credit (Personal Finance)

FINE ARTS: 1 credit (Art History and Appreciation OR Music History and Appreciation)

ELECTIVES: 5 credits

Total required credits for a 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 Diploma and then select HONORS CONCENTRATIONS consisting of at least 3 additional upper division courses (earning at least one credit per course) from Mathematics, Science, Language Arts, Social Studies, Bible, Worldview and/or Foreign Languages for a minimum total of 29 credits. All additional upper division courses used to satisfy the requirements for earning an Honors Diploma must be taken in residence at the academy. 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.

LANGUAGE ARTS: 4 credits (9th grade Language Arts and higher)

MATHEMATICS: 4 credits (Algebra 1 and higher)--Taking math in the senior year is highly recommended.

SCIENCE: 3 credits (Physical Science and higher)--Biology, Chemistry, and Physics with a least one lab class are strongly recommended.

SOCIAL STUDIES: 4 credits (9th grade Social Studies and higher AND must include a passing grade for MO State

and U.S. Constitution tests and a passing grade of an American Civics exam.)

FOREIGN LANGUAGES: 2 credits (Must be in the same foreign language; ASL accepted)

WORLDVIEW: 1 credit

BIBLE: 1 credit

HEALTH: ½ credit

PRACTICAL ARTS: ½ credit (Personal Finance)

FINE ARTS: 1 credit (Art History & Appreciation OR Music History and Appreciation)

ELECTIVES: 5 credits

UPPER DIVISION COURSES: 3 (from Mathematics, Science, Language Arts, Social Studies, Bible, Worldview 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 Lighthouse 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

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.

An exception may be granted by the administration/board 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 obtained a written letter from his/her teacher(s) indicating that in the judgment of the instructor overseeing his work the student has 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 to remain in good academic standing. When a student’s GPA falls to 2.2 the administrator will send a warning letter to the family. The letter will alert the family that, if the student’s GPA falls below 2.0, he or she will not be allowed to participate in extra-curricular activities (including sports, fine arts, and student life activities) and may be blocked from future registration at Lighthouse. 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 during each grading period of the following semester to return to good academic standing. The student will be removed from academic probation if the minimum GPA or higher is maintained for the entire semester. If the student does not maintain the minimum GPA, he or she may be dropped from classes and blocked from future enrollment at Lighthouse.

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 student must repeat the fall semester during the following school year before continuing in the Lighthouse 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 Lighthouse sequence. It is recommended, but not required, that the fall semester be repeated as well to increase the probability of success.

Any sequential course required for graduation that a student fails must be successfully repeated before the student will be allowed to enroll in the subsequent course. Once the student successfully completes the failed course, the passing grade earned will absolve the failing grade, which will be struck from the transcript. 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. 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. If such credit is granted, it will absolve the failing grade on the student's transcript. Both attempts will be noted, 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).

Any student, including one who has been granted transfer credit, may be required to take a placement test to be able to enroll in any course.

A secondary student may elect to repeat a course either at Lighthouse or with another institution before continuing in the course sequence. If the student chooses to retake the course at Lighthouse, his enrollment in the course is subject to administrative approval and class capacity. If a student elects to retake a course and the grade earned during the second attempt is higher, both attempts at taking the course will be reported on the student's transcript. The grade earned during the first attempt will be replaced with a grade of NG (no grade) and will then cease to affect the student's GPA (since no credit will be awarded for any course in which a student has been given NG as a grade).

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 Lighthouse, 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 (W, 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 “W.” 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, W, WF, or WP is earned.
- Credits transferred to Lighthouse will be applied to the student’s diploma requirements (and be included on the transcript).

Reporting of Grades

Each semester is divided into two grading periods of about 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, Lighthouse 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 Lighthouse 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

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. Students may not register for more than two study halls each semester.

AUDITING OF CLASSES

The academy does not allow the auditing of classes. Any student enrolled in any class at the academy will receive a grade reflecting his level of achievement in the class. Any exceptions to this policy will be reviewed by the academic advisory committee upon recommendation of the classroom teacher.

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 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. Grades will be checked the fourth week into the semester and every two weeks thereafter. If the student's GPA falls below the 2.0 the Administrator will notify the family that the student has 2 weeks to raise their GPA above 2.0 or they will not be eligible for student activities. If their GPA is raised above a 2.0 at the time of the next grade check the student may resume participation in student activities. Any exceptions must be approved by the Administrator and Dean of Academics.

LATE WORK POLICY

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24)

But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

This academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

1. An academic (i.e., grade) penalty will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior arrangements have been made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. This principle was adopted as a means of encouraging our students to adopt and cultivate the biblical values of self-discipline, diligence, and self-control.
2. Late work, if turned in within a reasonable period of time following the original due date, will be accepted and evaluated, allowing the student to receive at least some credit for his efforts. This principle was adopted primarily as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.
3. Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than three weeks beyond its due date, or any time after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.

All students will be notified no later than the first day of class of the specific ways that the individual teacher will apply these principles. This principle was adopted in order to assure that students would know how a given teacher intends to hold them accountable for any demonstrated lack of appropriate responsibility, diligence, or self-discipline.

ABSENCES AND MAKE-UP WORK

When a student is going to be absent, it is imperative for the parent to communicate with the office and with each of the teachers. If no contact is made prior to the absence, the absence will be marked "Unexcused" and missed work may not be accepted. Exceptions must be discussed with the administration.

The fast pace of the University-Model® requires students to stay on task and be responsible for turning in work on the assigned due date. The qualities of self-discipline, diligence, and self-control are encouraged in each class. Failure to turn in work because the student did not manage his or her time, forgot the assignment or materials needed to complete the assignment, or other excuses relating to academic irresponsibility will NOT be tolerated in any class. The recommendation is that teachers take off 10 percent for each day work is late, but teachers may use their own discretion to make their own policy. Policies will be communicated at the beginning of the semester.

Absence – UNPLANNED Due to Illness/Emergency

When a student has an unplanned absence due to illness/emergency/quarantine, parents should call or email the office and the teachers to let them know about the absence **prior to scheduled class time** and to make arrangements for picking up any papers needed to work at home.

If a student is sick to the point of being unable to do their work on a satellite classroom day, but well enough (fever free for 24 hours) to attend class on campus the following day, a parent should email each individual teacher to let them know why the student was not able to complete the at-home assignments. This email must come from a parent and not the student.

Only those absences or incomplete work due to illness or emergency circumstances beyond the immediate control of the student or his/her parents will normally be accepted. When a student returns to school after an unplanned emergency absence, they should bring in the work due the day of their absence and be ready to take any tests from the day absent and those for their day of return. Exceptions may be made on an individual basis due to multiple

absences, or illness that has kept a student from working at home, in which case the student will need extra time to complete assignments. This is generally a day to make up work per each day absent.

Students who elect to miss class, not due to illness or emergency (described above) or pre-approved planned absences (described below), will be an unexcused absence. In such cases, students may not have the opportunity to make up missed class work.

Absence - Planned (Pre-Approved)

When a student's family is planning an absence (i.e. vacation, mission trip, etc.), a parent should notify the office and the teachers *in writing at least two weeks in advance*.. This is required to provide adequate time for teachers to prepare assignments for the absence. Teachers are not required to have completed lesson plans ahead of time but will make every effort to have those provided in a timely manner.

Elementary students are responsible for gathering assignments that will be missed and are responsible for turning them in when they return to school. The student should be prepared to join the class where it is currently working when he/she returns. This includes being prepared for tests, reports, and any other assignments pending, unless other arrangements have been made between parent and classroom teacher.

Secondary students are responsible for gathering assignments that will be missed and are responsible for turning them in when they return to school. Tests and projects should be made up prior to the absence or at the teacher's discretion. The student should be prepared to join the class where it is currently working when he/she returns. This includes any other assignments pending, unless other arrangements have been made between parent and classroom teacher.

When a student will be absent from class due to participation in a Lighthouse sponsored activity, teachers will be notified in advance. Teachers may then expect homework due that day to be turned in before or on the due date through the teacher boxes in the office. Student athletes may not miss class for practices; exceptions may be made for approved games or tournaments.

Absence - Extracurriculars

If a student is absent from school (half or more of the student's daily classes), they are not allowed to participate in extracurricular activities that day, unless they have extenuating circumstances and specific permission of the administration.

Make-Up Exams

Students will be allowed to take make-up exams when the student is absent due to illness, reasons other than illness if allowed by the parent, or extra-curricular activities, based on the following communication procedures:

- The parent must contact the office the day of the absence to notify the school that the student will be absent due to illness. The student's name will be placed on an "approved" list, and he will be allowed to take a make-up exam if he has missed a class exam.
- The parent must contact the teacher prior to the day of the absence if the student will be absent for reasons other than illness (i.e. college visit, extracurricular activity, or other). Permission to take the make-up exam in these circumstances is at the discretion of administration and the teacher.
- The parent should contact the teacher/administrator to schedule the make-up exam time (before or after school, at lunch, or during free time). Students must take all make-up exams within two class days of the absence. Students who are absent due to extra-curricular activities or reasons other than illness, should confirm testing deadlines with the teacher. Students who do not make up the exam by the required deadline will receive a "0" on the exam.

TARDY POLICY

A tardy is considered a disruption to the teacher, fellow students, and flow of classroom instruction. Tardies will be indicated in the student's on-line grade book. Three tardies, whether excused or unexcused, are equivalent to one absence. Six tardies, whether excused or unexcused, are equivalent to two absences, and the student loses the privilege of leaving campus at lunch for one week. Seven or more tardies will result in a meeting with parent, student, and administration to discuss further consequences and strategies to prevent more tardies.

In addition, a tardy which exceeds twenty minutes is considered an absence. Teachers may, at their discretion, refuse to allow the student to make up work missed because of a tardy. The administrator must grant any variance to this policy.

SKIPPING CLASSES

Students enrolled in courses are expected to be in the scheduled class when present on campus. Students who elect not to attend the scheduled class will face academic, behavioral, and eligibility consequences as determined appropriate by the administration including, but not limited to loss of privilege to leave campus. Likewise, secondary students who are on campus for classes either before and/or after Equip are required to attend Equip classes.

Students who elect to miss class, not due to illness or emergency or pre-approved planned absences are viewed as having an unexcused absence. In such cases, students may not have the opportunity to make up missed work

ACADEMIC INTEGRITY

Integrity is an essential element to the inner workings of Lighthouse. It is the goal of the Lighthouse faculty and staff to encourage a culture of academic integrity based on our desire to serve God and create an atmosphere of mutual respect for others. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. Lighthouse faculty and staff pledge to strive for honesty and integrity in handling the content of each course and in interactions with students and families. Lighthouse students and families pledge to do the same.

Our Integrity Covenant

(adapted with permission from the Harding University and CrossPointe Academy Academic Integrity policy)

We, the members of the Lighthouse community, recognize that our covenant of integrity is with three parties.

- First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.
- Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community, we covenant with each other to guard and protect our commonly held trust.
- Third, integrity is a covenant we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

Our Integrity Principle

Honesty: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

Authenticity: Presenting only ideas and creative expressions that are unique, unless properly cited according to teacher stated guidelines. Submitting the work of another constitutes plagiarism.

Accountability: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Violations of Academic Integrity

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:

- Using materials not authorized by the teacher, such as teacher's editions, answer keys, hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers or other electronic devices, for an academic exercise.
- Copying from another student during a quiz or test.
- Copying another student's assignment or project.
- Obtaining answers to online quizzes and tests.

2. **Plagiarism:** Representing the words, ideas or data of another as one's own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:

- Purchasing a paper from an electronic source or other entity.
- Downloading a partial paper or an entire paper from the Internet and submitting it as one's own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one's own.
- Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
- Recycling a paper from a concurrent class or a class that was previously taken without the permission of the instructor to do so.
- Copying verbatim from a source without using quotation marks, even if the source has been cited.
- Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.
- Copying another person's sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.

3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:

- Taking a course, test or quiz for another student.
- Fabricating source information within an assigned paper and/or on the works cited page.
- Fabricating lab or research information.
- Using summaries, study aides (e.g. SparkNotes, CliffsNotes, etc.), visual media, etc. in place of reading completely an assigned work (e.g. novel, non-fiction book).
- Submitting collaborative and/or group work as one's own, unless the instructor has given permission for students to do so.
- Completing another student's class assignment for the student.
- Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.

- Claiming to have attended an assigned function, such as a service activity, performance, job interview, home visit, symposium, observation or lecture without having attended the function or performed the actual service.
- Lying to a Lighthouse employee about assignments or attendance.
- Making unauthorized use of Lighthouse letterhead.
- Forging a signature for academic purposes.
- Attempting to change an assigned grade or other information on any official Lighthouse document, data source or electronic item.

4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:

- Allowing another student to copy one's work and to submit the work as his or her own.
- Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
- Sharing test questions with another student who has not taken the test.
- Giving answers to online quizzes and tests.
- Sharing test results in a non-proctored test environment in which an honor code is imposed.
- Failing to challenge dishonest conduct witnessed in other students.

5. **Theft, abuse, hoarding or concealment of academic property:** Academic property includes, but is not limited to, the following:

- Library resources and materials
- Laboratory equipment and supplies
- Departmental or class resources
- Tests and quizzes

Enforcement

Violations of academic integrity will be reported to the administrator and will result in academic counseling as well as the following:

First offense: A grade zero (0) for the affected assignment plus a copy sent to the parents and the administrator.

Second offense: Same as above plus an incident report will be written and put in the student's file.

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

The goal of these consequences is to help students to maintain academic integrity while striving for academic excellence and character development.

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. All students will receive (or not receive) credit based upon what they have done relative to our standard grading system, rather than upon individualized standards developed in response to special needs.

Lighthouse Preparatory Academy has limited resources to support students with an Individualized Education Program (IEP). If a Lighthouse student does go through IEP testing, and the school receives the results, then staff will review whether there are simple accommodations that could be supported. If a student with a documented IEP requires extended time testing, then that student will have to notify their parent that a test is scheduled and if the student is unable to finish the test in class, then a parent or an aide paid for by the parents will have to be at the school at 3 PM in the school Study Hall to assist while the student takes the test. Students requesting extended time testing because of an IEP will be required to provide documentation of the amount of extended time they require. This should be in the range of 1 ½ to 3x. This direction will support the teachers by having them receive the test back the same day that the test for the other students was given and received back. The parent or aide will pick up the incomplete test at the office at 3 PM and return it to the office upon its completion the same day.

DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS

Lighthouse 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 such as handholding, kissing, etc. are not permitted.
9. Tobacco products, illicit drugs, alcohol, or weapons (including but not limited to guns and knives) are not allowed on campus or at any school-sponsored event.
10. Students may carry cell phones, tablets, and other such communication devices on campus, but they must be turned off and stored in bags, backpacks, etc. All student communications with parties outside the school should go through the central office while a student is on campus. Any variance to this policy must be granted by the administration.

Classroom

The Lighthouse Preparatory Academy 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,
- 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.

RESPONSIBLE TECHNOLOGY USE

Lighthouse Preparatory Academy recognizes that computers, telecommunication devices, and other technologies continue to change the ways that information may be accessed, communicated, and transferred. In order to build amazing relationships with their peers, we encourage meaningful conversations between our students. Our goal is to recognize the role the electronic devices play in students' lives and to educate students about efficient, ethical, and appropriate use of technological resources.

As Christians, we are to use technology in a manner which honors God. We expect ethical behavior at all times,

consistent with state and federal laws and regulations, but also in a manner which reflects the values and standards of our school. The use of any electronic communication devices at school is a privilege, not a right, and carries the responsibility of acceptable use as set forth below.

1. Students may have a cell phone or other electronic device in the classroom. Teachers may have all students store their phones in the front of the room in order to eliminate distractions. If not stored at the front of the room, the device must be stored in a bag or backpack, turned on silent (not set to vibrate), and not used unless the teacher gives specific permission. Teachers may take away an electronic device used without permission or that proves to be a distraction in class.
2. Students should only use electronic devices in a positive manner. The use of the electronic device to send abusive, insulting, harassing, or bullying text messages, voice messages, blog posts, social media posts, or any other such communication will result in disciplinary action.
3. Electronic devices can only be used in school before and after school hours or with a teacher's or administrator's permission. All student communications with parties outside the school should go through the central office while a student is on campus. Any variance to this policy must be granted by the administration.
4. Students at Lighthouse will receive a school email account. This email account and any school provided technology are owned and may be monitored by the school. This account is to be used for school correspondence only and there is no expectation of privacy with school provided technology.
5. Smart watches may not be used in class. It is possible that smart watches will not be allowed at school in the future.
6. The academy name and logo may not be used on social media account profiles without direct permission from administration.

Technology Violations and Enforcement

Violations of the technology use policy will be treated as follows:

1. The device (phone, smart watch, etc.) may be taken by any staff member and stored in the administrator's office. The student may pick it up at the end of the day.
2. The device may be taken and stored in the administrator's office. An email may be sent to the parent. It may be picked up by the parents in the office. It may not be brought on campus for one week, or it must be turned in to the administrator every day for the week.
3. The device may be taken, stored in the administrator's office, and picked up by a parent. The student may not bring the device on campus for the remainder of the semester, or it must be turned in to the administrator every day for the rest of the semester. The third violation and any violation thereafter will result in a fee of \$15 to be paid the next school day.

DIGITAL LEARNING PLAN

Circumstances will cause some students to be at home due to illness or quarantine. When that occurs, students should put forth their best effort to attend online classes in order to provide continuous learning in their classes. These situations will require flexibility, patience, and persistence as we work together to help students in their academics, in their character development, and in the development of relationships with teachers and other students. In addition to the general code of conduct in this handbook, the following are expectations of families and students regarding online learning.

General Expectations

- Students should give their best effort, exhibit their best online class behavior, and attend classes regularly, health permitting.
- Expectations for online learning are similar to conduct expectations in the central classroom in order to show respect for other students and the teacher and to continue learning with the fewest distractions possible.

- Students who are home due to quarantine are expected to attend classes via Zoom, Google Meet, or other platform designated by the teacher unless a parent or guardian notifies the administration and teachers that the student is sick or not able to attend.
- Students and parents are expected to keep in contact with teachers to make sure that the students at home know the assignments and are able to keep up with the work as much as possible.

Family Roles and Responsibilities

- Help students manage their online learning by encouraging them to attend classes when possible and finish all assignments in a timely manner.
- Create a distraction-free, comfortable place for students to work and attend online classes.
- Encourage students to take healthy breaks between classes.
- Communicate with administration and teachers about student’s availability for attending classes.
- Ensure that students have working Internet service and computer with access to a camera and microphone.

Student Expectations for Online Learning

Students who will not be attending class on-site due to illness or quarantine and would like to participate through Zoom or other on-line platform should try to contact the teacher as soon as possible, preferably before 7:30 a.m. This will allow time for equipment to be set up before class begins.

When classes are being conducted online via Zoom, Google Meet, or other platform, students are expected to follow these guidelines:

- Give best effort and best online class behavior.
- Be ready for class when the class begins. Students “arriving” after class begins will be counted tardy. (It is recommended to log in early.)
- Keep lights on during class.
- Take notes, ask questions, and participate in class.
- Recordings and still-shots of meetings/classes on Zoom, Google Meet, or other platforms are NOT allowed without written permission from the teacher and/or administration.
- Dress appropriately—consider it a dress down day. Clothing needs to be in the spirit of the dress code. Pajamas are not allowed.
- Keep the microphone on and camera on unless the teacher gives specific permission to turn one or both off. If a student is not able to have the microphone or camera on, they will be counted absent.
- Sit at a desk or table as expected in a class.
- Take breaks in between classes to go to the restroom, to get a snack or drink, or to stretch in order to be able to focus during class.
- If student is too sick to follow these expectations, Zoom is not a good option, and the student needs to focus on resting and getting better.
- Turn in assignments when they are due. Communication with teachers is critical in order to understand the expectations from the teacher. Students who do not turn assignments in on-time will have points deducted and may not receive credit for late work.

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.

AUTOMOBILES AND PARKING LOTS

Student drivers must park their vehicle in the designated lot. Student drivers should be cautious and keep their

speed to a minimum when driving through the parking lot. 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. Students may be required to sign a contract, agreeing to abide by laws and school guidelines.

GYMNASIUM, COURT, OR PLAYING FIELD

Students will follow the *Code of Conduct* when participating in a sport, both on and off the Lighthouse campus. Lighthouse students and supporters will comply with all guidelines and policies of the gym, 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, Lighthouse operates under an open campus policy:

- (1) Students are required to check out when leaving the Lighthouse 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 parents' 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

The dress code of Lighthouse Preparatory Academy is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5). The administrator, a dean, or one designated to act in their stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as the academy's sports programs and physical education classes, special dress days or other instructional exercises, provided that high standards of modesty are always upheld.

All elements of the dress code are in force (and may be enforced) on the academy's campus from 7:30 a.m. to 4:00 p.m. on school days. During that time, students anywhere on campus must be dressed in either proper class attire or proper sports attire. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus, school-sponsored events.

The academy's dress codes are in place as an application of kingdom values taught in God's Word. Parents and students should read the above passages, including the reasons behind the academy's dress code, and talk about them together. If a parent personally disagrees or has difficulty with certain specifics of the dress code, he/ she may communicate suggestions to the school in writing. However, the school humbly asks parents to defer to the present practice and speak respectfully of these matters around and to students. The school asks this for the sake of the biblical principles they represent and for the peace and order of the learning environment.

SPECIFIC REGULATIONS FOR CENTRAL CLASSROOM DAYS

The dress code is in effect from 7:30 a.m. to 4:00 p.m. “Logo wear” refers to clothing that has the Lighthouse logo with the eagle or lighthouse. Shirts for sports, fine arts, or other Lighthouse activities are called “spirit wear” and can only be worn on specified days as noted on the Lighthouse activities calendar.

- Students must wear a shirt which displays the Lighthouse logo. During the school day, the logo must remain visible. Wearing anything* that covers the logo is a violation of the dress code. *coats, jackets, unbuttoned shirts, cardigans, scarves, etc.
- Girls may wear appropriate jeans, pants, shorts, skirts, and capris with an approved Lighthouse logo wear shirt, sweater, or sweatshirt. No sweatpants, leggings, yoga pants, or athletic shorts. No sleeveless shirts or shirts with spaghetti straps without another shirt to cover. No short skirts or shorts - hems should be no higher than approximately two to four inches above the knee.
- Boys may wear jeans, pants, or shorts along with an approved Lighthouse logo wear shirt. No sweatpants, athletic pants, or athletic shorts. No short shorts - hems should be no higher than approximately two to four inches above the knee.
- All clothes and shoes must be neat and clean at the beginning of the day and may not be torn, frayed, or contain any other unusual features which call undue attention to the student. Clothing with holes is not acceptable even if there is a patch on the other side of the hole.
- Clothing should not be excessively tight OR excessively loose or immodest (i.e. low-cut shirts or tank tops).
- Hair must be kept groomed and clean and may not include unnatural coloring or styles.
- Boys may not wear earrings or other pierced jewelry. Girls may wear three earrings per ear; no other pierced jewelry is allowed.
- 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 hats may be worn in the building from 7:30 a.m. to 4:00 p.m.

DRESS CODE VIOLATIONS & ENFORCEMENT

Parents are strongly encouraged to remind students about dress code guidelines before leaving home. Teachers and administration work together to enforce the dress code at school.

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 and/or administrator 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, Lighthouse Preparatory Academy 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 Lighthouse discipline will be to give students support and direction, while working in harmony with the parents. The Lighthouse staff will practice “preventative” 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. Lighthouse 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.

GENERAL DISCIPLINE POLICY GUIDELINES

Behavior that needs to be corrected usually falls within these categories:

Disruptive - Disrespectful - Dishonest - Disobedient - Dangerous

1. In most cases, a distinction will be made between elementary and secondary students in specific policies governing disciplinary procedures, since it is assumed that a greater degree of self-discipline and good conduct should be expected from secondary students.
2. All discipline cases referred to the office are to be accompanied by written communication completed by a staff member. This communication is generally in the form of email and/or behavior record in the system.
3. Any discipline matter deemed to be of an urgent or potentially dangerous nature shall be brought immediately to the attention of the administration. It will not be necessary to notify the administration immediately of discipline problems of a routine or non-serious nature. Such problems will be handled at such times and in such a manner as shall be convenient to the administration.
4. The student shall be given an opportunity to correct his own behavior following the first offense of a routine or non-serious nature, and the parents shall not be notified unless the student or staff member involved specifically requests that they be notified. The parents shall be notified of any subsequent offenses. A copy of the relevant discipline form shall be sent to them for this purpose, and the parents may be asked to acknowledge receipt, indicating that they have read and understood it.
5. An administrative staff member will personally attend to serious, urgent or potentially dangerous discipline matters, and the parents will always be notified in such cases. The administrative staff member shall have a broad range of personal authority to act in such cases, including but not limited to suspension of the student from regular school activities.
6. Should repeated or serious first-time violations of the student code of conduct occur, a student may be put on behavior probation for a specific period of time, suspended, or expelled. Expulsion is a function of the school board after referral from the administrator.

DISCIPLINARY ACTIONS TO MINOR MISCONDUCT

CLASSROOM DISCIPLINE

The classroom teacher is normally the closest to any discipline issue that arises. While teachers have the opportunity to exercise discretion with each occurrence of a discipline issue in class, they should normally and regularly apply the following procedure to maintain consistency in their own classroom and throughout the school, according to our Code of Conduct.

This procedure is also to be followed by any substitute, volunteer, or assistant when they are acting with the delegated authority of Lighthouse.

1st Offense

- Firm and loving rebuke that identifies inappropriate behavior.
- Teacher notifies the parents.

2nd Offense

- Repeat steps in 1st offense with notice that the next offense for the same or similar discipline results in an office visit.

3rd Offense

- Repeat steps above and the student will be sent to the office with a Discipline Report.

This initial rebuke in the classroom offers the student the opportunity to demonstrate that he is “wise” and desires to honor his parents and the Lord with his obedience and a good response to correction. (Prov. 17:10). It also alerts parents to potential problems, especially in regard to attitude, and helps them assume final responsibility for the correction of their child (Eph. 6:4).

OFFICE VISIT DISCIPLINE

There are five basic behaviors which will result automatically in an office visit:

1. Disrespect shown to any staff member or peer, whether in the form of a look, a response, or an action. The staff member will be the judge of whether disrespect has been shown. (Ex. 20:12, Prov. 6:16-17, Rom 13:1, Rom. 13:7)
2. Dishonesty in any situation, including lying, cheating, forgery or stealing. (Ex 20:15-16, Proverbs 6:16-17, 19)
3. Disobedience whether through outright rebellion or passive disobedience in response to instructions. (Col. 3:20 and 1 Sam 15:23)
4. Disruptive behavior is any behavior that disrupts or impedes the flow of instruction or activity. This may include (but not limited to) the use of obscene, vulgar, profane or malicious language or action, including swearing, taking the Lord’s name in vain, name-calling or foul talk/jokes, etc. (Exodus 20:7, Eph 4:29-31 and 5:4)
5. Dangerous behavior that shows malice or intent to harm another person, self, or the school including fighting, shoving, tripping, etc. (James 4:1 and 1 Cor. 13:5)

Normally during an office visit, the administration will:

1. Investigate and determine the nature of the offense.
2. Seek to give godly and biblical counsel to the student (1 Tim 3:16)
3. Contact the parent through email, phone or behavior notice sent home.
4. After the parents have dealt with the offense at home, the parents should notify the administration (through phone or signature on the behavior notice) that they have done so.
5. Should there be repeated discipline issues, parents will be contacted to meet with administration, seeking support in averting further problems.
6. Continued discipline issues will result in suspension or expulsion as described in Major Misconduct.
7. Students may be placed on behavioral probation for one semester to one year, signaling the next steps of possible expulsion.

DISCIPLINARY ACTIONS TO MAJOR MISCONDUCT

1. **SUSPENSION** (In school or out of school at the administration’s discretion)
 - a. Suspension from all classes and activities with permission to make up work.
 - b. Suspension from all classes and activities with no permission to make up work.
 - c. Durations
 - One Day
 - Two Days (any combination of two successive central classroom days)
 - Three Days (any combination of three successive central classroom days)
 - Five Days (any five successive central classroom days)
 - d. Suspensions may carry with them any number of requirements that the administration deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion considerations.
2. **EXPULSION** (can only be administered by the Lighthouse school board)

- a. Expulsion without permission to appeal. Expulsion must appear on the student's permanent record.
- b. Expulsion with permission to appeal.
 - Student is suspended immediately from all classes and activities.
 - The family's admissions agreement with the school is declared null and void.
 - If the family does not wish to appeal, then the student is officially no longer a student at the academy and the record of expulsion will appear on the student's transcript.
 - If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission agreement with Lighthouse.
 - If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless the parent is single) and the student must schedule a time to appear before the Board to discuss the appeal.
 - Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the Board's required corrective actions, restrictive measures, and future accountability. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
 - If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from the permanent record at the end of that school year or at a time later than that if the Board deems it appropriate to the situation.

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 and to pick up a visitor badge to wear while they are in the school building.
- (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 Lighthouse Preparatory Academy who drive on campus for the purpose of giving a ride to a Lighthouse student may not loiter in the parking lot or enter the buildings, unless they obtain permission from the office.

Watch D.O.G.S. is a National Program that Lighthouse joined in the 2014/2015 school year. Watch DOGS are dads, grandparents and other males interested in their student's safety. There will be Watch DOGS on campus most days. They will have specific responsibilities assigned to them, but they will be encouraged to attend class with their student. They will wear Watch DOGS T-Shirts or sticker identifying them.

Watch DOGS will provide an additional set of eyes for the safety of our school. They will also be a male role model for the students.

LIGHTHOUSE ACADEMIC PROGRAM

Lighthouse Preparatory Academy is a UMS® school whose academic program meets the following requirements:

- Lighthouse has a college-simulated scheduling of courses, organized in 16-18-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). During some semesters, Tuesday/Thursday classes may be offered.
- 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 a Lighthouse 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.
- Lighthouse 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. Lighthouse 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.
- Lighthouse 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 Lighthouse 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.
- Lighthouse will maintain a low student/teacher ratio to encourage student success in the classroom: 18:1 or 20:1 for middle school and 20:1 or 22:1 for high school.

LIGHTHOUSE 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 Lighthouse. 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 Lighthouse (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

Students must have satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the Lighthouse 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 four 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 to give him or her an opportunity to glorify God with his or her talents and desires.



We have read and discussed the 2021-22 Parent-Student Handbook, and we agree to do our best to follow the expectations regarding the dress code, technology use, online learning, absences/tardies, general discipline policies, and other expectations described in the handbook.

Parent Signature

Date

Parent Signature

Date

Student Signature

Date