

Parent/Student Handbook



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www.lighthousecamn.org

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I. INTRODUCTION

Administration

Board of Directors

In accordance with Article III of the Bylaws. The board is responsible for overall policy and direction of the association, and delegates responsibility of day -to day- operations to the staff and committees. No board member receives compensation other than reasonable expenses. Board members must lead a life that is honoring God and reflecting Jesus as our Lord and Savior.

Chris Mutchler.....	Chair
Kassie Grossman.....	Vice Chair
Rob Grooms.....	Treasurer
Zachary Erickson.....	Secretary
Charles Nelson.....	Pastor Rep.
Courtney Dewey.....	Community Rep.

Faculty

The Faculty at Lighthouse share a passion for teaching students through a Biblical Worldview. The number one credential for each teacher is to be active in their faith. Teachers are first a model and mentor for each child. At LCA we not only want to focus on your child's academic learning we want to help them build their relationship with or Lord and Savior Jesus Christ.

About us

We are a faith-based school created by a group of believers who realized our community needed an alternative school option for families. We desire to work alongside churches and families to support the children's education through a biblical worldview. We are independently funded by individuals, churches, and businesses. We will strive to prepare the students to become spiritually, academically, socially, emotionally, and physically ready to go into the workforce or college and become contributors and influencers.

Statement of Faith

Our beliefs are equal to churches and families that honor Christ. We believe:

1. The Bible is God's perfect word, unfailing authoritative, and complete Word of God. (*II Tim. 3:1, II Peter 1:21*)
2. In the Trinity, eternally existent in the Father, Son, and Holy Spirit. (*Genesis 1:1; Matthew 28:19; John 10:30*)
3. The Biblical creation, including man, by the direct act of God the world was created in six days. (*Genesis 1:1,3; 1:26-27*)
4. We believe in:
 - The deity of Christ..... (*Jn. 10:33*)
 - His virgin birth..... (*Isa. 7:14; Mt 1:23*)
 - His sinless life..... (*Heb. 4:15; 7:26*)
 - His miracles (*Jn. 2:11*)
 - His vicarious and atoning death..... (*I Cor..15:3; Eph. 1:7; Heb. 2:9*)
 - His Resurrection..... (*Jn. 11:25; I Cor. 15:4*)
 - His ascension to the right hand of the Father..... (*Mk. 16:19*)
 - His personal return in power and glory..... (*Acts 1:11; Rev. 19:11*)
5. The absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and men are justified by faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved. (*John 3:16- 19, 5:24; Romans 5:8-9 & 3:23; Ephesians 2:8-10; Titus 3:5*)
6. Faith, with the absence of action, is dead. *James 2:14-22*
7. The resurrection of both the saved and the lost; those who are saved will rise to eternal life, and those who are lost will rise to be condemned. (*John 5:28-29*)
8. The present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. (*Romans 8:13-14; I Corinthians 3:16, 6:19-20; Ephesians 4:30 & 5:18*)
9. In the spiritual unity of believers in our Lord Jesus Christ. (*Romans 8:13-14; I Corinthians 12:12-13; Galatians 3:26-28*)

Mission

A faith - based community school that provides a safe educational environment that focuses on Godly values and concepts which are embedded in the curriculum, and supports the whole student, which means spiritually, academically, socially, emotionally, and physically.

Vision

To walk alongside families to provide academic excellence from a biblical worldview, and to train children not to hide from the world, but to stand firm in it through Christ.

Philosophy of Education

Lighthouse believes that all of the Bible is true, that it provides a basis of reference for all academic subjects and is the only reliable guide for Christian living. Nothing will be taught that will offend Christ or is contrary to Biblical principles. We will strive to provide an excellent academic education and environment, using Christ-centered materials to encourage our children to develop spiritually, academically, physically, emotionally, and socially.

That does not mean all knowledge is found in the Bible, it is not a science or math book, but it is our filter and instruction manual for what is taught, and when it does speak to topics it is 100% accurate.

It is our belief that through developing in our students a Christian worldview, that they will be able to carry the light of Christ into a dark world and be willing, competent, and devoted leaders. through this teaching they will develop a love for God, a love for country, and a true sense of their Christian heritage.

Parents have the primary responsibility for educating their children. We are in partnership with the family to assist in shaping a Christ-like view of truth and reality, and to instill a desire to live in obedience to God's Word.

Personnel are the most important resource for effectively conducting a quality learning program. The program will function at its best when it employs highly qualified personnel who are in obedience to God, conducts appropriate staff development activities, and establishes policies and working conditions which are conducive to high morale and enable each staff member to make the fullest contribution to the school's programs and services.

We believe Christian education contributes directly to the advancement of God's kingdom and the communities in which we belong.

Goals & Outcomes

Lighthouse Christian Academy's core values are reflected within the goals and outcomes of our school. We believe it is our duty to create an environment of excellence where students feel safe, engage in critical thinking as they discern and gain knowledge in each subject taught. Students will use God's Word as a filter for all knowledge so they can become more Christ-like as they enter the world to become contributors and influencers.

GOALS:

Christ-like: To foster a knowledge of Christ, a desire to be conformed to His image, and the desire to live a life that reflects a Christian Worldview

Outcomes

1. Guide children in the knowledge of God, to love their fellow man, and the world in which they live.
2. Teach children to see the world and everything in it through the lens of God's Word.

3. Teach children to understand themselves, in the light of all the knowledge and ideas available, and what the true nature of man is.
4. Present the Word of God as truth and the authoritative source upon which to build a life of purpose and meaning.

Excellence: To provide academic excellence using a biblical worldview

Outcomes

1. Provide students opportunities to develop a discerning mind that seeks truth.
2. Help children develop good study habits including bible study which promotes the development of biblical character.
3. Teach basic knowledge and skill in an orderly fashion so children can master reading, writing, mathematics, science, and social studies based on their developmental level, and the need for physical activity for growth and maturity.
4. Support children in 21st century skill development of collaboration, critique and revision, leadership, and critical thinking.
5. Identify each child's uniqueness, needs and special talents throughout the educational process.

Service: Develop a heart to serve others in their family, church, school, and community

Outcome

1. Provide a safe, supportive, and stimulating environment for all students, staff, and parents.
2. Practice obedience to family and emphasize the important role parents have in the education of their children in accordance with scripture.
3. Prepare students for works of service in their church so they can build up the body of Christ.
4. Build responsible citizens who will shine their lights in the darkness while serving their community as strong Christian leaders.

Patriotic: To understand our American Christian heritage, and a strong love for our country.

Outcome

1. Understand our American Christian heritage.
2. Learn the value and responsibility of living in a country that has a constitution and the privileges of being a United States citizen.
3. Gain a strong love of country.

Psalm 33:10 -12: "The Lord frustrates the counsel of the nations; He thwarts the plans of the peoples. The counsel of the LORD stands forever, the plans of His heart from generation to generation. Happy is the nation whose God is Yahweh..."

Hours of Operation

Start time: Monday – Friday: 8:25

End time: Mon, Tues, Thur. Fri – 2:40

Early Release time: Wed. 2:05

Before/ After Care

Before care (no cost): Students are permitted to arrive at the school at 7:50 at no cost. Students are not permitted to be in the school without adult supervision prior to 7:50.

After Care: Students are permitted to remain after school until 5:30 pm in designated areas. Students will be sent to After Care if they have not been picked up by 3:00pm. Students are not permitted to be in the school without adult supervision after the times established above. After Care provides care for students until 5:30pm. A student who is signed in for After Care beginning at 3:00 pm will automatically be billed a \$5 fee/ child. Children remaining after 4:00pm will be charged a program rate of \$15/child/ day.

II. ADMISSION AND FINANCIAL INFORMATION

Admission Criteria

LCA seeks to admit students and families who desire a born -again experience through Jesus Christ and are interested in a relationship with Him. These are guidelines to be followed by the administration of LCA when a family enrolls their student. If any variances from these guidelines are necessary, the Board of Directors will determine what steps are to be taken regarding each situation.

Admission Process

1. A completed admissions form for each student along with the registration for each family must be submitted.
2. Upon receipt of the application, an interview will be arranged and held between the parents, the students, administration, a board member, and a teacher.
3. Every enrollment is contingent on a review of the student school records.
4. The administration, board member, and teacher will make the decision to accept or reject the application.
5. The family will be contacted by the administration of LCA.
6. If the student is accepted for enrollment, arrangements will be made to:
 - a. Pay the first month tuition according to the billing and collection protocols (see section in this handbook for details).
 - b. obtain any additional forms, including immunization or waiver, medical and or other possible information necessary for the school to provide a healthy and safe environment.

7. In the event a potential student cannot be accommodated, parents will be notified, and registration fees will be refunded.

Admission Requirements for Student

1. A student should reach the age of five by September 1st of the fall in which he/she is to enter pre-kindergarten
2. If a student is to be enrolled in the school after successfully completing the previous year in any other school, the student will be placed in the next grade upon entering LCA. However, if testing and/or classroom performance reveals a definite lack of capability at that level, the student will, with parental consent be moved back a grade level. If parental consent cannot be obtained, the matter will be referred to the board.
3. The student should understand that he/she is subject to the discipline of his / her teacher and principal. This discipline may include punishment, suspension, or expulsion when deemed necessary. In all circumstances, the student should be willing to abide by the rules of the school.

Admission Requirements for the Parents

1. Parents must read and have a clear understanding of the philosophy, read, and sign the statement of faith, and parent Statement of Support found in appendix A.1.
2. A clear understanding of the function of the school. This should be made clear during the interview.
3. Parents should be willing to cooperate with the policies of the school. This includes participation in parent – teacher fellowships as much as possible
4. The financial agreements between the school and the parents should be understood by both sides prior to final admission of the student. If a child is withdrawn from the withdrawal process will be followed by LCA (see Withdrawal process in this handbook).

Tuition & Discounts

Yearly tuition is \$4500. There is a \$500.00 discount for each child. Each child after the third will be \$500/child. Tuition is what the school relies on to pay monthly financial responsibilities.

Figure 1: Cost per child and multi – family discount

Children enrolled	10 payments (by Aug 1st)	Annual payment (by Aug 1st)	Registration Fee
1	\$450.	\$4500.	\$200.00
2	\$850.	\$8500.	-
3	\$1200.	\$12,000.	-
4	\$1250.	\$12,500.	-
5	\$1300.	\$13,000.	-

Figure 2: breakdown per child:

	10 monthly payments	Annual
1 st child	\$450	\$4500.
2 nd Child	\$400	\$4000.
3 rd Child	\$350	\$3500.
4th and over (each child)	\$50.	\$500.

Scholarships (when applicable)

LCA recognizes the sacrifice made by parents to fulfill their desires of providing quality, Christ – centered education for their children. When funds are made available LCA will institute a scholarship program for families that ensures adequate funding for the school while making private education accessible.

When funds are available LCA will keep the following in mind:

- Make assistance available based solely upon the financial needs of the family and the financial resources of the school
- Reflect biblical principles of stewardship in how families are evaluated, and assistance is provided
- Keep a family's financial records confidential
- Involve the families' receiving scholarships in the school's fundraising efforts, and volunteer program

LCA requires the following from each family receiving scholarships

1. Families will volunteer and assist in the fundraising efforts of the school throughout the year
2. Scholarship assistance is a confidential agreement between the family and LCA. As such, the family shall not openly discuss or divulge their scholarship arrangement with others, or risk losing their scholarship thus making them liable for full tuition and fees for the school year.
3. Parents are financially responsible to make regular payments on the remaining tuition
4. Parents are expected to remain current on the payment schedule they have chosen. If payments will not be made within the agreed up on schedule. LCA administrator must be notified as soon as possible prior to the late payment.
5. Students must remain in good standing academically, behaviorally, and spiritually.
6. Failure to meet these responsibilities may result in discontinuation of scholarship.

**Scholarships are donated by churches, companies, and private individuals and are available as donations are made to LCA.*

Payment Process and Procedures

Tuition: Start of school year: Tuition is due the first of each month or can be made early. The first payment is August 1st, and the last payment will be May 1st. Tuition can also be paid in full at the beginning of the school term (August). The process for late payment is as follows:

- 1) If a payment cannot be made by the due date, Administration must be notified and arrangements for a payment plan will be made with the bookkeeper.
- 2) If a payment is 10 days or more past due and no payment plan has been set in place, a notification will be sent to the family. Family has until the 25th of the month to reconcile their payment.
- 3) If payment reconciliation has not been completed by the 30th of the month, the child cannot attend school until payment has been made. If no payment reconciliation is done within the first 10 days of the following month. The child will be dismissed from school, Re-admittance to the school will require family to pay all debt prior to admittance. Full tuition may be requested by school prior to admittance.
- 4) Tuition from the previous school year must be paid in full before the end of the fiscal year (June 30th)
- 5) Re- enrollment is February of the new year; all payments must be up to date in order for families to re-enroll their child(ren).

Employees: All employees with children at Lighthouse Christian Academy need to make payment arrangements with the bookkeeper. Any change in the arrangement or late payment will require the employee to notify the book keeper and a new arrangement made.

Families: Please make sure that any payment you make has either the monthly invoice number attached or the name of your child(s). If this is not attached or noted there is no guarantee we will be able to apply the funds to the right account.

- Each month on the 15th (first month will be July) an email will be sent with an invoice for payment. Click the link in the email/invoice and it will take you to a payment portal that will let you make your payment.
- Set up a monthly payment with your bank.
- Bring Check or Cash to school.

Make all checks payable to Lighthouse Christian Academy. The information for automatic payment (Bill Pay) is below.

Lighthouse Christian Academy
2452 County Road 76
Grand Rapids, MN 55744
Reference Invoice # or child(s) name

Homeschool Limited Enrollment

Depending on each classrooms capacity homeschooled students may have access to our programs and facilities, LCA can offer limited enrollment for homeschooled children. All families must follow the enrollment procedures for new students and be accepted into the LCA program. After acceptance into the program, costs will be based on the being utilized.

Financial assistance (scholarships) and muti- child discounts cannot be obtained under this program.

A one-hour course is \$750/ year.

Re- enrollment Procedures

Re- enrollment for the fall term for present students is accepted during the month of February. This is done on a first-come, first-served basis. All tuition and fees must be current at the time of the re-enrollment and must remain current through the start of the new school year to retain re-enrollment status. Admission forms will be available to the public beginning in March. At this point, all available seats will be offered to new students. All tuition accounts must be paid in full by June 30th to maintain their re- enrollment status for the following year.

**This policy will apply February of 2023.*

Withdrawals

Parents who plan to withdraw a child from Lighthouse Christian Academy must:

1. Notify the school office, teacher or principal of the date and reason the student will be leaving.
2. Return all books, equipment or other materials belonging to the school, to the school office
3. Any outstanding tuition fees must be paid in full on or before the official date of withdrawal.
4. If a student is withdrawn during the school year, parents will be billed for two weeks of tuition following the date of withdrawal that was given to the office.
5. All student records will be retained at Lighthouse Christian Academy. Parents will need to sign a release of information form provided by the new school requesting LCA to transfer copies of the student's records.
6. Once all of the above conditions have been met by the family, records will be mailed directly to the receiving school.

III. Health and Safety

General

Parents are required to complete the emergency information form and a student health form at the beginning of each school year. Names and addresses of relatives or friends will be required on the form in the event parents cannot be reached in an emergency and someone else must then be contacted. If at any time during the school year the emergency or medical information changes, parents are asked to immediately notify the school.

- The support nurse has enclosed special instructions for all supplies.
- Staff will be trained in basic first aid and CPR.
- Medical forms can be obtained from the secretary and must be signed by a medical doctor for LCA to administer any medications.
- The school nurse is a volunteer position and may not always be on site, therefore it is strongly encouraged that parents give required medications to their child outside school hours, extenuating circumstances will be taken into account, and arrangements will be made to the best of the school's ability.

Illness

If a child becomes ill at school, the family will be contacted to inform them of the child's illness and the child must be picked up and taken home. No child will be sent home without the family first being contacted.

Immunization

LCA complies with all State of Minnesota immunization laws and requires each student be up to date on their vaccinations. Parents must provide current records before admission to the school is allowed. If parents choose not to immunize their child, a waiver must be signed and on file at the school. A waiver form can be picked up at the school office or on website under immunization form.

Injuries and First Aid

If a child is injured on the way to school, or at school, we will make every effort to notify the parents immediately. In the event we cannot contact the parents and emergency treatment is needed, we will use the permission given on the student's emergency form as our authority to call a doctor/ dentist. The costs of any emergency treatment will be at the parents' expense. For minor injuries sustained by students at school, a staff member will administer general first aid, as necessary. First aid supplies are kept in the office and classrooms.

Records

The school keeps health records for each student. This is a state requirement. Any disease or immunization that the child has had during the summer or during the school year should be reported and updated on the child's health records.

Medications

All administering of medication will follow the policies:

- 1) Over the counter medications, which cannot be administered, or taken by the child at school without written parental permission, and in the presence of the volunteer nurse or administration if the nurse is not available.
- 2) All medication kept in a lock box/ cabinet at school.
- 3) Parents must complete a form giving permission to LCA staff to administer basic medical care.
- 4) Staff/ teachers must be trained on administering medication prior to the start of the school year, by a registered nurse along with first aid and CPR.

Communicable Disease

To prevent the spreading of disease and ensure proper recovery, parents are asked not to send their children to school when they are sick. Parents are asked to notify the teacher or principal immediately of the child's illness. Parents should adhere to the following guidelines for keeping their child home from school because of illness.

1. Fever of 100 degrees or more within 24 hours.
2. Pin eye until receiving treatment for 12 hours.
3. Children pox until no less than 7 days after appearance of blisters.
4. Impetigo until treated by nurse or physician.
5. Scabies until treated.
6. Ringworm until treated.
7. Lice until treated.
8. Strep throat until treated with antibiotics for 48 hours.
9. Vomiting until child has not vomited for 24 hours.

Covid 19

The intent of this school will be to maintain full -time, in -person learning. We appreciate the support and collaboration of parents and our community as we strive to provide the best education possible for our children while being flexible and responsive to the challenges of COVID -19. We will keep the health and safety of our students, staff, and community a priority.

General health and safety considerations are as follows:

- Face coverings: are not required, families will make personal decisions for their child.
- If using school district bussing, parents will be required to follow the protocols set forth by the school districts.
- Heath screening: If your sick please stay home. As expected for all flues and viruses that are contagious. Symptoms can include fever over 100.4, new cough, or a cough that gets worse, difficulty breathing, loss of taste or smell. See a physician for an alternative diagnosis or should get a COVID -19 test.
- Families are required to report a positive case of COVID -19 to the school their child attends. Affected families will be notified of a positive case by the school.
- Quarantine/Isolation: LCA does not require quarantine, MDH **recommends** quarantining for 5 days and then wear a mask for an additional 5 more. Please see the

MDH as this protocol changes and updates frequently depending on cases in the area and state.

- LCA will continue to use best practices when addressing personal hygiene such as handwashing and the use of cleaning and disinfecting protocols.

We understand there is controversy over COVID -19; however, we ask for all staff, students, and parents to be considerate of others by following this plan.

Drills: Evacuation, Fire, Tornado

It is important that every precaution is taken to ensure the safety of students and staff during normal school hours. Periodic evacuation fire, and tornado drills will be executed by staff members to make certain students learn proper safety procedures and follow all safety guidelines in the event of an actual fire, tornado, or crisis situation. Students are expected to follow directions in a safe and orderly manner.

School Closing

Generally, the school will close or start late for bad weather when IASC districts close or start late,. In most cases this will be due to snow or icy conditions which make the roads impassable or unsafe. Every effort will be made to notify the TV and radio stations of the decision as early as possible, in the morning or evening the night before. The announcement of school closings or late starts will be determined by administration of Lighthouse Christian Academy and determined based on the family's transportation choices (i.e., school district bussing). If travel is not advised, we will make every effort to ensure that your child is sent to the home you have designated on your emergency form.

In the event of extreme weather conditions or emergency circumstances LCA may close school. LCA will make every effort to contact parents individually as well as announcements made on FB, radio stations, and TV stations,

Radio

KAXE 91.7 Northland Community Radio
KOZY 1320 AM

TV

KBJR (NBC6, CBS 3, My 9, Range 11, Northland CW):
www.northlandnewscenter.com
WDIO (ABC 10 &13); www.wdio.com
KQDS (Fox 21); www.fox21online.com

*LCA may not always follow the IASC district and reserves the right to cancel school when conditions are not conducive for learning.

Bus Safety

Minnesota law requires that all students receive annual instruction in bus safety procedures for riding, loading, unloading, traffic lane crossing, and emergency evacuation of school buses. Parents are responsible for contacting the bus garage and fill out the forms necessary to have children ride the bus.

IV. General Policies and Procedures

Lost and found

Lost and found articles are to be taken to the designated area where they may be claimed and identified by the proper owners. Parents are encouraged to label their children's clothing, lunch boxes, supplies, and other belongings. Lost and found articles unclaimed at the end of the school year will be donated to a charitable institution.

Personal Property

Students are cautioned not to bring large amounts of money or valuables to school. The school does not assume responsibility for any personal items or property belonging to students.

Field Trips

Field trips may be planned as additional educational experiences for students. A generic field trip permission slip is sent home at the beginning of the year to cover all local field trips. During the year, teachers will request permission from the Administrator to take their students on a field trip. After approval is obtained, teachers will inform parents of the date and purpose of the trip. Parents will be contacted for chaperoning for the field trip. Costs for field trips are generally covered by parents.

Building/ Grounds Limitations for Students

Students are not permitted to access or be in the following areas unless properly supervised or given proper permission:

1. Other students' desks and locker/ personal storage
2. Teachers' desks, files, and computers
3. Empty classrooms/ offices
4. Maintenance rooms and custodial closets
5. School and Church staff offices and supply rooms
6. Kitchen
7. Other persons' vehicle
8. Church rooms not designated as part of LCA

Communication and Conflict Resolution

Open communication is vital as we seek to accomplish our mission and goals. To ensure communication and conflict resolution between parents, volunteers, faculty, and staff we have established the following process. This process is based on the principles found in the Scripture.

Matthew 18: 15 -17

“If your brother sins, go and show him his fault in private; if he listens to you, you have won your brother. But if he does not listen to you, take one or two more with you, so that by the mouth of two or three witnesses every act may be confirmed. If he refuses to listen to them, tell it to the church, and if he refuses to listen even to the church, let him be to you as a Gentil and a tax collector.”

All parents, volunteers, faculty, and staff shall adhere strictly to this policy at all times.

Principles

The Administration of LCA recognizes that problems, questions, and concerns will inevitably arise, even in a well-run school. The following underlying principles are the basis for the procedure to be used in handling all communication involving questions and /or concerns.

1. Unity is important within the school family, which includes the children, parents, faculty, staff, and Board. Psalm 133:1 says, “How good it is when brothers live together in unity,” therefore:
 - a. All questions, problem, and/ or concerns must be resolved fairly and quickly.
 - b. An appropriate process must be available for resolving issues while they are small.
 - c. Nothing reflects our fellowship with Christ more than how we deal with our disagreements among one another.
2. It is essential to protect the integrity of all parties, therefore.
 - a. All issues must be resolved at the lowest level possible.
 - b. The minimum number of people shall be involved at each level.
 - c. All issues and information must be handled in a confidential manner.
 - d. Harassment of any person for raising a question or concern will not be tolerated.
3. The Board is recognized and accepted as the final authority for the resolution of problems, questions, or concerns within the LCA organization.

Procedures

Step 1: The person with the concern will communicate with the person the concern is about and seek to resolve the matter. If the matter is resolved, nothing further is required. If the matter is not resolved, and an appeal is desired, the proceed to step 2.

Step 2: The person with the unresolved concern from step 1 will meet with a third party. (Immediate supervisor) to arrange a formal meeting wit the person the concern is about. Both parties involved in the conflict will submit a written summary of the conflict to the third party.

Appropriate flow of communication when involving a third party:

First step	Immediate supervisor (Principal)
Second step	Board Chair
Third step	If issue is with Board chair – Vice Chair

If the matter cannot be resolved after the communication process has been exhausted, the person with the unresolved issue will respectfully terminate their relationship with LCA.

Protocols

1. Persons involved in a conflict are not permitted to skip steps and circumvent the Matthew 18 principle.
2. All persons will be held accountable to the highest degree of confidentiality.
3. No one is to communicate any aspect of the problem to anyone not directly involved (gossip is prohibited).
4. Once reconciliation has been achieved, all parties involved will move forward putting the matter behind them.
5. Persons violating the procedures and/ or protocols of the communication and conflict resolution policy will be held accountable for their actions.
- 6.

Drop-off/ Pick-up Procedures

For the safety of all students and parents, we request that everyone abide by the following procedures when dropping off and picking up students:

- If you park and leave your vehicle, use the parking lot directly in front of the Grace Space doors located at the southwest end of building.
- Drop off and pick up will be located on the East side of building between 7:45 – 8:00am and 2:45 – 3:00pm. **Do not park in this zone during these times so that we can keep the traffic flowing.**

Early Release

Pick up and drop-off will follow the same procedures for Wednesday early- release. If a parent is picking up early for other reasons.

Closed campus

LCA is a closed campus. Any student leaving the school premises alone or with someone other than a parent must have written parental permission or verified communication with the office, classroom teacher, or a confirmed email. This includes off- campus class activities (see Field trip policy). All visitors must report to the school office before entering the classrooms during school hours.

All doors are locked during school hours, and monitored by cameras

Visitors

Parents are encouraged to visit and observe the school and/ or their child's classroom anytime. We do encourage parent to inform the staff ahead of time when they wish to visit the school. All parents and visitors must report to the school office and sign in before entering the classrooms during school hours.

Parent Involvement/ volunteering

For the parent – school partnership to be successful, we encourage parents to be involved in all aspects of the school. We especially desire parents to help in the classroom as teachers' assistance and chair student activity events. Our students can obtain a higher degree of academic

excellence and LCA can offer more academic and athletic extracurricular activities when we have consistent parental involvement and volunteerism.

LCA requires all volunteers who work outside of direct teacher supervision (including driving for field trips) to have a criminal background check on file in the school office. Feedback from parents is always welcome.

Background Checks

LCA will conduct criminal history background checks through the MN Bureau of Criminal Apprehension on all employees (compensated) and volunteers (uncompensated) that function in any capacity that is in the presences of LCA students.

Pledges

One of our program goals is to place an emphasis upon the greatness of America's heritage and the sacrifices of its heroes. America is a republic which guarantees liberties to educate and to preserve freedom. We unashamedly teach the Biblical doctrines of respect for those in authority, obedience to the law, and love for the flag and country. The following pledges should be taught and facilitated in the school.

- **Pledge of Allegiance to the American flag:**

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

- **Pledge of Allegiance to the Christian flag:**

"I pledge allegiance to the Christian flag, and to the Savior for Whose Kingdom it stands, one Savior, crucified, risen, and coming again with life and liberty for all who believe."

- **Pledge of Allegiance to the Bible:**

"I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide God's Word in my heart that I might not sin against Him."

Textbook policy

The cost of textbooks and other consumable curriculum are included in the tuition. To keep costs as low as possible, and to minimize wear and tear, students are required to cover all textbooks within the first week of the school year. If a textbook is lost or damaged beyond normal wear, families will be billed for the replacement of the textbook. Please understand that we keep a minimum surplus of textbooks as inventory. If a lost textbook is found than families will be provided with a credit.

Holiday Celebration

Due to the fact that we are school with many church denominations, representing families with many different perspectives, we understand that there are many preferences of practice regarding

holidays. As a result, we will keep our focus on our Lord, Jesus Christ, His birth, death, and resurrection, and leave practices associated with holidays up to the families. We will not embrace ghosts, goblins, jack-o-lanterns, Santa Claus, the Easter bunny, leprechauns, etc. We hope our families understand our position on this as we seek to remove any stumbling blocks that would prevent unity within our school.

Lifestyle Policy

The Biblical and philosophical goal of Lighthouse Christian Academy is to develop students into mature, Christ-like individuals who will be able to exhibit a Christ-like life. Of necessity, this involves the school's understanding and belief of what qualities or characteristics exemplify a Christ-like life. Even though parents and/ or students may personally believe differently, while enrolled at LCA, all students are expected to exhibit the qualities of a Christ-like life espoused and taught by the school. LCA retains the right to explicitly define Biblically appropriate human relationships and behaviors, and inappropriate human relationships and behaviors.

Outreach

The success of LCA is not measured by how many students are coming in the door, but by the number we send out to God's service. Every believer is called to be involved in outreach. God seeks to reflect Himself through each of us. We believe our school is called to prepare young people to help others in life. Therefore, we will encourage and give our students the opportunity to become involved in meeting both the spiritual and physical needs of others through various Christian service projects.

Student Policies and Rules of Conduct

These are the guidelines to be followed by the students of LCA. Students and parents should regularly review and refer to these policies and rules. Any additions or revisions to these policies and rules will be communicated either orally or in written form by the staff or board members of LCA.

Basic Rules

1. Students are expected to always follow Biblical standards for conduct and conversation.
2. Students are expected to treat teachers and other staff members with respect. Talking back and arguing are unacceptable. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Student's complaints and disputes with teachers, students, or others are to be handled as privately as possible with the goal of restoration following the principles found in Matthew 18. (See Communication Policy).
4. Students should always walk in the hallways
5. Students will remain in the classroom unless given permission to leave by their teacher.
6. Students are expected to follow rules that are posted for classrooms, lunchroom, restrooms, chapel, and any other area of the school.
7. Students are not allowed to chew gum in the school building or on school grounds.

8. Students are expected to treat all the school's materials and facilities with respect and proper care.

Dress Code

The following guidelines are the standard that our school has set for students and determined to be necessary to create an appropriate learning environment at our school. It is with the intent to teach the importance of following Biblical standards of *modesty, neatness, cleanliness, and appropriate* dress. Modesty is a predominant Scriptural standard of dress, and neatness and cleanliness contribute to an atmosphere of discipline and order in the classroom. **Parents we ask you see that students are dressed properly before leaving for school.**

Clothing and accessories **NOT** appropriate for school wear:

- clothing or accessories that promote ideas or practices not in keeping with our school's philosophy, and contrary to Christianity (disrespectful and does not glorify God, examples: skulls, symbols, and language)
- Any clothing that causes undergarments or inappropriate skin areas to be revealed
 - *Girls should pay attention to mid-sections, or backs are showing, no top or bottom cleavage (no spaghetti straps, open back type shirts).
 - *Boys should make sure pants fit and do not allow undergarments to show, shirts should have sleeves to biceps or longer (no muscle shirts).
- Skirts, skorts or shorts must be two inches above the knee or longer when the student is standing, or leggings worn underneath. The full length of the skirt must be made of material that cannot be seen through.
- leggings must not be seen through, if they are they must be worn with a long shirt to mid-thigh, skirt, or skort.
- All hats, jackets and caps must be left in students personal storage unit / locker
- Jeans with holes – the holes must be no higher than mid-thigh, no holes by pockets on front or back of pants.

Shoes: Because of possible injury to the students and possible damage to floors and walls, shoes that contain wheels are not permitted. Gym shoes are required for all physical education classes.

Physical Education Dress: Students can bring clothes to change into for Physical Education classes but must still follow the guidelines of cleanliness and modesty.

Electronic Devices

During school hours, students are not allowed to use personal cell phones, musical, or recreational devices in the school building or on school grounds unless permission is obtained from the teacher.

Alcohol and Drugs

The consumption of alcoholic beverages or use of illegal drugs by students is against the law and prohibited. Students found to be in violation of this policy will be suspended from school and prevented from participating in all extra -curricular activities. The board will determine conditions of the student's return to school and resumption of activities on an individual basis.

Tobacco Products

The use of tobacco products by students is against the law and prohibited. No student is allowed to smoke or have tobacco products in his/ her possession during the normal school day and during any school function. Students found to be in violation of this policy will be suspended from school and prevented from participating in all extra – curricular activities. The board will determine conditions of the student's return to school and resumption of activities on an individual basis.

Weapons/ Look a -likes

No weapons/look-alikes should be brought to school. For purposes of this handbook, a weapon/look-alike shall include, but not be limited to, knives, guns, and firearms explosives and slingshots. Students found to be in violation of this policy will be subject to suspension from school. For the first offense, the suspension shall not be less than three days no more than five days. The second offense will mean permanent expulsion.

Attendance/ Absences

1. Parents are asked to call or email the office before 8:00am. On the day, their child is absent and report the reason for the absence. The message will be delivered to the child's teacher, and a record will be made of the day's assignments. It is helpful if another student in the classroom or a sibling is designated to bring home any assignments missed that day.
2. If a student goes home sick before lunch a full day absence will be recorded. If a student goes home after lunch a half day absence will be recorded. All other partial absences, such as doctor or dental appointments, shall be recorded as half day absences.
3. If a child is absent for a considerable length of time, it would be helpful for the parent to arrange for missing work to be sent home for their child. Each student is responsible for announcements and assignments that may have been made in the school during his/ her absence.
4. Daily work, long -range subjects, and tests that were scheduled in advance of the student's absence will be due upon their return. For assignments given while the student was absent, the student has two days (including weekends) to make up his/her work for each day of school missed. Late work receives 50% off the assignment(s) if one day late, 100% off if two days late. Allowance is made at the teacher's discretion.
5. A note, email, or call requesting permission for dismissal during the day for dentist, doctor, or lunch appointments etc. must be given to the office. No child is permitted to leave the school building without the parent's request. This is for your child's protection as well as the school's protection. It is the school's recommendation that such appointments be scheduled before or after school hours. All absences for dentist or doctor appointments will be tracked as half day absences.

V. Academics

Chapel

One of the Academic and faith-enriching highlights at LCA is chapel. All students are required to attend chapel held twice a week. Parents are invited to attend chapel.

Class size

It is important to provide students a classroom environment that supports students learning, to do this our class size will be limited to twenty students per classroom.

Grouping may be a blend Kindergarten & First grade, Second & Third grade, Fourth & Fifth grade, and Sixth & Seventh grade. We reserve the right to adapt classroom ages and grades as necessary to accommodate the various ages of students enrolled.

Curriculum

LCA seeks to instill in each student a desire to learn and fulfill his/her potential for learning. By setting high standards and encouraging students in their successes and failures, teachers at LCA successfully prepare students for the next step in their schooling. Our curriculum consists of BJU Press, Purposeful Design, and Haggerty. Teachers will use additional supplements as necessary to provide academic rigor and supports to challenge students learning based on any special needs, and giftedness.

Bible Study

Kindergarten-Second grade

Bible class will be combined between kindergarten through second grade. Bible class will begin preparing young learners for a deep and lasting relationship with Christ. This Bible course covers a non-denominational catechism with forty-three question-and-answer statements for students to understand more about God's creation and his involvement throughout. Bible class will be interactive and will include illustrated Bible stories, songs, memory verses, and much more.

By the end of the year in Bible class, students in K-2 will:

- Learn the first steps in how to study their Bibles and apply it to their lives.
- Collaborate with other classmates to discuss what they learn from Bible stories, learn Bible doctrines, and share the gospel with each other.
- Critically think about Bible stories and how they lead to each Bible truth and how those truths apply to their lives.

Third and Fourth grade Bible

This program reveals how the Old Testament books fit together to tell a single, connected story. As students follow that narrative, they will see the Old Testament not as a collection of Bible stories, but as the first several acts in the Bible's story. Students will trace this story from Creation and the Fall through the unfolding theme of Redemption in the accounts of Noah, Abraham, Moses, and the nation of Israel. The course also includes two instructional strands: Bible study and apologetics.

By the end of the year, students in third-fourth grade Bible will:

- Learn to use the Bible study approach through observation, interpretation, and application. They will also practice defending the Bible as the only inspired and authoritative message from God.
- Develop inductive Bible study skills. Students will read from the Bible rather than merely hearing retellings of biblical passages. Activities based around those Bible passages will require them to observe, interpret, and apply the Scriptures.

- Be encouraged to internalize Biblical teachings, applying them, and defending them in the world.

Fifth grade Bible

This course develops students' understanding of the New Testament as the culmination of God's big story of Creation, Fall, and Redemption. Rather than completing brief overviews of moral themes, students will focus on the main themes that run throughout God's redemption plan—glory, kingdom, covenants, divine presence, law and wisdom, and atonement and priesthood—which confront them with their need for Christ.

By the end of the year, students in fifth grade Bible will:

- Understand Biblical theology through observing, interpreting, and applying individual Bible passages to their lives.
- Understand God's big story of Creation, Fall, and Redemption throughout the New Testament.
- Use their understanding of Biblical theology to understand key Biblical themes from the entire Bible, which culminate in Christ's victory over death, sin, and all His enemies.

Sixth and Seventh grade Bible

In sixth grade, this course will present students with the truth of a biblical worldview, helping them distinguish it from the false worldviews of the day. Using the teaching of the Scriptures, it challenges students to examine how they think about the world and then leads them to see the world as it truly is. This course can be life-changing for students who diligently work through the biblical truths presented.

By the end of the year, students in sixth and seventh grade Bible will:

- Distinguish a biblical worldview from false worldviews and be equipped to live out a biblical worldview.
- Relate the story of Scripture to basic Christian beliefs and values as they learn what the Bible says about their identity, work, relationships, society, and belief system.
- Interact with several case studies to engage in real-world people and events to evaluate different scenarios from a Biblical perspective. These studies prepare students to think biblically when they encounter similar situations in their own lives.
- Learn research skills and critical thinking skills through Worldview Quests which help them dig deeper into specific worldview ideas.

English Language Arts

LCA will utilize BJU Press as the foundation for English language arts. BJU Press connects skills in reading, writing, mechanics, listening, speaking, and viewing to provide students with a solid English language arts foundation and a love for reading. A Biblical worldview is shaped throughout the lessons to ensure a lens of Scripture. In addition to BJU Press, LCA will implement Haggerty, which is a Tier 1 core program for phonemic awareness for kindergarten, first and second grade classrooms to ensure students have a solid grasp of phonemic awareness.

Kindergarten

Kindergarten engages children in literacy through oral language and literature appreciation as well as early reading and writing skills. Students become familiar with books, learning how to hold and care for them. They learn early decoding skills, how to interpret illustrations, and how to follow the progression of words left to right. Students develop listening skills, comprehension, and phonemic awareness through Heggerty. They learn to make predictions, sequence events, and recall information from stories. Kindergarten students also learn proper pencil grip, letter names and sounds as they begin the writing process.

By the end of kindergarten, students will:

- Use written language to express themselves
- Demonstrate understanding of the organization and basic features of print
- Learn and develop word family and sight word knowledge
- Know and apply grade-level phonics and word analysis skills in decoding words
- Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness) through Heggerty
- Begin to decode texts

First Grade

Our first-grade language arts curriculum focuses on the fundamentals of reading, writing, speaking, and listening. In first grade we emphasize basic sight words, as well as decoding and encoding words with various sound spelling patterns. Students learn strategies to enhance fluency and comprehension skills. Students will be introduced to a variety of colorful illustrated fiction and nonfiction stories, poems, plays, articles, and Bible stories. Reading selections will develop to incorporate phonics, English skills, and word families. New vocabulary words for each story will provide reinforcement of sentence structure and word knowledge.

By the end of first grade, students will:

- Write simple sentences with capitalization and punctuation
- Compose a story with a beginning, middle and end
- Recognize the relationship between the letters of written language and the sounds of spoken language
- Develop oral and silent reading habits
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate understanding of word relationships and nuances in word meanings
- Understand important spelling rules
- Develop comprehension skills
- Demonstrate understanding of phonemic awareness through Heggerty

Second Grade

In second grade, our goal is to continue nurturing fluent and independent readers. Second graders will strengthen their knowledge of the relationships between sounds and letters, thus improving their decoding and spelling skills. Students will be introduced to new vocabulary and practice using comprehension strategies. Students will use higher-level thinking through the emphasis of character traits and Biblical principles and truths.

By the end of second grade, students will:

- Practice writing paragraphs in a variety of genres
- Know and apply grade-level phonics and word analysis skills in decoding words
- Ask and answer questions from a wide variety of literature
- Use informational texts for comprehension and key details
- Read with sufficient accuracy and fluency to support comprehension
- Participate in collaborative conversations with peers
- Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness) through Heggerty
- Demonstrate command of the conventions of standard English grammar

Third Grade

The third-grade language arts program entails reading, writing, speaking, and listening. Students are taught reading and writing strategies and skills through direct instruction with an opportunity for daily independent practice. During guided reading, students learn how to think within and beyond the text by applying the following comprehension strategies: predicting, visualizing, questioning, inferring, and synthesizing the text. Students will deepen reading skills and comprehension and absorb character-building stories that demonstrate biblical truth and virtues.

By the end of third grade, students will:

- Write for a variety of purposes and follow the writing process, focusing on the elements of good writing while incorporating skills in capitalization, punctuation, grammar, and spelling
- Develop understanding in personal narratives, opinion writing, realistic fiction, and non-fiction research
- Read a variety of texts, including informational, autobiography, biography, fable, historical fiction, memoir, humorous fiction, and other genres
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Fourth Grade

The framework of fourth grade language arts instruction includes explicitly taught skills and strategies during the reading and writing time. Readers continue to think beyond the text by applying the following comprehension strategies, predicting, visualizing, questioning, inferring, and synthesizing. Students continue to develop themselves as readers and spend time writing and sharing their thoughts about their books with partners and small groups. In addition, students learn how to process information and communicate in a variety of ways in both written and oral language. Students will be engaged through a comprehensive-based program that teaches biblical discernment through teacher-guided instruction, provides silent and oral reading opportunities, and builds vocabulary skills.

By the end of fourth grade, students will:

- Read informational texts to refer to details, determine main ideas, explain events, and describe the overall structure of events, ideas, and concepts
- Know and apply grade-level phonics and word analysis skills in decoding words

- Read with sufficient accuracy and fluency to support comprehension
- Write on topics or texts to support a point of view with reasons and facts
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Engage effectively in a range of collaborative discussions
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking
- Demonstrate understanding of figurative language, word relationships, and word meanings

Fifth Grade

The curriculum of fifth grade language arts instruction includes explicitly taught skills and strategies during the reading and writing time. Content connects skills in writing, mechanics, listening, speaking, and viewing to provide students with a solid English language arts foundation. Literature is based on a wide selection to help all students build reading comprehension, exercise biblical discernment and critical thinking skills, and cultivate an appreciation of literature.

By the end of fifth grade, students will:

- Demonstrate understanding of figurative language and parts of speech
- Know and apply sentence structure in writing
- Develop core writing skills in poetry, nonfiction, and fiction texts with proper conventions
- Know and apply listening and speaking skills such as oral book review and presenting a play
- Practice language usage skills such as homophones, pronouns, verb agreements, contractions, prefixes, and suffixes
- Read texts to refer to details, determine main ideas, explain events, and describe the overall structure of events, ideas, and concepts
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension

Sixth Grade

While entering junior high age, students will be engaged in a variety of character-building stories and classic literature selections. An emphasis on literacy elements, higher-level thinking skills and vocabulary enrichment will provide a bridge to junior high literature classes. Students will continue to develop their comprehension skills through rich text to support core reading skills. The sixth graders will be guided toward lifelong reading success through a variety of authors, genres, and backgrounds. Students will learn how to apply reading strategies so they can get the most out of their reading. Students will learn to apply principles to their own communication; this will enable them to respond to literature they read from a biblical worldview. Lastly, students will develop their writing and grammar skills.

By the end of sixth grade, students will:

- Develop word meaning from context, synonyms, antonyms, analogies, Greek roots, and parts of speech

- Know and apply comprehension skills through literal and higher-order levels such as sequencing, classifying, compare and contrast, cause and effect, problem and solution, and connections
- Practice language usage skills such as homophones, pronouns, verb agreements, contractions, prefixes, and suffixes
- Read informational texts to refer to details, determine main ideas, explain events, and describe the overall structure of events, ideas, and concepts
- Read with sufficient accuracy and fluency to support comprehension through a variety of texts such as biblical epistle, autobiography, biography, fable, historical fiction, memoir, humorous fiction, and other genres
- Practice study skills such as listening strategies, communication moods, interpreting dialect, voice expression, motive, and meaning
- Use the writing process for explanatory essays, personal applications, friendly letters, and argumentative essays.

Seventh Grade

Seventh grade students will be engaged in a variety of literature to prepare students for the rigors of reading and critical thinking. The reading curriculum will sharpen students' sensitivity to aesthetics within God-given gifts of language and storytelling. Students will dive into writing and grammar through formulating a biblical worldview of communication. Through writing, students will be focused on four themes: truth, beauty, virtue, and balance. Students will evaluate mentor texts and practice their writing and grammar skills with regular writing workshops. Emphasis is placed on explicit instruction that includes inductive strategies such as activating prior knowledge and using clues from word parts, etymology, and context.

By the end of seventh grade, students will:

- Develop word meaning from context, synonyms, antonyms, analogies, Greek roots, and parts of speech
- Know and apply comprehension skills through higher-order levels such as sequencing, classifying, comparing, and contrasting, cause and effect, problem and solution, and connection making
- Know and practice language usage skills such as homophones, pronouns, verb agreements, contractions, prefixes, and suffixes
- Read informational texts to refer to details, determine main ideas, explain events, and describe the overall structure of events, ideas, and concepts
- Read with sufficient accuracy and fluency to support comprehension through a variety of texts such as biblical epistle, autobiography, biography, fable, historical fiction, memoir, humorous fiction, and other genres
- Practice study skills such as listening strategies, communication moods, interpreting dialect, voice expression, motive, and meaning
- Use the writing process for explanatory essays, personal applications, friendly letters, and argumentative essays

Mathematics

Mathematics is a God-given tool to use in the world in which we live. Math has applications in all areas of our lives, and our goal is to show that math truly is a gift from God. Students are taught from a Christian perspective to develop an appreciation for the fact that although God's

world is so complex, it can be analyzed and studied mathematically. They are taught to understand that mathematics is an integral component in the creation of the world. Math instruction includes a balance of memorizing math facts with solving real problems, reasoning, and making logical connections between classroom instruction and real-world applications. They will acquire the mathematical skills, understandings, and attitudes they will need to be successful in their daily lives. LCA will utilize Purposeful Designs for kindergarten through fifth grade to ensure a solid foundation is established. Students in sixth and seventh grade will learn from BJU Press for core math instruction.

Kindergarten

Kindergarten focuses primarily on counting and recognizing numbers to one hundred. The use of hands-on materials develops early addition and subtraction skills and math sentences. Regular experience with sorting, counting, measuring, and weighing familiar objects and recording numerals on various graphs or worksheets, teaches the concept and usage of numbers.

By the end of kindergarten, students will:

- Practice addition and subtraction skills up to ten using a number line, money, pictures, and drawings.
- Develop understanding in patterns by sorting, identifying, classifying, and describing a variety of objects.
- Learn how to read and write numbers through thirty.
- Recognize and count numbers through one hundred and ordinal numbers through 10th.
- Understand how to measure with nonstandard units, estimate, and compare length, volume, and weight.
- Practice telling time and reading a schedule.
- Count money and make buying decisions.
- Predict and draw conclusions from bar graphs, tally charts, and pictographs.
-

First Grade

First Grade focuses primarily on counting, skip counting, recognizing, and ordering numbers to one hundred, and basic addition and subtraction skills. Students are exposed to a variety of different strategies to compute addition and subtraction problems through eighteen. Students are able to use manipulatives, such as counters, snap cubes, or number lines, but are expected to commit the facts through eighteen to memory.

By the end of first grade, students will:

- Understand basic facts to twelve, adding three addends, and adding two-digit numbers.
- Understand subtraction with doubles and two-digit numbers.
- Explore multiplication by making equal sets.
- Practice symmetry and classifying patterns.
- Know and apply number order and ordinal numbers through one hundred.
- Develop understanding in place value, as well as identifying equal parts, reading, and writing fractions, and nonstandard units to estimate and compare.
- Practice counting money and telling time.
- Understand plane figures and solid figures.

Second Grade

In Second Grade, the student develops a strong sense of operations and mathematical skills. The student primarily focuses on number relationships in computation and problem solving. Addition and subtraction involves regrouping with mastery of facts to eighteen. Students work with patterns, measurement, and data analysis to achieve math competency and to develop applicable life skills. Multiplication is introduced.

By the end of second grade, students will:

- Practice addition and subtraction to eighteen and begin to develop two- and three- digit numbers without regrouping.
- Relate multiplication to repeated addition, learn facts 2 through 5.
- Relate division with repeated subtraction.
- Learn the terms factor and product.
- Understand patterns in numbers, objects, and symmetry.
- Read and write numbers to 9,999 and compare numbers using greater than, less than, and equal to.
- Identify whole numbers to thousands.
- Read, write, draw, and compare fractions.
- Practice measurement, time, money, and statistical skills.
- Understand plane and solid figures.

Third Grade

Third Grade primarily focuses on the mastery of multiplication and division facts and computation skills. Computation and problem solving in these areas include one-digit multipliers and one-digit divisors. There is an emphasis on a variety of problem-solving strategies. Other units of study include measurement, decimals, fractions, and geometry.

By the end of third grade, students will:

- Practice adding and subtracting three- and four- digit numbers with and without regrouping, estimating sums, and adding and subtracting fractions and decimals.
- Memorize multiplication facts 0 through 9.
- Practice division facts 0 through 9 and divide one-, two-, three-, and four- digit numbers, with and without remainders.
- Read and write numerals through 999,999 and ordinal numbers through 100th.
- Identify whole numbers to hundred thousands, decimals to hundredths, compare and order whole numbers, fractions, and decimals.
- Read, write, and draw fractions and mixed numbers.
- Know and apply forming equivalent fractions and relate fractions to decimals.
- Understand money, US customary and metric systems and time.
- Collect and reduce data. Interpret graphs, charts, and tables.

Fourth Grade

Fourth Grade primarily focuses on problem-solving strategies and basic skills that apply to the more complex problems in multiplication and division. Other units of study where there is extensive practice are geometry, measurement, decimals, and fractions. Additionally, students will be exposed to probability, ratio, and percentages.

By the end of fourth grade, students will:

- Understand how to add whole numbers, decimals, fractions, and mixed numbers.
- Practice subtracting five-digit numbers with and without regrouping.
- Know and apply subtraction to decimals, fractions, and mixed numbers, while estimating differences.
- Learn to multiply up to four-digit numbers by one-digit numbers, with and without remainders, divide by two-digit divisors, and finding averages.
- Identify, describe, extend, and design patterns, sequences, and composite numbers.
- Practice numbers in expanded form through millions and rounding whole numbers and decimals.
- Read and write whole numbers to hundred millions and decimals to hundredths.
- Practice finding equivalent fractions, reducing fractions to simplest form, and finding like and unlike denominators.
- Practice telling time and comparing units of time.
- Know and apply money amounts and make change through adding, subtracting, multiplying, and dividing.
- Identify points, rays, lines, angles, triangles, polygons, and quadrilaterals.
- Collect, organize, and analyze data, write equations with and without variables.

Fifth Grade

Fifth Grade focuses on the mastery of concepts introduced in fourth grade. Students will understand and apply problem-solving strategies and basic skills to more complex problems in multiplication and division. Other units of study where there is extensive practice are geometry, measurement, decimals, and fractions. Additionally, students will be exposed to probability, ratio, and percentages.

By the end of fifth grade, students will:

- Practice adding and subtracting whole numbers and decimals, fractions, mixed numbers with like and unlike denominators, and estimate sums.
- Know and apply multiplication and division to whole numbers, decimals, and mixed numbers, as well as finding the averages.
- Understand prime and composite numbers, patterns in geometric shapes, sequences.
- Read and write whole numbers to hundred billions and decimals to thousandths.
- Practice US customary and metric systems, understand timetables, schedule, and time.
- Practice counting and comparing money with adding, subtracting, multiplying, and dividing.
- Identify points, lines, rays, angles, triangles, polygons, quadrilaterals, and circles.
- Use the commutative and associative properties of addition and multiplication.
- Understand how to collect, organize, and analyze data.

Sixth Grade

Sixth graders will transition from elementary school into middle school math by providing a consistent review of concepts taught in the program with an emphasis on learning math to solve real-world problems. Students will learn not only how math principles work but also how to think critically about those principles and construct arguments so they can use the principles in real-world situations.

By the end of sixth grade, students will:

- Understand and apply number sense to number lines, expressions and equations, and inverse operations.
- Practice basic facts, nine-digit column addition and mental compensation with the zero principle.
- Practice a variety of commutative, associate, and identity properties.
- Know and apply multiplication to a variety of contexts such as factor trees, prime/composite numbers, Greatest Common Factor, Least Common Factor, and properties.
- Know and apply division in a variety of forms such as fraction form, equations, mental division, mixed number and decimal quotients, and decimal equivalent for a fraction.
- Practice a variety of equations to solve unknown statements.
- Find the missing addend, subtrahend, minuend or factor in expressions and equations.
- Know and apply fractions by comparing, ordering, lowest terms, renaming, and mixed numbers.
- Read and write decimals to the thousandths.
- Understand ratios, proportions, percentages, problem solving, and graphs to answer questions.
- Use measurement, geometry, and estimation to solve real world problems.

Seventh Grade

Seventh grade students will begin the full transition to middle school with a balanced study of the foundations of mathematics with practical, real-life applications. Striking chapter openers and thought-provoking cartoons draw students into the content and get them thinking and talking about how math can be used to solve problems and serve others. Quarterly STEM projects give students more direct opportunities to apply math concepts to solving real-world problems.

By the end of seventh grade, students will:

- Practice whole numbers and decimals with ordering, rounding, and comparing, as well as exponents, roots of perfect squares, and order of operations.
- Know and apply integers in number sets and subsets, opposite numbers, and absolute values.
- Understand numerical and algebraic expressions with variables and expressions, properties of addition and multiplication, factoring common factors, and linear expressions.
- Practice with fractions, such as divisibility, factors, prime and composite, Greatest Common Factor and Least Common Factor, renaming fractions, rational numbers, and comparing rational numbers.
- Write equations by solving one- and two- steps, grouping symbols, and solving more than one step inequalities.
- Practice ratios and rates, simplifying complex rational and scale models.
- Use customary units of length, capacity, and weight, units of length and mass.
- Explore area and volume with circles, polygons, prisms, cylinders, and pyramids.
- Know and apply probability with simple events, compound events, and simulations.
- Practice and apply statistics with population samples, description measures, and mean absolute deviations.
- Know and apply relations and functions to coordinate planes, graphing, and sequences.

Science

Kindergarten

Science curriculum in kindergarten is an exploratory program. Kindergarteners will learn about the world around them by observation and exploration. Themes will include weather and patterns, observing and identifying plants and animals, and comparing living and nonliving things.

By the end of Kindergarten, students will:

- Recognize God's hand in the world around them.
- Sort objects into two groups.
- Identify differences and similarities between living/non-living things.
- Monitor daily/seasonal changes in terms of weather and summarize them.

First Grade

First grade will introduce the basic ideas of general science, life science, earth-space science, and physical science. Inside these themes, students will explore the basics of the design/engineering process in the form of processing skills (observe, classify, measure, infer, predict, communicate). They will examine the fundamental needs of plants and animals and the environments they live in. Students will identify healthy habits and explore the basics of Earth and Space through a Biblical Worldview.

By the end of First Grade, students will:

- Identify ways to keep their bodies strong and healthy.
- Examine tools and use them correctly to gather information and compare with others.
- Classify and sort objects (living/nonliving) in a variety of ways.
- Identify habitats and describe how different habitats provide for different basic needs in plants and animals.

Second Grade

In Second grade, students continue their explorations of the sciences with an emphasis on the basics of engineering, matter, and motion. Students will define matter and how it moves and changes. They will also learn about how the earth moves, what the earth is made of, and identify many of its natural resources. First graders will identify physical characteristics and behaviors among plants and animals and explore the changes they go through. Students will also be able to explain the body systems and what they do.

By the end of second grade, students will:

- Incorporate inquiry skills, the scientific method, and the engineering design process to solve problems.
- Measure, record, and describe weather conditions using common tools.
- Demonstrate that objects move in a variety of ways and at different speeds.
- Identify and explain the three states of matter.
- Describe why some materials are better than others in terms of building and why some that may be good in some areas are worse in others.

Third Grade

Third grade science dives deeper into scientific inquiry. Students will learn how to generate questions and maintain a record of observations, procedures, and explanations. Third graders will

learn the parts of a cell and what part they play in plants and animals. Photosynthesis and the plant life cycle will be introduced as well as adaptations that plants and animals have and how God designed those adaptations specifically for survival. Students will dive deeper into physical properties, states of matter, and changes in states of matter. They will examine motion in terms of force and its effects on direction, distance, and speed.

By the end of third grade, students will:

- Use tools to understand and make observations.
- Explain the relationship between pitch and vibrations and identify factors that affect pitch.
- Explain how light travels and how it is absorbed, redirected, reflected, or allowed to pass through an object.
- Observe and describe seasonal changes in terms of the position of the sun.
- Recognize that the Earth is one of several planets that orbit the Sun, and that the moon orbits the Earth.
- Sort plants and animals into groups based on physical characteristics.
- Describe motion in terms of direction, distance, speed, and how force affects motion.
- Distinguish physical properties of objects in terms of mass, volume, and matter.

Fourth Grade

In fourth grade, students will explore more in-depth Earth, Life, and Physical Sciences. Earth science will examine changes on the earth in terms of formations, weathering, landforms, soil, natural resources, and water and oceans. Life science will include a study of insects, spiders, and plants. Students will learn about the ecosystems that these different species need and animal defenses. In Physical Science, students will investigate energy, motion, and matter.

By the end of fourth grade, students will:

- Generate ideas and possible constraints for solving a problem through engineering design.
- Describe a situation where one invention led to other inventions.
- Accurately measure temperature, volume, weight, and length.
- Describe how states of matter change as a result of temperature changes.
- Define magnetism and explain how it works.
- Identify ways to generate heat energy.
- Construct a simple electric circuit.
- Describe and classify minerals based on their physical properties.
- Recognize that God designed our bodies with defense systems against germs.

Fifth Grade

In fifth grade, students will explain why evidence, clear communication, accurate record keeping, and openness to evaluation are important aspects of science. Students will understand that there is more than one way to explain an observation. In Earth Science, students will study the layers of the earth, talk about weathering, contrast creation and evolution, identify the layers of the atmosphere and investigate weather patterns. Students will be introduced to fossil evidence

of dinosaurs, characteristics of biomes and ecosystems. Further Life Science exploration will dig further into the respiratory and circulatory systems and the exploration of physical science will continue.

By the end of fifth grade, students will:

- Explain the layers of the earth and the characteristics each layer presents.
- Discuss how soil is formed.
- Classify minerals, rocks, and fossils.
- Describe the layers of the atmosphere.
- Explain how heat is able to be regulated in space craft.
- Differentiate between biomes and ecosystems and be able to share some characteristics of each.
- Identify parts of the respiratory and circulatory systems and describe the dangers of smoking.
- Describe the differing types of energy and how temperature affects it.
- Explain how sound waves work and define frequency, speed, pitch, volume, timbre, echoes, ultrasound, music, and acoustics.
- Define electromagnetic waves.
- Measure matter in terms of volume, mass, weight, and density.
- Identify atoms, molecules, elements, and compounds.
- Differentiate between mixtures and compounds.

Sixth Grade

In sixth grade science, students will continue their learning of all sciences with an emphasis on Earth/Space, Life, and Physical Sciences. In Earth and Space sciences, students will be classifying earthquakes, volcanoes, soil, stars, and planets. They will continue the emphasis of classification in Life Science as it pertains to cells, plants, and animals. Students will learn about plant and animal reproduction including human genetics and dig deeper into the nervous system and immune system. In physical science, sixth graders will be investigating velocity, acceleration, momentum, Newton's laws of motion, and simple and compound machines. Components of chemistry will be introduced in the parts of an atom and classifying elements, compounds, and chemical reactions and formulas.

By the end of sixth grade, students will:

- Ask questions that arise from observations and evidence.
- Collect data and use digital data analysis tools to identify patterns in weather.
- Analyze and interpret data to recognize patterns and accurately develop models to scale.
- Differentiate between velocity, acceleration, and momentum.
- Demonstrate how levers, pulleys, wheel and axle, inclined planes, wedges, and screws work.
- Explain the difference between simple and compound machines.
- Describe the types of circuits and explain the difference between static and current electricity.
- Label parts of an atom.
- Identify common compounds and chemical formulas from the periodic table of elements.
- Describe the characteristics of the nervous system and immune system.
- Classify animals by genus and species.

- Explain the characteristics of living things and how to classify them based on the six kingdoms.
- Classify plants by nonvascular, seedless vascular, gymnosperms, and angiosperms.
- Define genetics and be able to talk about heredity, traits, DNA structure, and dominant and recessive genes.

Seventh Grade

In seventh grade, students will study Life Science. In Life Science from BJU press, students will discuss science and worldview, biblical vs. naturalistic worldviews, science and biblical ethics, characteristics of life; cell theory, cell structure and function, cellular respiration, photosynthesis; genes, DNA replication, RNA transcription, protein synthesis, cell division, mitosis and meiosis; Mendelian genetics, genetic crosses, variations on simple genetics, population genetics; biblical creationism vs evolutionism, change in nature, worldview and change. (bjupress.com)

By the end of seventh grade, students will:

- Refine their questions to help them define problems.
- Design and conduct an experiment to test others' ideas and questions.
- Utilize data to recognize patterns.
- Develop a model to represent their understanding of a system.
- Communicate their ideas to others in the form of a table, graph, or chart.
- Apply scientific principles and empirical evidence to construct explanations of phenomena.
- Engage in argument from evidence for the explanations the students construct.
- Defend and revise interpretations when presented with new evidence.
- Argue from evidence the best solution to a problem.
- Gather information using multiple sources to defend a hypothesis.

Social Studies

Social Studies guides students in analyzing and evaluating historical events, world cultures, and primary sources from a biblical worldview. Students use background knowledge and cross-curricular connections to relate social studies to other academic disciplines, which helps them learn how to make wise decisions about their own life and world.

Kindergarten:

Incorporate social studies with literacy skills when listening to read -a- louds about history, geography, and culture, such as, compare, main idea and details, fact and opinion, cause, and effect.

By the end of kindergarten, students will:

- Form an awareness of the country we live in through a Christian worldview
- Developing appropriate Christian, scholarly and social interactions with peers and adults

First Grade

First grade introduces students to social studies skills with a grade-appropriate yet academically rigorous program. Each of the six units introduces a different field of social studies, giving students a broad foundation for future grades. As students look at their roles as family and

community members, they are encouraged to see themselves from God's perspective. Students develop a Christian worldview of the family, community, jobs, land, and the United States.

By the end of first grade, students will:

- Understand geography-types of land and water, continents, and ocean; places and regions, globes, and maps (title, key, compass), cardinal directions; using and saving resources
- Understanding of weather -seasons and water cycles,
- Understanding of History - time- past, present, and future
- Understand the meaning and application of asking questions about events in one's family, school, and community; understand primary and secondary resources
- Start to develop an understanding of American History, Native Americans, explorers, settlements; founding of the United States; Abraham Lincoln; effects of immigration; United States today
- Develop an awareness of the rules and laws of our community, state, and recognize national leaders; know about elections.
- Be able to name descriptions and symbols of the United States; Rights and responsibilities of American citizens
- Awareness of needs and wants, goods and services; trading, bartering, money; jobs, volunteers; budgeting; technology and tools
- Developing a Biblical worldview; families and homes; celebrations; families in history; churches and schools; changes in travel and communication; contributions of immigrants.
- Understand and apply Social Studies skills; addresses and landmarks; sorting and sequencing; Bar graphs, diagrams, timelines, and calendars; Literacy skills: compare, main idea and details, fact and opinion, cause, and effect skills

Second Grade

Second grade equips students to live wisely in their world. Students learn to evaluate society and their role in it through the lens of God's Word. They develop an understanding and appreciation of both the past and present through real-world activities, personal stories of individuals, and development of the tools needed to sustain lifelong learning. Historical fiction and non-fiction literature about American history will be included with reading.

By the end of second grade, student will:

- Developing a Christian worldview of communities, government, buying and selling, people and places and American Culture. map skills; Geography of North America, Geography of United States, regions, and places; population density, land forms, major bodies of water, climate zones
- Develop map skills, map scale, geography of North America and the United States
- Understand the development of changes within a community
- Understand the purpose of government
- Understand how a bill becomes a law
- Knowledge of the Constitution and Bill of Rights
- Identify levels of government (national, state, local)
- Know how government leaders are chosen
- Understand citizenships' rights and responsibilities

- Understand work, specialization; scarcity, budgets; goods and services; producers and consumers, types of resources; supply and demand; trading between countries
- Know core values; influences: Native Americans, immigrants, technology.

Third Grade

Students are introduced to World Regions, the cultures of the world with an engaging study of the major world regions. In studying new cultures, students will explore the governments, geography, climates, economics, cultures, and religions of each region. Special features highlighting folktale, foreign languages, and missionary stories bring other cultures and locations to life. Students are introduced to primary and secondary sources.

Developing a biblical worldview of geography.

By the end of third grade, student will:

- Develop a biblical worldview of geography
- Use and explain various types of maps
- Understand physical feature
- Identify cultural and economic impacts of human interaction with the environment
- Know interconnections between world regions
- Know government capital, types of government, and major leaders
- Understand industries, trade, and currencies
- Relate exploration and migration, conflicts
- Recognize religions and beliefs
- Explain traditional beliefs and Christianity

Fourth Grade:

Fourth grade brings to life our history from the founding of America to World War II from a biblical perspective. The lessons include a study of the regions of the United States.

By the end of fourth grade, student will:

- Know how to use map skill to identify hemispheres, equator, latitude/longitude, and prime meridian
- Identify world regions, climates, and natural resources
- Understanding of World War I and World War II
- Learn American history - Native Americans-tribal nations, the fifty states, inventions, American Industrial Revolution, Spanish American war, American expansion and urbanization, and U. S. Territories
- Know the functions of the Branches of American government, voting and citizenship
- Understanding of Stock Market and supply & demand
- Understand cultural languages, adjustments of immigrants in American and Evangelism and missionary work
- Apply and use cause and effect, timelines, and primary sources

Fifth Grade

Learn about AD 1400 to the present time.

Heritage Studies 5 continues the narrative of American history from the development of the automobile in the late 1800s through the inauguration of President Obama in 2009. Topics are

presented from a biblical perspective and include the invention and influence of the automobile and airplane, World War I, the Roaring Twenties, the Great Depression, World War II, the Vietnam War, struggles over civil rights, the war on terror, Afghanistan and Iraq wars, and immigration decisions.

By the end of fifth grade, student will:

- Apply map skills for intermediate directions, map symbols and key, map scales, grids, latitude/longitude, and time zones
- Know various types of maps- historical, physical and relief, road, distribution, political, projection, regions and state capitals
- Chronological presentation of American History events, pre-Columbus to present
- Know Biblical philosophy
- Explain the roles of the three branches of government
- Explain supply and demand
- Demonstrate understanding of the Stock Market
- Describe inventions
- Be knowledgeable about other Languages, religions, and customs

Sixth Grade

Developing a Christian worldview of ancient civilizations - creation to AD 1500

These lessons engage students to think like Christian historians with the awareness that the field of historians is an open pathway. This course covers ancient civilizations in Africa, Asia, Europe, and the Americas in addition to building skills in reading and interpreting maps and charts. Students will focus on the theme of the Creation, Fall, Redemption, and they will learn to recognize it in ancient civilizations.

By the end of sixth grade, student will:

- Apply map skills
- Understand and apply Topography
- Compare characteristics of ancient civilization with modern regions
- Explain conflicts between nations
- Describe archaeological findings
- Compare types of governments -empires and kingdoms
- Understand the influences of religions, philosophies, ancient customs and tradition, languages, arts and music, food, and clothing
- Understand ancient influences on the American government and economy

Seventh Grade

World cultures 1100 AD to the present

The reality of sin means that civilizations cannot simply be celebrated. Events in world history must be evaluated from a Christian worldview. History allows students to look at the big issues they are facing today and decide how to respond to them. Much wisdom can be gained by learning from both the mistakes and success of previous generations. To know which is which requires careful evaluation using scripture.

There are four main themes in seventh grade, they focus on: justice, power, citizenship, and environment.

By the end of seventh grade, student will:

- Understand the influences of geography on the development of civilizations
- Apply chronological and cultural approaches to world studies
- Compare and contrast world governments in history
- Compare and describe economics historically and geographically
- Compare world religions, especially Islam, to Christianity
- Identify and explain arts, sciences, and the ways of life in the past and present

Physical Education

Physical education is an important part of our curriculum. Classes are held on outside or in the gym. Students will learn a variety of lessons including working on a team, healthy exercise habits, and skill for a variety of sports.

Fine Arts

Classroom art is taught at all grade levels using materials and activities primarily developed and/or chosen by the teachers. Outside volunteer instructors may provide additional art classes to help learn a variety of skills.

Music will be offered in each class by the teacher and chosen by the teacher. When volunteers are available students may have separate musical experiences and lessons.

LCA will host a music/drama event at least once a year, to demonstrate the importance of the fine arts to broaden our students. This event will also serve as a fundraiser for scholarships.

Homework

We pursue academic excellence at LCA which may involve minimal to no homework for students. We follow studies that have shown homework is not beneficial to students and LCA believes that when a student gets home from school, family time should not be cut short with more school work. Activities and experiences with the family, as well as being assigned daily chores at home are invaluable teaching tools and will enhance the child's academic achievement in all subject matters.

In Grades Fifth – Seventh grade students will have reasonable amounts of homework to teach the habit of responsibility, as well as the skill of creating positive study habits.

Computer/ Electronic Device Use

Currently LCA will have limited access to the internet through Grace Bible Chapel. Teachers will have full access. However, at this time, LCA will not have electronic devices for individual students. We will not allow personal electronic devices at school, permission to use any electronic device must be provided by the teacher.

LCA is planning for devices to be used on a minimal basis in the future. Additional guidelines and protections will be put in place at that time.

Grading

Assessment

Students will be assessed at the start of the school year so teachers can better prepare their teaching strategies to meet the needs of all the students in their classroom. Teachers will assess student progress through a variety of assessment strategies including but not limited to testing, projects, and reports etc.

Progress Reports/ Report cards

Student progress will be reported to the parents throughout the year by means of a report card, notes, calls and parent-teacher conferences. Written report cards will be sent home to parents four times per year. Parents should help their children understand that their teachers and other staff members are ready to help them when they need it.

Teachers and parents are encouraged to hold additional conferences at any time during the year when there are questions or concerns about a student's progress or behavior in school.

Standardized testing

Minnesota Comprehensive Assessment (MCA) Public school Students in grades 3-eighth grades must take annual statewide MCAs in reading and math. LCA will also have students take the MCAs unless the content becomes unbiblical and does not focus on basic skills.

Student Records

Confidential files for each student are kept in the school office and include the following records: attendance, tardiness, health, special abilities, scholastic achievement, character development and various test results. Parents and/ or guardians who are listed on the student's application for enrollment form may view these records upon request. Staff members are not to release any school record information about any student to anyone other than the parents or guardians, except in the case where written permission is given by the parents or guardians. If at any time the parents' guardians' status changes, the school office should be notified immediately.

School News and communication

LCA has a variety of ways for parents/ guardians to stay informed about school events and general information.

1. Weekly folders – will go home to parents each week containing a variety of information from the school and class teachers. This folder should return promptly to the teacher.
2. Website- Information is made available through the website in all areas of school operations. The school website address is: www.lighthousecamn.org.
3. Face-To-Face- Personal conversations/ discussions/ inquiries face to face are still the best mode of communication that we have available to us. There is not another form of communication that permits us to avoid miscommunication. We would encourage all parents and students to use this form of communication whenever possible.

VI. Discipline

The word discipline has “disciple” as its root word. This leads us to believe that the purpose of discipline is to help disciple the student. It reminds us when dealing with misconduct is not

primarily to punish, but to bring about change and spiritual growth. LCA is a Kingdom community, with a goal to display Christ's love in our community, where every person feels safe and is treated with respect and dignity.

Teachers and school staff pray for and encourage students on a regular basis.

General Student Expectations include:

Care

Students are expected to exercise due care for themselves, others, and all school property and equipment

General Behaviors

- Make good choices that promote a safe environment where learning comes first for all students
- Students must have teacher permission to be in the hall during class time
- Students may not have a cell phone, i-pod, or other electronic device in class unless needed for classroom assignment. Cell phones found on students during school hours will be taken and handed in to the office for parents to pick up from the principal.

Guidelines

Basic rules

We encourage students to think through and own their choices, as well as understand the consequences from each choice. In this approach, the staff will work directly in dialogue with students through behavioral situations using both love and logic. Appropriate behavior standards apply to all school -related activities, whether or not they occur on the school campus or during school hours.

General guidance

1. When a problem develops, the teacher will handle the situation in an appropriate manner with verbal correction in class or privately
2. Detention will be handled at the classroom level with in -school or after -school detention, parents will be notified.
3. Parents will be asked to be actively involved. Our purpose is to collaborate with the parents in developing the child's personality, meeting with parents, teachers, and administrators may be required.

We will do all we can to help discipline your children and maintain an atmosphere for learning at LCA. It is vital that parents and students realize that maintaining an orderly atmosphere in the classroom is essential to the learning process; therefore, these policies must be upheld. As in all other areas of the education process, love and forgiveness will be an integral part of the discipline of the child.

- I. Misconduct and Suspension:** There are five behaviors that will automatically necessitate discipline from the principal or teacher and a notation will be made and kept for two school years in the student's school records. These behaviors are:

- A. Disrespect shown to any staff member or student.
- B. Lying or cheating in any situation while at school. This includes, but is not limited to, cheating in the form of copying, plagiarizing, and providing or receiving answers to school work or projects.
- C. Rebellion (i.e., outright disobedience in response to instructions).
- D. Fighting.
- E. Inappropriate actions or oral or written language including taking the Lord's name in vain. This includes, but is not limited to, initiating and or viewing obscene gestures, signs, pictures, publications, or internet websites.

If for any of the above or other reasons a teacher deems it necessary for a student to receive discipline, the following steps will be observed within any school year, or at the Administrator's discretion:

- 1. The first two times a student is disciplined by the teacher or sent to the principal for discipline, the student's parents/guardian will be contacted and given the details of the interaction. The parents' assistance in averting more problems will be encouraged and expected.
- 2. Should a student require discipline by the teacher or principal a third time, a meeting with the student's parents will be held.
- 3. Should a student require discipline by the teacher or principal a fourth time, a two-day suspension will be imposed on the student. All work missed must be made up and follow the policies for absences.
- 4. Should a student require discipline by the teacher or principal a fifth time, the parents will be immediately notified, and expulsion of the student will occur.

II. Corporal Punishment: Will not be used by any staff member, administrator, or representative of LCA (such as a parent volunteers). Reasonable physical restraint may be used to protect students or faculty from harm. In this case all families will be notified.

III. Probation: Students can be placed on a probationary status for academic, behavioral, or financial purposes. The duration and conditions of the probation will vary depending upon the student's offenses and will be determined by the Board and members of the staff or administration.

IV. Expulsion: The school board realized that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student or his parents be unable or not desire to reconcile any problems that the student is causing, the board will begin the process of expulsion as follows:

- a. The board will determine if the discipline guidelines have been fairly and completely administered in the student's situation. If not, any discrepancy will be determined and corrected.
- b. If the guidelines have been used properly, the school board will notify the parents of the board's decision

- V. **Re- Admittance:** Should the family of an expelled student desire the student to be re-admitted to the school at a later date, the board will make a decision based on the student's current attitude and circumstances.

Building rules

Gymnasium:

- Shoes with non-marking soles are to be worn during all gym classes and other activities in the gymnasium.
- Students will not play in the gym unless supervised by a faculty member, coach, or lunch parent.
- Students will remain in the gym area until the assigned physical education class is over
- Not food or drink is permitted in the gym during Physical Education is taking place

Cafeteria: The gymnasium is also the cafeteria and must be cared for properly to be ready for afternoon Physical Education classes. Students will work in teams to serve the school by doing the 20 minutes clean up after lunch. For example, the team will wash tables, sweep, and pick up any garbage left. Put tables in storage closet.

Parent Agreement Form

The link between Lakeview Christian Academy and the parents of LCA students is perhaps the most important element in the total educational experience. Therefore, please read the following Parent Agreement and indicate agreement/support by signing the name of parents/guardians and the date when this agreement was read:

- We give permission for LCA to teach all elements of the Statement of Faith to our child and are willing to support the school in its endeavors to encourage and guide our child in applying those doctrines to everyday living. We realize that a Christian school is not a substitute for the spiritual training, fellowship, and discipline of the home and local church. We agree to pray for this ministry of the school, staff members, school board members, and fellow families as we join in partnership with LCA in order to help us with our spiritual responsibility to our child.
- We agree to meet all of our financial obligations to LCA as we have entered into agreement according to the guidelines set forth in the Tuition and Fee schedule. Because the teachers' salaries depend on tuition payments, we agree to pay the correct number of installments for each semester that our child is enrolled in LCA. We understand that if we should withdraw our child at any time, we are still obligated to finish out our financial commitment for the month of the withdrawal. Failure to meet our financial obligations to LCA will result in the withdrawal of our child from all classes. We understand that if our failure to meet our financial obligations to LCA results in the use of a collections agency
- We pledge our fullest cooperation to keep doctrinal controversy and denominationalism out of the school.
- We agree to support the members of the LCA faculty, staff, administration and school board. This support includes showing proper respect to all school personnel and agreeing to bring any questions or criticism regarding procedure or discipline directly to the administration or teacher involved. LCA uses Matthew 18:15 as our guide, "If your brother sins against you, go and show him his fault, just between the two of you."
- We agree to become familiar with the Parent/Student Handbook, and that we will uphold the standards of the school as outlined in the handbook. We further understand that any violation of these policies and procedures will result in appropriate action by proper school personnel. We will encourage our child to show honor to God and to the Word of God.
- We agree to ensure our child's attendance on a daily basis unless prohibited by illness or other extenuating circumstances and to encourage our child in the accomplishment of homework, projects, or other school related activity as it becomes necessary.
- We give permission for our child to take part in all school activities, including sports and school-sponsored trips away from the school premises and absolve the school from any liability because of injury. In case of an accident or serious illness, we (1) request the school to contact us and (2) authorize the school to call our physician if unable to reach us or make any arrangements necessary if unable to contact our physician.
- We agree to give of our time and resources in accordance with God's provision for our life to benefit the Christian environment of LCA and play an active role in the educational process of our child.
- We agree to follow the Policies and procedures as outlined in the Parent/Student Handbook.

We agree that when we are no longer in a position to honor one or more of the above commitments, the only solution may be for our relationship with the school to be terminated. In accordance with the tenor

and teachings of God's Word, we agree that the termination of this relationship on our part will be handled in a manner pleasing to our Lord and Savior, Jesus Christ.

(parent/ guardian signature)

(date)

(parent/guardian signature)

(date)

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

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