



**LIGHTHOUSE**  

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**CHRISTIAN ACADEMY**

# **STUDENT-PARENT HANDBOOK**

Revision: 6/10

# LIGHTHOUSE CHRISTIAN ACADEMY VISION

*In partnership with parents and families, we equip students to think clearly and listen carefully with discernment and understanding while embracing a Biblical worldview. By using a joyful Classical approach, our students reason and articulate with clarity, creativity, and conviction.*

*Proverbs 2:1-6:*

My son, if you accept my words  
and store up my commands within you,

<sup>2</sup> turning your ear to wisdom  
and applying your heart to understanding,

<sup>3</sup> and if you call out for insight  
and cry aloud for understanding,

<sup>4</sup> and if you look for it as for silver  
and search for it as for hidden treasure,

<sup>5</sup> then you will understand the fear of the LORD  
and find the knowledge of God.

<sup>6</sup> For the LORD gives wisdom,  
and from his mouth come knowledge and understanding.

# LIGHTHOUSE CHRISTIAN ACADEMY

## PURPOSE

*LCA is a school with purpose. Our school verse is an excellent summary of that which we pursue with our students and faculty:*

Philippians 4:8: Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.

**True** – Isolating the student from large sections of human knowledge is not the basis of a Christian education. Rather it is giving him or her the framework for total truth, rooted in the Creator’s existence and in the Bible’s teaching, so that in each step of the formal learning process the student will understand what is true and what is false and why it is true or false. – Francis Schaeffer –

**Right and Pure** – The entire object of true education is to make people not merely to do the right things, but to enjoy them; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice. – John Ruskin –

**Think** – Socrates sought to guide his student into authentic knowledge. He did it via a method of discreet, guided questioning. He engaged his student in deep dialogue (forcing) the student to think his way to a sound conclusion. Socrates wanted to teach his students to think. The goal of thinking is truth. With this method, knowledge is supported by understanding and the student goes beneath the surface to penetrate the truth of the matter. – RC Sproul –

### *LCA History*

*We opened September 5th, 2001, with grades K to Sixth at the Island Alliance Church building operating Monday through Friday during the normal school year September through May. Originally offering enrollment to Kindergarten through grade 6, LCA now enrolls students through grade 12.*



# CLASSICAL CHRISTIAN EDUCATION: THE ART OF LEARNING

*We believe that we are called and directed by God to prepare our children to be the leaders of the faith in the next century. Therefore, we sought a curriculum that would train for the future by teaching about the past, develop articulate and knowledgeable individuals, and teach from the perspective of a Christian worldview. Classical education cultivates thinking, articulate students who are able to develop facts into logical arguments and to convey those arguments clearly and persuasively. It fosters the development of independent learning, critical thinking, and logical analysis essential to the spread of Christianity. Classical education is a methodology that develops a child's mind through rigorous academic standards with a dedication to order, respect, and discipline. It challenges children by using teaching methods that cater to their natural abilities during different stages of childhood development.*

*The classical approach developed over thousands of years from its beginnings in ancient Greece and Rome to widespread use in Western civilization through most of the nineteenth century. This is a system that educated most of America's founding fathers and the great minds of Western civilization. Its revival in recent years can be attributed to Dorothy Sayers, Douglas Wilson, Charlotte Mason, and the homeschool movement.*

*The real power of Classical Christian Education is in teaching all subjects from the perspective of the Christian worldview. Classically educated students will not distinguish between "God's creation" and "science", between "God's order" and "mathematics", or between "Church history" and "world history". Throughout the curriculum, an inseparable association exists between "subject-matter" and "spiritual matters". Facts, whether scientific, mathematical, historical, or otherwise, can only represent Truth if they are taught in the context of a Christian worldview. Using the classical method to teach a Christian worldview is more than including a Bible class in the curriculum; it shows the natural world and its history through the lens of God's influence and direction.*

*Classical learning is language-focused, in that learning is accomplished primarily through words, written and spoken, rather than through images (pictures, videos, and television). This requires the mind to work harder in translating symbols into concepts. Because all knowledge is interrelated, a classical education uses history as its organizing outline. It focuses on the four major periods of historical development: namely, Ancients (Egypt, Greece, and Rome), Middle Ages, Renaissance and Reformation, and Modern Times. Most subjects are linked to this study of history. For example, the sciences are also studied in a repeating patterns that roughly corresponds to the periods of scientific discovery: biology, classification and the human body (ancients), earth science and basic astronomy (early Renaissance), chemistry (early modern period), and then basic physics and computer science (very modern). Classical methodology lends coherence to the study of history, science and literature—subjects that are too often fragmented and confusing. The repetition of the pattern widens and deepens as the student progresses in maturity and learning.*

*Disciplining and challenging students is a vital part of the classical method. However, we believe that education is inherently enjoyable for children. The classical method is based on the philosophy that students should be encouraged to do what they naturally enjoy during particular phases of their life. A sense of self-*

worth comes from their accomplishments. By holding students to an objective standard, they gain a true understanding of their ability rather than an artificial, self-centered appreciation for one's self.

The chart below is derived from the essay "The Lost Tools of Learning" by Dorothy Sayers.

<b>Beginning Grammar (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>
<ol style="list-style-type: none"> <li>1. Obviously excited about learning</li> <li>2. Enjoys games, stories, songs, projects</li> <li>3. Short attention span</li> <li>4. Wants to touch, taste, feel, smell, see</li> <li>5. Imaginative, creative</li> </ol>	<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic, or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable, but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items, others</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about <b>Why?</b> for most things</li> <li>7. Thinks, acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings, own ideas</li> <li>7. Generally idealistic</li> </ol>
<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>
<ol style="list-style-type: none"> <li>1. Guide discovering</li> <li>2. Explore, find things</li> <li>3. Use lots of tactile items to illustrate point</li> <li>4. Sing, play games, chant, recite, color, draw, paint, build</li> <li>5. Use body movements</li> <li>6. Short, creative projects</li> <li>7. Show and Tell, drama, hear/read/tell stories</li> <li>8. Field trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Lots of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Categorize, classify</li> <li>6. Recitations, memorizations, catechisms</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, reenactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> </ol>

# THE TRIVIUM

## GRAMMAR STAGE: POLL-PARROT AGE

In this stage of learning, memorization is easy and enjoyable, while reasoning is difficult. A child readily memorizes the shapes and appearance of things, likes to recite facts like multiplication tables, and rejoices in chanting rhymes. Observation and memory are the faculties most lively at this period. This is a time to gather in facts and information for the use in later stages of education. Dates, events, names, places, and other basic facts form the foundation of this learning stage. It is not as important that the full import of these facts be understood at this stage as they should be known and remembered. This foundation provides the basic building blocks upon which all future learning will be based. In the elementary years of first through fourth grades, students are able and willing to absorb information. The rules of phonics and spelling, rules of grammar, poems, vocabulary of foreign languages (Latin), the stories of literature and history, descriptions of plants and animals and the human body, and the facts of mathematics are some of the areas to be memorized by the use of songs, chants, rhymes, and recitation of facts.

## DIALECTIC (LOGIC) STAGE: PERT AGE

This age is characterized by contradicting, answering back, and arguing. The key element at this stage is logic that is the art of arguing correctly. Teachers use essays, debates, criticism, and performances to develop this natural argumentative ability. At this time, the ability for abstract thought begins to mature. The logic of writing (paragraph construction, supporting a thesis), the logic of reading (criticism and analysis of texts), the logic of history (examining the reasons behind events), and the logic of science (learning the scientific method) are the essential ingredients of education at the dialectic stage. The student learns to order facts into coherent and logical statements, to argue effectively and to think independently. They examine the cause and effect, the relationship between different fields of knowledge, and the fitting of facts in a logical framework.

## RHETORIC STAGE: POETIC AGE

The rhetoric/poetic stage occurs during the "difficult teenage years". The child is usually self-centered, restless, and seeks independence, but creativity often blossoms along with the ability to explain what is known. A student learns to write and speak with conviction, clarity and originality while applying the rules of logic to the foundational information. They learn the art of communicating well and thinking analytically.

In summary, classical education gives a child the necessary tools to master subjects of fundamental learning so that they are free to enjoy their exploration into the world of ideas.

*Proverbs 2:6:* For the Lord gives wisdom: out of His mouth cometh knowledge and understanding.

*Proverbs 24: 3,4:* Through wisdom is a house built; and by understanding it is established; and by knowledge the rooms are filled.

1. Knowledge is the comprehension of facts. This is the grammar stage when the child readily absorbs information and memorizes facts. (who, what, when and where)

2. Understanding is the reasoning of relationships. During the logic stage, the child asks questions and pursues reason. (why)

3. Wisdom is the application of learning. In the rhetoric stage, the child begins to explain what he has learned and to creatively express and make practical use of it. (how)

# STATEMENT OF FAITH

Lighthouse Christian Academy is a nondenominational Christian school which is based on the precepts taught in the Holy Bible. The following statements summarize the foundation of beliefs on which this academy is established. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements are considered primary doctrine for all classes. Secondary doctrines and issues will be referred back to the family and local churches for final authority.

1. We believe that the Bible (the 66 books of the Old Testament and New Testament) is the infallible Word of God, verbally inspired by the Holy Spirit, inerrant in the original, and the final authority in faith and practice.
2. We believe in one Living, Sovereign, and True God, existing eternally in three(3) persons: Father, Son and Holy Spirit, co-equal in power and glory, and having the same essence and attributes.
3. We believe man was originally created in the image and likeness of God and he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God and can only be saved through the atoning work of the Lord Jesus Christ.
4. We believe that for salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential. We believe that salvation is based on grace and grace alone, not by any works. We believe in the present ministry of the Holy Spirit, by Whose indwelling the Christian is enabled to live a Godly life.
5. We believe that Jesus Christ was born of the virgin Mary, having been conceived by the Holy Spirit. He was born fully human and fully divine. He lived a sinless life, died a voluntary substitutionary death to save His people from their sins, and was raised bodily from the dead and exalted to the right hand of God.
6. We believe that all who are born again have received the Holy Spirit, have accepted Jesus Christ as their Lord and personal savior, and are justified on the basis of His death on the cross and His shed blood, not because of any works or deeds they have demonstrated. They are indwelt and sealed by the Holy Spirit until the day of redemption, are secure in Christ Jesus, and together form the true Church.
7. We believe in the personal, bodily and visible return of the Lord Jesus Christ to judge the world, one bodily resurrection of the just and the unjust, the everlasting punishment of the lost, and the everlasting bliss of the saints.

# EDUCATIONAL PHILOSOPHY OF LCA

It is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at LCA believe distinguish our approach to education.

1. We believe that the Bible **clearly instructs parents**, not the Church or State, to "bring children up in the discipline and instruction of the Lord". The Church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The State has been directed to enforce God's laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. **The family raises and educates children** (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and instill in them a love of learning.
4. We want to **partner with parents in teaching their children** that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct.

Above all, parents can be confident that their students, at every stage of his/her development in this school, will be loved with Christ's love .

## **PARENT INVOLVEMENT AT LCA**

*“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose.”*

*Philippians 2:1-2*

*LCA is a vibrant, cooperative partnership between our families and community that thrives through the passionate participation of our parents.*

At LCA, we are continually seeking ways to actively involve parents, siblings, grandparents, and our community in school programs and activities. Below are just a few of the more common ways to be involved.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (arrangements should be made with the teacher concerned.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader, guest artist, or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Help hostess class parties at home or in the classroom.
8. Attend all regularly scheduled Parent-Teacher Conferences.
9. Join and support the Parent-Teacher Fellowship (PTF), in prayer in presence.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on Board-appointed committees, or the Board itself.
12. Invite the teachers home for dinner.

*Fresh ideas are encouraged and welcomed.*

# ADMISSION PROCEDURES & REQUIREMENTS

## I. ADMISSION PROCEDURES:

- A. Receipt and review of completed application with required fees and recommendation.
- B. If requested, a meeting with the Administrator.
- C. Completion of academic testing with interview of student.
- D. Upon our receipt of a completed application, an interview with the family will be arranged with the admissions staff/board committee.
- E. After the interview, and after reviewing all other required materials (as stated on the application form), the Board committee will make the decision whether or not to admit the student(s). The administration of LCA Entrance Tests will be necessary for grade placement of the student(s).
- F. LCA will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended school previously.
- G. All financial arrangements between the family and the school must be understood before an admission is considered final. You are obligated to pay the full tuition prior to the commencement of the school year. ***An arrangement to make payments does not change your obligation to pay full tuition even if your child later withdraws or is expelled from the school for any reason.***
- H. New families are strongly urged to attend the Back-to-School Picnic and Back-to-School night held around the beginning of the school year.

## II. ADMISSION REQUIREMENTS FOR THE STUDENT:

- A. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten. Individual exceptions will be considered after interview and testing.
- B. A child entering first grade must have reached the age of six years by September 1 of the fall in which he would enter LCA. Individual exceptions will be considered after interview and testing.
- C. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at LCA, the child will likely be placed in the grade to which he would sequentially progress. If it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.

- D. *The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and Administrator in their prescribed roles at LCA.*
- E. *In general practice, if the student and parents comply with the requirements outlined here, LCA will admit students of any race, color, or national origin to all rights, privileges, programs, and activities generally made available to all students. LCA does not discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletics, and other school-directed programs.*

### **III. ADMISSION REQUIREMENTS FOR THE PARENTS:**

- A. *Parents of students in Lighthouse Christian Academy should have a clear understanding of the biblical philosophy and purpose of LCA. This includes an understanding that our students will be instructed in the clear teaching of the school's Statement of Faith in various and frequent ways within the school's programs.*
- B. *Parents should be willing to cooperate with all the written policies of Lighthouse Christian Academy. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and schoolwork standards. Parents should expect to engage in active communication with the respective teacher(s) and administration.*

## **ATTENDANCE REQUIREMENTS**

*A student enrolled in LCA is expected to be present and on time every day that school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the students are kept by the individual classroom teachers and reported on the student's report card each quarter.*

- I. **SHORT-TERM ABSENCES:** *If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.*
- II. **LONG-TERM ABSENCES:** *If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible, to limit the amount of missed schoolwork.*
- III. **EXTENDED ABSENCES:** *We will gladly cooperate with families taking their children from school for vacations, travel etc. However, we expect all schoolwork to be completed when extended absences are voluntary (versus emergency or illness). We recommend that prior to any planned, extended absences, the student work ahead as much as possible. This eliminates the need to work on vacation or do a significant amount of make-up work.*

# CURRICULUM GOALS

*In keeping with our understanding and practice of the Classical methodology and its correlation to the school years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.*

## **I. BIBLE:**

A. GOALS: We seek to:

1. Have the students read the actual text for themselves vs. only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the biblical pattern of salvation; Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

B. MEMORY: The students will recall:

1. The entire list of books of the Bible in correct order.
2. The major attributes of God, i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, resurrection.
5. The Ten Commandments

## **II. ENGLISH:**

A. GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.
5. Build and maintain a Cumulative Spelling and Vocabulary List that includes the most critical words used

*by each grade's teacher for review and spelling/vocabulary tests.*

B. MEMORY: The students will recall:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.

## **III. READING:**

A. GOALS: We seek to:

1. Use phonics (the Grammar of reading) as the building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (Kindergarten and first grade).
3. Introduce the students to high-quality children's literature as soon as possible through our Literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper

use of word attack skills.

5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a lifelong love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the sixth grade.

B. MEMORY: The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Oral reading skills.
5. Their favorite authors.

#### **IV. LATIN**

A. GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. Cultivate study and logical thinking that are inherent in the study of Latin.

B. MEMORY: The students will recall:

1. 70% of vocabulary introduced and used.
2. All of the five declensions of nouns.
3. All four conjugations for active verbs.
4. Other chants, including verb examples and pronouns.
5. Subject-noun agreement.
6. Noun-adjective agreement
7. Forming questions and commands.

#### **V. MATHEMATICS:**

A. GOALS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

B. MEMORY: The students will recall:

1. The four basic mathematics properties; i.e., addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.
6. Algebraic formulas, geometry and their uses

#### **VI. HISTORY/GEOGRAPHY:**

A. GOALS: We seek to:

1. Teach the students that God is in control of History and He will determine its outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g., U.S. History, or geography) from kindergarten through sixth grade
4. Make history and geography "come alive" for the students through the use of a unit approach to history

and

its related areas and by using many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

B. MEMORY: The students will recall:

1. The names and capitals of all fifty United States.
2. The names of most major countries of the world.
3. Key figures in history; e.g., Homer, Martin Luther, George Washington, etc.
4. Key dates and their significance in history; e.g., Fall of Rome, 1492, 1620, 1776, etc.
5. Preambles to the Declaration of Independence and the U.S. Constitution.

### **VLL. SCIENCE:**

A. GOALS: We seek to:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of Creation. This is particularly practiced with local plant and animal life.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied
5. Ensure that by the time the students enter secondary-level science, they are able to recall the steps of the scientific method, as well as other critical, grammatical elements of science.
6. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing,

integrating

with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips,

and

guest speakers.

B. MEMORY: The students will recall:

1. The basic steps to the Scientific Method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science.

### **VIII. ART:**

A. GOALS: We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

B. MEMORY: The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.

3. *At least four famous artists.*

## **IX. MUSIC:**

### A. GOALS: *We seek to:*

1. *Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.*
2. *Systematically instruct the students in the fundamentals of vocal and instrumental music.*
3. *Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.*
4. *Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.*

### B. MEMORY: *The students will recall:*

1. *The timing of whole, half, and quarter notes.*
2. *The difference between the base and treble clefs*
3. *The major instrument groups in a band and orchestra.*

## **X. PHYSICAL EDUCATION:**

### A. GOALS: *We seek to:*

1. *Systematically work with the students to teach them basic exercises and game skills (e.g., throwing, hitting, kicking, catching, etc.)*
2. *In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.*
3. *To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.*

### B. MEMORY: *The students will recall:*

1. *The benefit specific exercises provide for various body parts.*
2. *The function of different muscles and how to strengthen them.*

# SUBJECT LISTING BY GRADE

**KINDERGARTEN:** Training in phonics (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music.

**FIRST GRADE:** Training in phonics, literature, reading, math problem solving/properties, science, integrated (with reading, math, art) science quarterly units, spelling rules/memorizations, parts of speech, history units (famous places & people of Queen Anne County, MD & U.S.A.), Bible reading/memorizations, integrated art, PE skills/games, music.

**SECOND GRADE:** Training in phonics, guided independent reading of books, math properties/problem solving, science units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units in Ancient History, Bible readings/memorizations, integrated art projects, PE skills/games, music.

**THIRD GRADE:** Guided independent reading of books, math skills/problem solving, science, spelling rules/patterns lists, cursive/essay practice, English grammar, Latin I (vocabulary/chants), geography/ Middle Ages and Renaissance History units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music.

**FOURTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving, science units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin II (vocab/early grammar), early U.S. History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music.

**FIFTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving, integrated science, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin III (vocabulary, grammar/translation), geography/U.S. History units, Bible reading/study, integrated art projects, PE skills/ games, music.

**SIXTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving, science, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin IV (vocabulary, grammar/translation), Geography/Ancient History units, Bible readings/study, integrated art projects, PE skills/ games, music.

**SEVENTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving, science, vocabulary lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin V (grammar/ translation), Geography/Middle Ages, Renaissance and Reformation History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music, as available.

**EIGHTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving, science units, vocabulary lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin V (grammar/ translation), World Geography/American History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music, as available.

**NINTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving, science units, vocabulary lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin V (grammar/ translation), World Geography/American History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music, as available.

**TENTH THROUGH TWELFTH GRADES:** *No Latin; French instruction (conversational, translational).  
Omnibus (literature/history, philosophy, and theology, Great Books of Western Civilization); Bible ~ theology and life  
application.*

# LCA PROMOTION POLICY

Students currently in LCA must meet all the following basic criteria for promotion to the next successive grade:

1. Pass reading, math, and Literature with at least a 70% average.
2. Have no more than one "F" per quarter in any other academic subject (e.g., math, science, etc.) and no more than two "F's" in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

**KINDERGARTEN TO FIRST GRADE:** Behavioral maturity, early reading and mathematic skills.

**FIRST GRADE TO SECOND GRADE:** Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

**SECOND GRADE TO THIRD GRADE:** Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two digit numbers with at least 70% accuracy.

**UPPER GRADES:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives at each grade level.

# LATIN AT LCA

LCA considers instruction in Latin to be a vital component of a well-rounded education. Latin has long been considered necessary to a fundamental understanding of the English language, the history and writings of Western civilization, and the understanding of romance languages. Like many core components of an excellent education, Latin programs have been neglected in the name of "modern" or "progressive" education.

## **LCA TEACHES LATIN, THEREFORE, FOR TWO MAJOR REASONS:**

1. Latin is not a "dead language," but rather a language that lives on in almost all major Western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work (e.g., plurals, nouns, verbs, prepositions, direct objects, tenses, etc.).

**THE LATIN PROGRAM** consists of the following basic objectives:

THIRD GRADE (1ST YEAR): Vocabulary acquisition, declensions, chants of endings.

FOURTH GRADE (2ND YEAR): Continued vocabulary instruction, beginning grammar work, basic verbs, simple sentences

FIFTH GRADE (3RD YEAR): Continued sentence development, vocabulary, basic translation work, phrases, grammar

SIXTH GRADE (4TH YEAR): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background

SEVENTH GRADE (5TH YEAR): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background (Wheelock's)

EIGHTH GRADE (6TH YEAR): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background (Wheelock's)

NINTH GRADE (7TH YEAR): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background (Wheelock's)

# HOMWORK PHILOSOPHY AND GUIDELINES

## I. PHILOSOPHY:

Lighthouse Christian Academy may assign some amount of homework to many of its students at any given time. Below are the reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific or new concepts, skills, or facts. In certain subjects (e.g., math or languages), regular practice at home may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Since Lighthouse Christian Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose.

## II. GUIDELINES FOR ASSIGNING HOMEWORK:

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school. The student's time at home is to be encroached upon for only the best of purposes.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as average times, not as required minimum times, and then only if homework is assigned. Class homework assignments, for the elementary grades, will be written in a Weekly Homework Assignment Sheet.

The chart below is an estimated time of homework assigned to the average student at Lighthouse Christian Academy. *Individual times may vary according to individual ability and work habits.*

<b>GRADE</b>	<b>APPROX. TIME PER WEEK NIGHT</b>
K	Parent/Student exercise of 15-30 minutes
1st- 2nd	20-45 minutes
3rd	45-60 minutes
4th- 5th	45-90 minutes
6th - 7th	60- 105 minutes
7th-12th	75-120 minutes

# DISCIPLINE GUIDELINES

## GENERAL:

*It is Lighthouse Christian Academy's purpose to help students begin to become the self-disciplined, productive, godly individuals God intends them to be. All discipline will be based on biblical principles (e.g., prayer, apologies (public and private), restitution, swift and appropriate discipline to bring about restoration of fellowship, without lingering ungodly attitudes, etc.). The majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within the stated guidelines) will be determined by the teachers and Administrator. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.*

*Lighthouse Christian Academy expects from its students:*

### **OBEDIENCE – Colossians 3:20**

*Children, obey your parents in everything, for this pleases the Lord.*

### **HONOR – Romans 12:10**

*Be devoted to one another in brotherly love. Honor one another above yourselves.*

### **SELF-CONTROL – I Peter 1:13**

*Therefore, prepare your minds for action; be self controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed.*

### **HONESTY – Proverbs 12:17**

*A truthful witness gives honest testimony, but a false witness tells lies.*

### **DILIGENCE – Proverbs 21:5**

*The plans of the diligent lead to profit as surely as haste leads to poverty.*

### **THANKFULNESS – Hebrews 12:28**

*Therefore, since we are receiving a kingdom that cannot be shaken, let us be thankful, and so worship God acceptably with reverence and awe, for our God is a consuming fire.*

### **CONSIDERATION OF OTHERS – Philippians 2:4**

*Each of you should look not only to your own interests, but also to the interests of others.*

### **QUICK TO LISTEN, SLOW TO SPEAK, SLOW TO BECOME ANGRY – James 1:19**

*My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.*

### **FORGIVENESS – Colossians 3:13**

*Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.*

As part of our belief in the authority of family, parents will be made aware of concerns or warnings given to a student by a teacher or the Administrator. It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. Students will **NOT** be subject to corporal punishment at Lighthouse Christian Academy. As in all areas of education at LCA, love and forgiveness will be an integral part of the discipline of the child. It is because we love that we discipline.

## **MISCONDUCT AND DISCIPLINE:**

There are five basic behaviors that will automatically necessitate discipline from the Administrator. Those behaviors are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school; including lying, cheating, stealing.
3. Rebellion such as outright disobedience in response to instructions.
4. Fighting such as striking in anger with the intention to harm another student.
5. Unkind, obscene, vulgar or profane language, including taking the name of the Lord in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the Administrator, the following accounting will be observed. Within any quarter of the school year:

The first two times a student is sent to the Administrator for discipline, the student's parents will be contacted and given details of the visit and discipline taken or to be taken.

The third incident will result in a meeting with the student, Administrator, parents, and **one day out of school suspension**.

Should a fourth incident arise, there will be a **two day out of school suspension** and a meeting with the Administrator, parents, student and teacher to assess the behaviors of the student. The student may be placed on disciplinary probation. If the behavioral problems persist after probation then expulsion may be the next step.

## **EXPULSION:**

The Lighthouse Christian Academy's board realizes 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, the Administrator is empowered to expel the student if his behavioral problems are not corrected. The procedure will be as follows:

Parents will be notified immediately after the decision for expulsion.

The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.

Transfer of school records will be arranged within two weeks following expulsion.

Appeals may be made first to the Administrator and then to the LCA Board.

## SERIOUS MISCONDUCT:

Should a student commit an act with such serious consequences that the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any flagrant act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours or when school is not in session.

## RE-ADMITTANCE:

Should the expelled student desire to be readmitted to Lighthouse Christian Academy at a later date, the school board will make a decision on the student's attitude and circumstances at the time of re-application.

# CODE OF STUDENT CITIZENSHIP

Micah 6:8 He has showed you, O Man, what is good. And what does the Lord require of you? To act justly, to love mercy, and to walk humbly with your God.

Lighthouse Christian Academy has developed a Code of Student Citizenship based on a practical mixture of 1) the ethical and moral principles of Scripture, 2) institutional preferences that foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love, and encouragement among students, faculty, and staff. All students are expected to abide by the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage compliance with the school code. Students who do not follow the Code will be subject to disciplinary action.

***God is holy.*** His name is to be revered. Students are expected to treat worship, prayer, and class discussion with proper reverence. Jokes, songs, conversation, or behavior that treat the Lord's name or character with triviality are not permitted.

***Fidelity to the truth is commanded by God and is the core of all meaningful relationships.*** Students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.

***Working with others involves self-discipline and gratitude.*** Students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.

***LCA cares about the health and well-being of its students and staff.*** The possession and/or use of drugs, alcohol, tobacco, or weapons of any sort is strictly forbidden on school grounds.

***Appropriate response to authority is biblically mandated and critical to the shaping of a child's life.*** Students must obey instructions from the Lighthouse Christian Academy staff and its supporting adults,

promptly, willingly, completely, and cheerfully. Talking back, arguing and undue familiarity with LCA staff will not be tolerated. Mutual respect and courtesy will be maintained between students and staff.

***Words have a power and integrity of their own, and God expects man to be stewards of thoughts and expressions.*** Students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, insults and name-calling are not permitted.

***Our physical facilities and school materials exist as God's provision.*** Since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g., textbooks) and facilities with respect and care. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.

***Some forms of recreation can distract students from their educational pursuits.*** Personal electronic musical devices, games, toys, roller skates, and skateboards are not permitted on school grounds.

***Students are to conduct themselves in a manner consistent with biblical principles of purity and holiness.*** Public displays of affection (e.g., holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted on school grounds.

***Our students serve as ambassadors for Christ and representatives of the school.*** It is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips, athletic events, or any other school function.

## **BASIC SCHOOL RULES**

The following list of school rules are those essential policies that we require all our students to be aware of and obey.

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. **No** chewing gum, electrical music devices, guns, or knives are allowed on the school grounds or buses.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)

## **UNIFORM AND DRESS CODE POLICY**

### **GENERAL RATIONALE FOR A DRESS CODE**

1. Being overly concerned with clothing and outward appearance is contrary to God's will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19-21; James 4:4, 1 John 2:15-17).
2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
4. Clothing should be modest and not draw attention to the individual (1 Timothy 2:9) and should reflect differences in gender (Deuteronomy 22:5).
5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

### **SPECIFIC RATIONALE FOR UNIFORMS**

1. Uniforms are a positive discipline in the school, and LCA emphasizes the value of disciplined learning environment. Just as dressing up, even wearing uniforms, is a part of the workday for parents, wearing a school uniform is a signal to the child that it is time for hard work and studious activity.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms will eliminate any confusion about what is acceptable, modest, and appropriate by the school's standards.
3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year, and often these items can be handed down to other children.

### **UNIFORM POLICY GUIDELINES:**

A detailed list of acceptable uniform clothing may be obtained from LCA office.

### **GENERAL DRESS CODE FOR ALL STUDENTS**

1. Sweaters must be worn with a collared shirt underneath.
2. Shirts are to be tucked in at all times. "Blousing" of shirts is not permitted.
3. Shoes designed for laces are to be worn with appropriate, tied laces.
4. Excessive jewelry and excessive make-up are not permitted.
5. Earrings, bracelets, and necklaces are not permitted on boys.
6. Jewelry in pierced body parts, with the exception of one earring per ear for girls, is not permitted. Dangling earrings are prohibited.
7. All students must keep their hair neatly groomed and clean and should be conservatively styled.
8. Unnaturally colored/dyed hair and visible tattoos are not permitted.
9. Outerwear coats, jackets and hats are not to be worn in the building during the school day.
10. Any distracting clothing, jewelry, make-up, hairstyle, or appearance will not be permitted.

### **ENFORCEMENT:**

The school faculty and Administrator will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the Administrator. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

## **LEARNING DISABILITIES POLICY**

### **OBJECTIVE:**

To clarify the educational goals of the LCA Scope: This policy applies to all students and teachers in all the classrooms of LCA.

#### *Severe Learning Disability:*

Any condition in a potential student that would require a separate classroom, program, and / or staff in order to provide educational services.

#### *Learning Disability:*

Any condition in a potential student or student that does not require a separate classroom, program, and / or staff in order to provide education services; for example, hyperactivity, attention-deficit disorder, dyslexia, etc. For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

### **GUIDELINES:**

1. Children with a severe learning disability will not be admitted to LCA due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

## **NOTIFICATION OF NON-DISCRIMINATORY POLICY**

*Lighthouse Christian Academy does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational, financial aid or employment policies, or any other program administered by the Academy.*

## **MODIFICATION OF HANDBOOK POLICY**

THIS POLICY MANUAL IS SUBJECT TO CHANGE AND MODIFICATION WITHOUT PRIOR NOTICE OR CONSENT. ALL APPLICANTS AND THEIR PARENTS OR GUARDIANS CONSENT TO ALL CHANGES THERETO WHICH DO NOT SUBSTANTIALLY ALTER THE VISION AND EDUCATIONAL GOALS OF THE ACADEMY.