

Beacon Hill Classical Academy
Lower Campus Faculty and Staff Manual
2023-2024



“In lumine Tuo videbimus lumen.”

“In Your light do we see light.”

– Psalm 36:9

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Introduction

School Philosophy & Identity

MISSION

Beacon Hill Classical Academy cultivates an appreciation for beauty, a love of goodness, and a devotion to truth by discipling the whole person through a classical Christian education. We labor alongside families of the Church to equip and inspire students to influence the world for the glory of God.

STATEMENT OF FAITH

The statement of faith adopted by Beacon Hill Classical Academy is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets Protestant Christianity apart from other faiths. We hold that a Christian is one who has heard the word of truth, the Gospel (Col. 1:5) and has responded to that message in genuine repentance and faith. A true believer is one who confesses with his mouth and believes in their heart that Jesus is Lord, that He died for his sins, and that God raised Him from the dead (Rom.10:9-10). This Christian takes their place among the body of Christ through baptism, commitment to serve a local church, and continual participation at the Lord's Table.

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, a Spirit eternally existent in three persons: Father, Son, and Holy Spirit. He is infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness and truth.
3. We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, the enlivening work of the Holy Spirit upon the soul is absolutely necessary.
5. We believe that salvation is a gift of God received through faith apart from the merit of our actions.
6. We believe a faith that does not manifest itself in good deeds is no true faith.

7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a life more and more pleasing to God.
8. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
10. We believe that the church is the fullness of God's kingdom in heaven and on earth.
11. We believe in a biblical view of marriage, designed by God to be a faithful, lifelong covenant between one male and one female (as determined genetically), revealing the relationship between Christ and the Church. As a gift from God, we believe the institution of marriage is the only sanctioned framework for sexual intimacy between husband and wife, while providing the scriptural foundation for the institution of the family, in the bearing and raising of children (Gen. 2:22-24; Mt.19:4-6; 2 Cor. 11:2; Heb. 13:4-7).
12. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God. (Gen 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
13. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139.)

Summarily, we embrace and adopt both the essential truths of orthodox Christianity, as articulated in the ecumenical councils of Nicea, Constantinople and Chalcedon, and the core theological convictions expressed in the creeds of the Protestant Reformation, including the Belgic Confession, the Heidelberg Catechism, the Second London Confession of 1689, the Thirty-nine Articles of the Church of England and the Westminster Confession of Faith.

Secondary Doctrine Policy

Doctrinal issues not addressed in the Statement of Faith are dealt with in the following manner:

- Teachers must strive to present all classroom discussions of non-essential issues and doctrines in an informative, non-partisan fashion. Teachers must strive not to speak to the students in a manner causing offense to their Christian brothers and sisters.

- Teachers must strive to portray fairly various perspectives on a given controversial issue. Teachers may communicate personal beliefs but should take care that they are sufficiently well informed about the controversial topic in question, and do not overstep bounds when advocating for such issues. As a school admitting families from many denominations, our professional conduct should not overstep into the parental duty to catechize children in denominational specifics. For example, while a teacher may hold to a particular perspective in regards to their view of the Eucharist (e.g., Lutheran, Calvinist, or Zwinglian, etc.), it would be inappropriate to seek to convince a student that their particular viewpoint is the Biblical one. Indeed, controversial topics should be discussed with care and must seek to cultivate a posture of honor and respect towards differing beliefs on secondary doctrine within the Protestant tradition.
- Finally, Teachers should encourage students to seek counsel on such issues with their parents, pastors, and church traditions.

FOUR PILLARS OF BHCA

1. Discipleship Integration

A Christian school should train children unto Christian maturity. Children should learn “the whole counsel of God” and a habit of life that honors God as modeled by their parents and teachers. We desire that the entire Bible be repeatedly, systematically, and comprehensively taught from kindergarten through 12th grade. They should be trained liturgically because we would expect our children to faithfully continue life in the church after they have been raised. Through discipleship and Chapel Doxology we emphasize a liturgical method for the foundation of life and to train children to intentionally love God and love people.

2. Classical Education

Classical Christian education is based on the conviction that truth is knowable objectively by the human mind, that training in the liberal arts is essential to developing the power of that mind, that education should aim at directing the human person to the highest (first) questions rather than primarily being training for a practical (technical) profession, that revelation and reason do not stand in any opposition, and that the long repository of human wisdom built up over the

history of Western civilization is not suspect or outdated but a living treasure house from which we can learn.

3. Parental Involvement

We know from the Scripture that parents bear the primary responsibility for their children's education. We also know that effective education grows out of the closest personal bonds. For these reasons, we have developed programs and policies that encourage parents to remain involved at every point of the educational process. We also respect and prioritize family time. As an institution, we seek to assist the family and the church in this worthy pursuit to disciple the student's mind's attention, heart's affections, and body's direction. We never seek or desire to be the sole means of a child's discipleship.

4. Accessibility

We seek to build an institution that, as much as possible, serves a broad representation of the church. Providing effective classical and Christian education requires highly trained professional teachers. It is, however, achievable if parents and students are willing to sacrifice other less important elements.

STATEMENT ON CHURCH AFFILIATION

Beacon Hill Classical Academy is not affiliated with any *one* church, but instead is an extension of *the* Church. Beacon Hill Classical Academy is founded and maintained by members of Christ's body, for the purpose of educating and nurturing the children of Christian families.

PHILOSOPHY OF CHRISTIAN DISCIPLESHIP

Christian schools generally use one of two approaches to student spirituality: discipleship or evangelism. That is, some schools approach the students as if they were Christians, while some schools approach the students as if they were non-Christian. We definitely fall into the discipleship camp, however, it would probably be more accurate to say that we are an evangelistic-discipleship school. In other words, the gospel must always be front and center in the discipleship process itself. The problem with the evangelistic approach, however, is that the goals of student discipleship are often limited to matters of conversion, to the neglect of so many important matters. The end

of Christian discipleship, however, is not to be converted, but to live comprehensively for the glory of God. Put another way, we should aim for our students to love God with all their heart, soul, mind, and strength.

Another important matter often neglected in student discipleship is liturgical formation. Whatever one's tradition, baptism should be assumed to be part of the discipleship process. Students should also be trained to appreciate the Lord's Table. They should be taught to pray, to participate in corporate worship, to carefully hear the reading of the Word of God as their very life. They should know how to honor the Lord's Day. Giving to the poor and the ministry of the gospel should be constantly emphasized. Learning to sing psalms, hymns, and spiritual songs unto the Lord is especially to be emphasized. In summary, children are worshippers, and here at Beacon Hill Classical Academy, we desire to train up our students to worship their Triune God in Spirit and Truth.

Finally, we believe that a fundamental component of discipleship too often ignored by Christian schools is the systematic teaching of Bible stories, Biblical symbolism, and Biblical typology. Stories from both testaments are commonly told, for certain, but not every story. And those that are told are often reduced to moralistic tales. We believe that children should grow up knowing all the stories of their Bible, recognizing clear symbolic language and typology, and should be able to see how each story contributes to the story of redemption as a whole. The Bible should be the fundamental shaping influence in their worldview.

WHAT IS CLASSICAL CHRISTIAN EDUCATION?

"Classical Christian education (CCE) is a time-tested educational system which establishes a biblical worldview (called Paideia), incorporates methods based on natural phases of child development, cultivates the seven Christian virtues, trains students in reasoning through the Trivium (Grammar, Logic, and Rhetoric), and engages children in 'the great conversation' through the historical Great Books."

- Association of Classical Christian Schools

CURRICULUM STANDARDS & METHODS

As a classical school, Beacon Hill constructs its curriculum and pedagogy around several classical cornerstones: the Trivium & Quadrivium, the great works of the Western Canon, an integrated approach to knowledge, and the study of Classical

Languages, especially Latin. The following section briefly explains and outlines each of these ideas:

The Trivium

The trivium looks at man himself, particularly at the miracle of speech and the meaning it conveyed. The wonder of communicating ideas via language is one we cannot take for granted. It clearly separates mankind from beast. It is central to our identity as *imago dei*. The arts of the trivium do not seek to explain language, but take it as an established fact and then look to discover the laws of its best use. The trivium does not impart the gift of language; it is more like a user's manual to the tremendous gift of rational speech. The traditional parts of the trivium are grammar, rhetoric, and logic or dialectic.

Most of what formed the trivium was inherited from Aristotle's thought. He wrote one of the first systematic books on grammar. He also codified formal logic in his book called the *Organon* (yes, like "organ", a tool for doing a certain job). And he wrote a very influential treatise on rhetoric (persuasive speaking). The term dialectic comes from Plato, who developed the notion that the pursuit of truth is best accomplished when men test and hone their ideas in debate. This is a higher function of logic, of course, because its aim is rational truth-seeking through dialogue.

There has not always been perfect agreement on the relative importance of these three arts, either. Grammar was always understood as preparatory – unless you can read and understand the structure of a language, you have little hope of proceeding further. But what about logic and rhetoric? Which is the "most important"? In the classical world, rhetoric held pride of place. Public speaking and the ability to persuade others was all important in a Grecian democracy or later, in Roman senatorial life. Plato was a dissenter who felt that rhetoric could be abused and turned into sophistry. For him, dialectic (strict logical debate) would have been the crowning art. It was important to develop eloquence, but only in service to the Truth, which was reached via logic. The scholastic universities of the Middle Ages certainly gave dialectic the number one slot – grammar and eloquence were useful, but the life of the mind hinged on logical, highly disciplined argument. In the wake of the Reformation, many intellectuals reacted against the excesses of medieval scholasticism and its emphasis on logic. Others saw rhetoric as the natural ally of pulpit preaching and saw the other arts as more subordinate.

Which is the “truth”? Well, would you prefer a logical argument or an eloquent speech? Would you prefer a proof from textual evidence or an allegorical example? The answer is not ready to hand, and individual thinkers may have a soft spot for logic or rhetoric depending on temperament. Or, in the rare case such as J.R.R. Tolkien, a lifelong passion for “grammar.” What matters in the end is that all three ways of studying language, and the rational thought that it conveys, are essential to a well-formed mind.

The Quadrivium

The four arts that focused upon number and spatial extension - what we might lump together as “mathematics” – were called the quadrivium. This course of studies included proficiency in arithmetic, geometry, geometric astronomy, and number-based music theory. These were thought to explore the basic structures of multiplicity, unity, harmony, and regularity that God the Creator used to fashion the whole frame of the universe. As such, studying the quadrivium provided a glimpse into the divine mind, since the visible universe built on these foundations was a glittering image of His invisible beauty. This idea of the theological meaning and purpose of mathematics extends all the way back through the Platonic tradition to Pythagoras.

The “quadrivium” of the Middle Ages might be expanded to include all our newer mathematical sciences, including physics. Had ancient scholars known that “sublunar” (earthly) motion was just as mathematical as the movement of the planets, they would have been thrilled to add this study to their curriculum. And a modern quadrivium would probably also include the hybrid mathematics developed since the 1600s: geometry on the coordinate plane and the algebra invented to facilitate it, and the masterful discipline of calculus, for a start. The quadrivium was not meant to be a fixed and eternal canon, but a living curriculum to impart the riches of an intellectual tradition. In other words, the “quadrivium” would in practice encompass much of what we now call the “STEM” fields – except it would not be taught under the shadow of the godless, materialist, pragmatist worldview that hangs over all our modern STEM departments like a funeral shroud.

Great Works of the Western Canon

Students living in the stream of Western civilization should learn the great contributions of Western culture, including its triumphs and failures. To this end, students at Beacon Hill Classical Academy read many of the great books of this tradition and evaluate their contribution in the light of God's Word. These works are not considered great because they are Western, but great because they fundamentally answer or explore the deepest questions of human existence. This sustained search for truth has characterized the Western tradition.

Cross-Curricular Integration

As holistic creatures, students should be taught how all subjects are related to one another. History is necessarily tied to philosophy and religion. The humanities, arts and sciences bring a full perspective to the beauty of history and math. The Biblical worldview is the essential point of integration for all subjects.

Latin

Latin vocabulary and introductory grammar is introduced in grades three through four. In fifth grade, students begin intensive Latin grammar. Latin is required in Logic School. Latin is considered essential to the curriculum for the following reasons:

- Verbal Precision – the power to persuade is one of the strongest powers a human can exert. The precision of Latin provides students with an English linguistic tool that cannot be achieved in any other way. Using the right word, at the right time, in the right context is empowered by the study of Latin.
- Vocabulary – Over 50% of English words come from Latin. A single Latin word may represent the roots of five or ten English words. By learning Latin prefixes and ending, as well as Latin roots, students are capable of comprehending many English words that they've never heard. As many professional fields such as law or medicine use Latin as their base for technical terms and names, students who end up pursuing a professional career will already have a base from which to work. Students who have taken 2 years of Latin have scored an average of 52 points higher than non-Latin students on the verbal section of the SAT.

- Syntax and Grammar – Since English is an amalgamation of several different languages and therefore has many grammatical and syntactical exceptions, its structure is hard to learn and follow. Latin’s syntax and grammar are an excellent “ideal” language from which to learn. A student of Latin is better equipped to write well in English.
- Third Language Acquisition - Some of the most commonly acquired “second” languages: French, Spanish, Portuguese and Italian derive 80% of their vocabulary and grammatical structure from Latin.

GOVERNANCE

- Beacon Hill Classical Academy is a private non-profit 501(c)(3) organization registered with the federal government and the State of California.
- Beacon Hill Classical Academy is a board-directed school. Board members are appointed by the existing board by unanimous vote. Detailed operational guidelines and responsibilities of the Board may be found in the school’s bylaws. Board minutes are available by request.
- The Board hires and appoints the Head of School to oversee the administration, faculty, and staff; to promote Beacon Hill Classical Academy in the community; and to provide timely information to the Board.

ACCREDITATION

Beacon Hill is a ten-year member and pre-accreditation candidate with the Association of Classical Christian Schools. We are independent in that we do not accept government funding of any type.



Employee Policies

TEACHER AS EXAMPLE

“A disciple is not above his teacher,
but everyone when he is fully trained will be like his teacher.

Luke 6:40

The teacher is the leader of a classroom and will prayerfully lead children into a life of service and godliness. The requirements for a teacher are not the very same as that of elders and deacons, but they do correspond in principle. A teacher’s own instruction, as well as the mission and vision of the school, are often undermined by the teacher’s poor behavior. Positively, a godly teacher is a powerful weapon in the cause of God’s kingdom on earth. Teachers, therefore, should:

- Demonstrate virtue to their students: kindness, enthusiasm, flexibility, integrity, gratitude, self-control, perseverance, trustworthiness (punctuality), and above all, love.
- Meet everyday stress with emotional stability, objectivity, and optimism. As Francis Schaeffer observed, the work of the Holy Spirit is always accompanied by real cost—whether fatigue, opposition, stress, or outright pain. As teaching is crucial to the intergenerational work of God’s kingdom, we should expect that success will be accompanied with difficulty.
- Maintain a personal appearance that is consistent with that of a Christian in cleanliness, modesty, good taste and always in accordance with the school’s guidelines (see faculty/staff dress below).
- Demonstrate respectful submission and loyalty to authority.
- Refrain from complaining, gossiping, or judging others. Instead, the teacher should set an example in giving thanks (as opposed to complaining), speaking directly to an offending brother or sister (as opposed to gossip) and assuming the best intentions (as opposed to judging). As a rule, we should never say something that we would feel ashamed about if the person being discussed were present.

STAFF CHURCH ATTENDANCE POLICY

The school cannot develop godly character in its individuals. This is the function of the church, whose work the school exists to support. All staff and faculty are required to regularly attend an Evangelical Christian church in substantive agreement with Beacon Hill’s statement of faith.

Regular attendance is defined as attending the same church and attending normally. Although some churches do not practice membership, it is expected that staff and faculty are submitting to the discipline of a specific church. If a discipline issue arises at school, it is necessary that

church authorities have such a relationship with the staff/faculty member that they can be of service.

FACULTY/STAFF DRESS POLICY

All staff members, teachers, and administrators should be clean, modest, and well groomed during school hours. The general requirement for dress during school hours is “professional attire.” This is expressed but not limited to the following requirements:

- Blue jeans, t-shirts, dirty or torn clothing, shorts, hoodies, tennis shoes, Uggs, flip-flops, tank tops, or any other sort of casual apparel should not be worn unless relevant for a field trip of a nature that would damage professional clothing, or where professional clothing would be a hindrance. Lower Campus dress code allows for non-ripped jeans, and clean, neat t-shirts as well as clean and neat tennis shoes appropriate for a grammar school teacher, as long as it retains a professional and modest appearance.
- Men should wear sport or dress slacks or clean pressed pants and a tucked-in dress shirt or BHCA polo shirt with belt. Facial hair should be neat and clean. Lower Campus allows for non-ripped jeans, and clean and neat tennis shoes appropriate for a grammar school teacher, as long as it retains a professional and modest appearance.
- Women may wear dresses, skirts, dress slacks, chinos, or black/white jeans with a blouse. Blouses and tops should not reveal the midriff. Jewelry and makeup should follow biblical modesty standards. Necklines, skirt, and dress lengths should be modest.
- Faculty may wear BHCA logo polo shirts. Lower Campus allows men and women to wear polo shirts, and you may choose a BHCA logo or another type that is appropriate for the classroom, maintaining a professional and modest appearance.

CLASS REVERENCE GUIDELINES

In all areas of instruction, including chapel and related activities, proper respect and consideration of God’s holy character need to be given and required. Specifically, class songs, *skits*, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. The following list is not meant to be all-inclusive, but it is characteristic of the kind of activities to avoid:

- Silly or trite references to Jesus Christ and his work on the cross.
- Jokes that have any of the members of the Trinity as their subject.
- Bible stories that reduce the Biblical message to simple moralistic tales.

For the sake of the students’ spiritual training and the school’s work, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.

FOUNDATIONAL SCHOOL RULES

The school has, above all, one rule: We always honor our Triune God. If the administration, parents, staff, faculty, and student body are keeping this rule, all the other matters will fall into place. Teachers are allowed to have their own classroom guidelines, policies and procedures—even rules—so long as these three rules are prominently honored:

- We always honor our Triune God.
- We always respect our teacher and obey without delaying, without complaining, and without stopping.
- We always show kindness to other students.

ADDITIONAL SCHOOL RULES

The above rules are worked out differently in different classrooms. Kindergartners need more rules than seventh graders, because seventh graders should know that interrupting their teacher is not showing them respect. Here are several other important rules:

- Students must never argue with their teacher in a way that suggests they are equals.
- Students with a cell phone *must* keep it stored in a backpack or cubby from the time they come to campus until the end of the school day at 3:00pm. If there is an emergency, parents may contact the student via the office. If a teacher sees a student with a phone out on the school campus, the teacher should confiscate the phone and bring it to the school office.
- Public displays of affection are not permitted at school or during school activities.
- Students are not allowed to touch anything on the teacher's desk or use office equipment without permission.

See Appendix B: Gryphon Code of Conduct.

CLASSROOM MANAGEMENT

Classroom management cannot be overemphasized. Every effort must be given to maintain proper demeanor and an effective use of class time. Teachers are responsible to do the following:

- Be physically present at all times in the class or appoint a responsible adult to watch the class for you. Students should not be allowed to stay in class during lunch or recess unless the weather is too cold or hot, or they have specific permission granted by the teacher. If they do remain, the teacher (or another staff member) must be present.

- Take attendance daily and record all tardies. Students must be held accountable for arriving to class on time.
- Check dress code throughout the day. Violating students should be sent to the school office *without argumentation or delay*.
- Make use of all the time given to you for instruction and appropriate learning activities. Teachers are strongly advised to make use of bellwork assignments (short, independent assignments that students should begin working on as soon as they enter the classroom).
- *Faithfully* discipline student misbehavior. If a student is disobedient, they should be immediately warned and exhorted. If they continue to disobey, lower campus students should be sent to the office for further disciplinary action. Upper campus students will be assigned detention. If a student is defiant—that is, they have boldly rejected your authority—they are to be immediately removed from class and taken to the Head of School or Campus Principal.
- Not create a distracting learning environment. Music being played during class should be inoffensive to all and non-distracting.
- Keep their classrooms neat and clean (including outside their classroom). Backpacks and bags should be stowed well out of the way in an orderly fashion. Before students go to break, to lunch, or to a different homeroom class, their area should be free of all clutter and debris.
- Close doors from the time classes begin until the end of class.
- Lead in prayer at the beginning of class. Prayer at the end of class is highly recommended. Other times of prayer are appropriate—students should see that God is our ever-present Father with whom we always have to deal.
- Next, students should perform whatever cleaning duties are appropriate.
- Be prepared for an emergency. Faculty must be ready at any moment to enact the emergency procedures for a fire, an earthquake, or a lockdown. Please see the “Emergency Manual” for more information.

LESSON PLANS AND SYLLABI

All Rhetoric teachers, with help from department chairs and members of the academic team, are required to create and follow concise curriculum guides (CCG) for their specific courses. These guides will break down the major learning objectives that will be addressed in each unit of their courses. Curriculum guides will be reviewed by the department chair and/or the academic team after the completion of each unit and updated as necessary. An example CCG is included in Appendix B of the handbook.

Every Logic and Rhetoric school teacher also must create a syllabus for each class they teach. BHCA’s approved syllabus template should be used and customized with the specific grading scale and policies the teacher will be utilizing. All syllabi must be approved by the Upper Campus Principal or Upper Campus Assistant Principal before being distributed to parents and

students. A syllabus for each course should be available on its Canvas page in an easily accessible location. An example syllabus is included in Appendix C of the handbook.

Lower campus teachers must update their grade level curriculum overview at the beginning of each new school year for the Academic Administrator to review. Lower campus teachers must create or update their grade level Yearly Big Picture Plan at the beginning of each school year for the Academic Administrator to review. Classroom teachers must post Mon-Tuesday hybrid plans on Scholae on Saturday by 12pm., for the upcoming school week. Classroom Teachers must post Wednesday-Friday lesson plans on Scholae no later than Tuesday by 5pm.

ELEMENTS OF THE CLASSICAL CLASSROOM

Covenantal

Education is a God-ordained process of teaching the next generation to love the Lord with all of their heart, soul, strength and mind. The command for this process is given to the parents, not the school. This by no means invalidates schools but rather defines them. Schools serve families by working in partnership with parents to bring up the next generation and must work tirelessly to inform, encourage and advise parents of their role in the education process. The parents are accountable to God for the education of their children; the school is accountable to the parents. The school Board and Administration are accountable to God for the success of the school's corporate mission. Teachers are accountable to the parents, the administration and the Lord for the effectiveness of their individual mission.

Calm

The students' attention is gained by having a calm, undistracted classroom. The focus of a classical education is to give students the tools of learning in their minds. Where other educational approaches focus on stimulating and exciting children with primary colors and posters, the classical classroom seeks to draw the student to a calm, thoughtful work environment with historic or artistic pictures displayed. Instead of using multiple posters and displays to organize and stimulate skill development, a classical classroom teaches the child to find the information in his student notebook and apply it to his mind. The classical classroom is also orderly and free of clutter, which allows the teacher to be a model of organization for the students. In keeping with the desire to teach our students to understand and appreciate beauty, truth, and goodness, our classrooms are decorated with deliberate avoidance of kitsch or sentimentalism.

Organized

Because the focus of grammar school is to give children the grammar of each subject, there is much to learn and memorize and little time to waste. Papers and tasks are efficiently managed, students are taught to take responsibility and parent help is utilized as much as possible. Where other approaches encourage students to consult one another during instruction, the classical classroom directs students to their teacher's lessons. The process of learning is built through developing routines and seeing them carried out.

Welcoming

While being organized and calm, the classical classroom is not stodgy or cold. The covenantal nature of education requires parents to be part of the process. Where other educational approaches often err in creating a "professional versus parent" classroom, the classical classroom encourages parents to be involved with helping and learning and teaching as much as possible. The classical teacher seeks to develop ways to include parents in this process such as grading math fact papers, spelling tests, making copies, listening to Bible verses or other common tasks. This is done with clear guidelines about maintaining privacy and respecting the teacher's ultimate authority over the classroom.

Invigorating

Seeing all of knowledge as a legacy to be passed on to the next generation is exciting and fun. Though students memorize large amounts of information (Grammar level) and are taught to achieve high standards through diligent work, the classical classroom is still fun and exciting. Though our modern culture emphasizes fun through entertainment, the classical classroom emphasizes fun through understanding and mastery of skills.

Active

The focus of the grammar years is memorization. Where other approaches place the burden of memorization on the student to develop mnemonic strategies, the classical approach places the burden on the teacher. The classical teacher creates songs, chants, pop-ups or sound-offs and other means of recitation to embed the information into their students' memories. Logic and Rhetoric levels incorporate active listening and corresponding discussion to apply embedded information to critical thinking modalities.

Strategic

The classical classroom challenges students to use their memory bank of information through written assignments that demonstrate and develop mastery of the information. Where other approaches emphasize multiple choice, matching and short answers, the classical curriculum

emphasizes the benefit of learning through writing. A sequential development of these skills through Logic and Rhetoric culminates in the Senior Thesis.

Collaborative

While teaching the students to direct their focus on the teacher during instruction, the students still enjoy working together as they chant, recite, and sound-off. Because students are taught to take responsibility, they learn to trust and rely on one another for classroom tasks and jobs. The classical environment on all levels is rich in hands-on activities, labs, demonstrations and experiments to give meaning to the information memorized. These experiences enrich the students' academic and social skills.

Submissive

The daunting task of one generation to train up the next generation requires submission to authority, standards and guidelines. The classical teacher does not view accountability as encroaching on the teacher's mission, but as empowering it. The teacher is freed by strategic curriculum planning to focus on his or her classroom. The accountability of long-range plans, lesson plans and observations motivate the classical educator to implement instruction well. Likewise, the students are taught the biblical structure of the teacher's authority deriving from the parents and the administration and the Lord. They are gently taught to be respectful, obedient and diligent. They are lovingly trained to exercise self-control. The effect of this consistent shepherding is students who are focused on glorifying and pleasing God over themselves.

Frugal

Classical schools provide a legacy for their students while utilizing time, talents, money and skills efficiently and carefully. The nature of the Trivium challenges schools to determine curricula with the graduating senior in mind, creating a systematic progression of skills that are not swayed by costly educational trends. The recognition of the family's role in education challenges teachers to utilize volunteer support. The use of writing in learning reduces the dependence on worksheets and expensive copies. The nature of memorizing through singing and learning through hands-on activities allows teachers to utilize their time well by using the chanting times to set-up hands-on activities. Classical education was at its height in the poorest economies of mankind; its effectiveness is not thwarted by small budgets or small beginnings.

SEVEN LAMPS OF LEARNING

Here in the Upper School at Beacon Hill, all teachers should seek to be guided by the Seven Lamps of Learning listed and explained in *In Lumine Tuo*, chapters 6 & 7.

1. The teacher should be mastered by Truth.
2. The student should be restless for Truth.
3. The relationship between teacher and student should be one of trust within hierarchy.
4. The language used in teaching and learning should be perpetually refined and expanded.
5. Lessons should be integrated with other disciplines and always question-based.
6. Teaching has a negative and a positive phase..
7. The test and proof of learning occurs when the student contributes to the Great Conversation.

TEACHER/AUXILIUM GENERAL EXPECTATIONS

- The teacher/auxilium accepts, without verbal or mental reservation, the vision, mission, and educational philosophy of Beacon Hill Classical Academy. Specifically, he/she is committed to a classical and Christian model of education.
- The teacher agrees to be present at school no later than **8:00 am** and remain on campus until **3:30pm** (Grammar School Teachers) each school day unless permission is granted by the Head of School, Grammar School Administrator or Academic Administrator. While present on campus, the teacher will attend all chapel meetings with their students, sit alongside them, and model faithful participation through singing and engaged listening. Permission to miss a chapel must be granted by the Head of School or Grammar School Administrator
- The teacher/auxilium will begin working in his/her classroom at least one week prior to the start of school in preparation for the year, and will remain working in his/her classroom at the end of the year until all transcripts are annotated and the room is clean.
- The teacher/auxilium will teach, to the best of his/her ability, the curriculum assigned to him/her by the Head of School, Principal, and Academic Team. He/she will not depart from the curriculum, or add to it, without the consent of the Head of School, Grammar School Administrator or Academic Administrator.
- The teacher/auxilium will, to the best of his/her ability, teach with the pedagogical principles outlined in the Faculty Manual. Furthermore, *In Lumine Tuo* by Maureen Baldwin shall serve as the authoritative pedagogical guide for teaching & curricular practices. Lower Campus teachers will teach with the designated curriculum using Classical and Christian traditions.
- The teacher/auxilium agrees to accept his/her proportionate amount of student supervision outside of the regular classroom assignment, the extent of which being determined by the Head of School. This includes recess, lunch, after school supervision, school-wide events, fire and earthquake drills, and field trips. A rotating schedule may be created to ensure equal supervisory duties.
- The teacher/auxilium will attend several training events, monthly faculty meetings, and regular departmental meetings, as directed by the Head of School or Lower Campus Administrators.

- The teacher/auxilium will observe other teachers, both in their department as well as across departments, as often as possible. The Academic Administrator will aid in scheduling observations. New teachers should observe other classes a minimum of two times each semester. Speak with the Academic Administrator to organize an observation.

SPIRITUAL LEADERSHIP

- Consistently exhibits by precept and example the fruits of the Spirit (Gal. 5:22-23) and spiritual maturity, serving as a Christian role model both in and out of school to pupils.
- Sets an example for parents and fellow faculty members in speech, actions, attitude, judgment, dignity and respect, while living in obedience to God's Word by demonstrating a consistent daily walk with Jesus Christ.

INSTRUCTIONAL EXPECTATIONS

1. Integrates biblical principles and BHCA's philosophy of classical Christian education throughout the curriculum.
2. Uses and applies methodology and practices outlined in *In Lumine Tuo* for the particular subject and grade level being taught. Classical traditions approach in Grammar School.
3. Attempts to integrate different subjects.
4. Demonstrates a thorough knowledge of and an interest in the subject(s) taught.
5. Maintains the student's active interest in the lesson.
6. Provides an orderly teaching environment by consistently enforcing class rules and BHCA's discipline policies.
7. Uses clear language and vocabulary appropriate to the level of the students.
8. Explains and connects the unfamiliar with what is already familiar to the students.
9. Uses effective teaching techniques that stimulate and arouse the pupil's minds while knowing the needs, interests, and learning characteristics of each student.
10. Checks for comprehension and does not presume on the students' understanding of new terms and concepts.
11. Frequently reviews and applies material learned.
12. Plans lessons in order to achieve curriculum goals.
13. Uses a reasonable amount of homework effectively for drill, review, enrichment or project work.
14. Assesses the learning of students on a regular basis, using a variety of assessment techniques.
15. Promptly grades and provides constructive feedback on assignments.
16. Guides the class to Christ and biblical truth.

NON-INSTRUCTIONAL EXPECTATIONS

1. Cooperates with the board and administration in implementing all policies, procedures and guidelines governing the operation of the school.
2. Maintains regular and accurate attendance and grade records to meet the demands for a comprehensive knowledge of each student's progress.
3. Keeps students, parents and the administration adequately informed of deficiencies and gives suggestions for improvement.
4. Maintains a clean, attractive, and well-ordered classroom.
5. Maintains and uses classroom materials and equipment in a cost-effective manner.

PROFESSIONAL EXPECTATIONS

1. Seeks the counsel of the administration, colleagues, and parents.
2. Takes advantage of training opportunities and seeks out information for professional development.
3. Continues to improve and grow in content knowledge, the art of teaching, and the classical tradition.
4. Provides input and recommendations for administrative and managerial functions in the school.
5. Responds in a timely and appropriate manner to administration requests ie: within 24 hours time period.
6. Attends and participates in scheduled faculty and committee meetings and other school-sponsored events.
7. Demonstrates good stewardship of time, including the time of others, by being present at school for the contracted hours, being punctual for duties and starting and ending classes on time.
8. Projects a positive professional and respectful attitude toward others, including students, parents, the school board, the administration, faculty and staff.
9. Exercises proper discretion in matters such as confidential information and personal opinions or concerns about school operations, students or staff, including adherence to the BHCA's Grievance Policy.
10. Male staff members are not to hug students at any time at school hours, functions, or events. All teachers are expected to behave in a professional manner at all times.

PERSONAL EXPECTATIONS

1. Submits respectfully and is loyal to God-ordained authority.
2. Maintains a personal appearance that is a role model of professionalism, cleanliness, modesty and good taste, ie: Tattoos, piercings, hair color and clothing should be tasteful

and appropriate for professional appearance- and approved on a case by case clearance through administration.

3. Uses standard English usage in written and oral communication. Speaks with clear articulation.
4. Develops and maintains rapport with students, parents, and staff to promote a positive learning environment.

REQUESTING AN ABSENCE

In the normal, unforeseen event that any faculty or staff anticipates an absence, the following procedures apply:

- The absence request form online on the Beacon Hill Website available under the Resources > TEACHER PORTAL > Lower Campus Absence Request Form must be completed two weeks (at the latest) prior to the absence.
- The teacher should make copies of lesson plans and any other necessary materials for the substitute.
- The teacher should be sure to thank the substitute after resuming work.
- Staff/Faculty members should adhere to the allotted number of days of PTO as listed in their contract. Any change of this number must be approved by the Head of School.

STAFF CELL PHONE USAGE POLICY

Teachers should refrain from texting, e-mailing, or answering phone calls during class. In addition, staff should be mindful and exercise wisdom when using their phone on campus in the presence of students.

STAFF SOCIAL MEDIA POLICY

While BHCA cannot restrict what employees or students post on social media, employees are expected to adhere to confidentiality policies at all times. Each employee must understand that they are a representation of the school, both inside and outside of the classroom. In addition, employees must avoid violating anti-harassment policies or posting something that might make collaboration with colleagues more difficult.

In general, employees should follow these guidelines:

- Be respectful and polite when posting to social media.
- Ensure that posts do not contradict the philosophies and doctrine of Beacon Hill Classical Academy.
- Remember that Social Media posts, even those that are marked private, may be seen by our students, parents, other employees, and Administration.

- Be aware that questionable social media posts and activity will reflect poorly on not only the employee, but also on the school and may result in disciplinary consequences.

IN-CLASS MOVIE POLICY

BHCA generally discourages the use of films in class. Any movies shown in classrooms should have an educational purpose rather than merely entertainment value (with the exception of administration-approved class parties). Teachers interested in showing students a film should always obtain administrative permission from the Upper Campus Principal or Upper Campus Assistant Principal prior to making arrangements to show the film. There are a variety of different movie standards that parents give to their children. To respect the convictions of your school families, teachers should not recommend movies that include objectionable material.

Academic Policies

GRADING PRINCIPLES

Students should receive their graded tests/quizzes/projects/papers within one week of the due date, with exceptions for major essays and projects that understandably may take longer to assess.

- Teachers will update Scholae in a timely manner, with grades being updated at least once per week. Teachers should strive to post Hybrid plans in Scholae advance for the following week by Saturday noon; Wednesday thru Friday plans by Tuesday night at 5pm of the same week. If a student is absent, they will have up to one week to complete missed assignments.

GRADING SCALE

To ensure that all teachers attach the same meaning to their grades, the following definitions are to be used on assignments and on school report cards:

<u>Grade</u>	<u>Percentage</u>	<u>M=Mastery, GL=Grade Level, NP=Needs Progress</u>
M	97-100%	
GL	72-96%	
NP	Below 72%	

We are seeking more than just mastery of subject matter in our students. We are forming them as human beings. As such, our grading ought to reflect more than just mastery of the subject. Students should also be assessed on their participation in class, faithfulness, willingness to venture into new areas, etc. Writing a comment based on these things is helpful to the parent as well as to the student.

LATE OR MISSED WORK POLICY

“Missed work” is defined as work that was not turned in due to an excused absence or tardy.

“Late work” is defined as work that was not turned in on time even though the student was present and there was no excusable reason for it not to be turned in. Note that “excusable” in this context is the same as valid reasons for excusable absences.

Missed work for **excused** absences may be made up and may count for 100% of the grade. For an excused absence, the student will have one school day for each school day missed to turn in their work and should make all efforts to do so. If a student knows they are going to be absent (for a family trip, for example) and have a larger assignment like a project or paper due, they need to turn it in before they leave.

Work missed for **unexcused** absences (e.g., an in-class assignment) may be made up and should follow the same expectations as excused absences.

Missed work should be submitted to the teacher by way of the homework folder. When turning in the missed work, the teacher must be made aware by the student that it is missed work. It is the student’s and parent’s responsibility to communicate to their teacher in regards to missed or late work.

Student Athlete Assignment Policy

Student athletes leaving campus early to attend a sporting event are responsible for turning in finished work **before departing** and proactively communicating with their teachers about how any missed work should be made up. Teachers may schedule make-up sessions for athletes to complete missed work that cannot be made up at home (tests, art projects, science labs, etc.) at their convenience. Any makeup sessions will be clearly communicated to students and parents via Scholae.

HYBRID WORK POLICY

Hybrid plans will be posted to Scholae by Saturday at noon. Ideally the plans are developed during the week and can be posted by Friday at 5pm, but this gives a buffer for those times

when the week was extra busy. This allows students to begin work on hybrid assignments earlier than Monday, if they desire.

Teachers should assign Hybrid work equivalent to the work reasonably expected of students during a normal full class period with sustained focus.

In general, hybrid lessons should be more and more independent as the students increase in grade level. By the time students reach Logic school, they should be able to complete most of the assignments with minimal parent involvement. Teachers need to provide clear instructions to allow their hybrid assignments to be completed at home with minimal confusion or frustration for families.

Activities on hybrid should be designed to prepare students for the week ahead. This can be readings, writing drafts, completing research, practicing mathematics skills already acquired, finalizing a lab report or other project, etc. Rather than making the work of hybrid day a graded “product” to be turned in, the student's completion or preparation will be optimally evaluated in class during the week, by means of quiz, presentation, etc. (final drafts of papers are an exception).

HOMEWORK POLICY

Homework should neither operate as a repeat/ regurgitate “assessment” to determine whether students have successfully absorbed classroom-delivered data, nor should it replace the classroom as an alternative forum for data- absorption. Ideally – and ideals are difficult to embody, but worth aspiring toward – it should invite students to enter into a “leisure” activity related to what they’ve studied. Leisure means what truly liberally educated people WANT to do, and actually DO for pleasure.

Examples:

- Formulate a response / reflection
- Apply to a current problem
- Experiment, theorize, explain, hypothesize, conjecture openly
- Create a cultural artifact (speech, artwork, model, song, etc) that embodied the ideas
- Savor and take to heart – commit to memory
- Do further research to deepen understanding
- Enter the conversation by reading more, or more deeply, or in a more active modality (so that the book comes alive)

Homework Assignment Guidelines

Mathematics and languages classes should make every effort to begin daily homework within the class period. Assignments may then be completed as homework if required. Such

homework should occupy 15-20 minutes in addition to class time at most, for an average student.

General Recommendations:

Plan homework for the entire week ahead of time, including class sessions or parts of class sessions set aside to begin assignments. Homework should never replace instruction. Reinforcement and drill should be incorporated into class planning, and not relegated entirely to homework. Homework may consist in reading or preparing material to bring to the next class session, and can be assessed in class. As a rule, large quantities of homework do not indicate academic rigor, but rather inefficient or imbalanced use of instructional periods.

TRANSFERRING CREDITS/GRADES

Entering Students

Students who are transferring to Beacon Hill Grammar School from another school or home school may receive credit for work completed previously in a recognized school when Beacon Hill receives sufficient documentation of their previous work. Transfer transcripts will be evaluated and approved for credit by the Administrative Team.

PROGRESS REPORTS

Progress Reports

Progress reports are available in the middle of each semester to the parents of students.

ATHLETICS PARTICIPATION

Athletics Disciplinary Eligibility for Academics or Behavior

1. Participation is a privilege, not a right, and is always at the discretion of the Head of School, Principal, Athletic Director, and Coach.

Conduct & Discipline Policies

STUDENT CONDUCT POLICY

This policy is intended to establish standards of etiquette and conduct. It is to ensure that students treat others with courtesy and respect as well as respect property (both common and

private). This policy applies to all students while in school and while attending school-sponsored activities.

All students are required to practice kindness, attentiveness, diligence, obedience, and respect towards their teachers, administrators and fellow students. Students are expected to conduct themselves with dignity, honor, and consideration for others.

For the student Code of Conduct, please refer to Appendix B: Gryphon Code of Conduct.
Teachers must know and enforce these standards daily.

LOWER CAMPUS DISCIPLINE

Because BHCA is a discipleship school, any disciplinary actions should be based on biblical principles, repentance and forgiveness, and restoration of the relationship. The vast majority of discipline will happen at the classroom level between the teacher and the student. For more serious violations of school rules, as well as for a pattern of repeated minor violations, the following procedure will be the guide. All discipline begins with faculty as teachers establish and maintain consistent classroom expectations, both socially and academically. General behavior concerns are ideally handled within the context of class time and teacher/student relationship. The purpose of discipline is to provide accountability and a clear pathway for reconciliation when appropriate. To the best of our ability, we shall always seek after *repentance, reconciliation, and restoration* when a discipline occurs. Students shall not be restored to the classroom without repentance.

Lower Campus Disciplinary Office Visits

The following behaviors qualify for automatic visits to the office:

1. Disrespect shown to the teacher or any adult.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion or willful disobedience or defiance in response to instructions.
4. Fighting: striking or pushing in anger with the intention to harm another student or faculty member.
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.
6. Bringing weapons or illegal substances onto campus.
7. Leaving class or other supervised activity without permission. Leaving Campus without permission.

Lower Campus General Discipline Procedure

When it is necessary to remove the student from the classroom and refer them to the office, the following general policy will be used:

- 1st offense: Student conference with Administration, student and parent provided official warning by phone call or email from Administration.
- 2nd offense: Student conference with Administration, student and parent provided official warning by phone call or email from Administration. Lunchtime detention or alternative discipline assigned.
- 3rd offense: Student conference with Administration. Lunchtime detention or alternative discipline assigned. Parent meeting with Senior Administration.
- 4th offense: Student conference with Administration. 1-3 Day Suspension Assigned. Parent meeting with Senior Administration.
- 5th offense: Meeting with Head of School & Senior Administration regarding an escalated disciplinary plan, pending Expulsion.

If a student commits an act with such serious consequences that the Head of School or Principal deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately.

Suspension

For serious misconduct, detentions may be bypassed and suspension may be imposed immediately. Examples of serious misconduct include but are not limited to: acts endangering the lives of others, gross violence, theft, vandalism, and illegal activity (whether it happens on or off campus, during school hours or outside school hours). Students must remember that while enrolled at Beacon Hill they are always representatives of Christ and our school. Suspensions and expulsions require meeting with and/or approval by the Head of School.

Expulsion

Beacon Hill Classical Academy 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, should a student demonstrate a repeated disregard for our community and standards, the student will be expelled. Student expulsion generally results when a student's behavior or attitude is negatively affecting our school culture.

ACADEMIC INTEGRITY CODE

Academic integrity is honesty in a scholastic environment. It is a very important part of the educational process at Beacon Hill Classical Academy. Academic integrity is a key component of a student's moral character and is essential for the development of the whole person within a Christian learning environment. Academic integrity is also a key component of the entire

school's moral character, and is essential for the development of an academic climate of mutual trust and of a spiritual community where honesty and respect prevail. Academic integrity needs to be upheld by students and staff alike, and how well this is done will determine the quality of students who attend BHCA, now and in the future. The Academic Integrity Code (see below) clearly defines plagiarism, cheating, and violation of U.S. copyright laws. These definitions provide a framework for the training of the students and faculty so that all may glorify God through their academic work. The Academic Integrity Code also describes the clear-cut procedures and consequences that should result if intentional acts of dishonesty occur.

Cheating

Cheating is the use of unauthorized materials, information, or study aids in an academic exercise. Cheating can also be a secret agreement made among students in visual or oral form for fraudulent purposes.

Cheating is defined as:

- Copying or receiving an answer during an assessment (test, quiz, or any other coursework that is evaluated by your teacher).
- Using any unauthorized source of information during an assessment.
- Acquiring specific knowledge of the content or a copy of an assessment before it is given.
- Changing an answer on a graded assessment and then claiming the teacher made a grading error.
- Copying homework or other class work.
- Using a paper, in whole or part, written by another person.
- Submitting the same work or major portions of the same work for two classes without permission.
- Using an on-line translator for foreign language classes.
- Disciplinary Procedure for Cheating:
 - Student will automatically receive a "0" on the assignment / assessment
 - No recourse for grade redemption on the assignment / assessment is available

Academic Integrity Code Violation Procedure

Any violation of the Academic Integrity Code should be reported to Senior Administration. However, the faculty member accusing the student of the alleged offense should first attempt to meet with the student and discuss the suspicions and evaluate the evidence to see if there is some acceptable explanation for the apparent violation. If there is evidence of a violation, the faculty member needs to state to the student that he or she feels that a violation has been made and that a referral will be made to Lower Campus Administration. The faculty member will then notify a member of the Senior Administration of their concern.

Ranging from teacher intervention to dismissal from school, these consequences may also include the student not earning credit for the assignment, parental contact, school detention, notation on the student's official school transcript, and/or suspension.

STUDENT & STAFF INTERACTION

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines should be understood as representative of the practices and philosophies of the school:

- Staff members are to remember that they serve as professional, adult role models before students. Relationships between staff members and between staff members and students are to be friendly and courteous, not familial or intimate.
- Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Pet. 2:12).
- Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc., are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- If it is necessary for a male staff member to spend time alone with (or in the presence of) a female student or staff member (or vice-versa), it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.). They should not meet for any reason when no one else is immediately available on campus.
- Male staff members may not travel alone in a car with only one student of the opposite sex.
- Male staff members may not hug or display physical affection towards students at any time.
- On any school-sponsored trips lasting overnight and involving students of both sexes, the spouses of chaperones should accompany their spouses if at all possible. Single staff members may be included on such trips only with the prior approval of the school administrator.

STAFF COMMUNICATION WITH STUDENTS

Whenever possible, Scholae or email should be used to communicate with parents of students. Texting is not an acceptable means of communicating with students. Teachers should respond to parent/students' email within a 24-48 hour time frame with the parent copied in the email. Teachers should also copy the Grammar School Administrator as well as the Academic Administrator in their emails.

SUPERVISION OF FACULTY/STAFF CHILDREN

After school hours, faculty and staff children are a common sight on campus. It is the continual responsibility of each staff member to supervise their own children. Children may play on the playground, but they may not wander about in other teachers' classrooms, walk around the church campus, or engage in activities that generally wouldn't be allowed during school hours (throwing balls on the roof, etc.).

GRIEVANCE PROCESS

Christian guidelines should be followed whenever there is a dispute or grievance concerning any aspect of the school's operations, or between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and the Board. All are expected to follow the Matthew 18 principle of dealing directly with someone who sins:

If your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that by the mouth of two or three witnesses every word may be established. And if he refuses to hear them, tell it to the church (18:15-17).

All people associated with Beacon Hill should refrain from speaking about controversies with others; this is especially true in the grievance process. If a staff member speaks with other staff members before taking their grievance to the appropriate administrator, unintended consequences may result. Lord-willing, the grievance will be resolved, but if one of the parties has been speaking about it with other staff or faculty, it may remain unresolved in the eyes of those other employees.

If any disputes arise that are not covered by grievance guidelines, the board should decide what procedure to follow.

Definitions:

Dispute—Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of the school's objectives and goals.

Grievances—Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concern—The substance and details of the dispute and/or grievance.

Students/Parents to Teachers

All concerns about the classroom should first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.

If the problem is not resolved, the parents or student may bring the concern to the campus principal. If the student brings the concern, he should have permission from his parents to do so.

If the problem is still not resolved, the parents should appeal the decision to the Head of School.

If there is still no resolution, they should request a hearing in writing from the Board.

Parents/Patrons to Administrator/Head of School

If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of a specific classroom), they should bring their concerns to the appropriate administrator.

If the situation is not resolved, they should present their concerns to the Head of School.

If there is still no resolution, they should request a hearing in writing from the Board.

This procedure applies to board members who are acting in their capacity as parents, and not as representatives of the board.

Faculty/Staff to Administration

All concerns about the standards of the school should first be presented to the appropriate administrator. A respectful demeanor is required at all times.

If the problem is not resolved, the staff member may appeal the decision to the Head of School by setting up an appointment.

If the problem is still not resolved, the staff member may appeal to the board in writing and request a hearing. The request is to be passed to the board through the Head of School.

Volunteers to Staff/Administration

If any volunteer (including a member of P@TH) has a concern about the volunteer work, he should present that concern to the staff member responsible for his oversight (teacher or administrator).

If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him to discuss the concern.

If the problem is still not resolved, the volunteer may request a hearing from the Board in writing. The request should be passed through the Head of School. The Head of School is required to pass the request on to the board.

Child Safety & Protection Policy

Although it is the law of our land to have a zero tolerance approach to abuse, Christians above-all should have a concern for justice and the protection of the weak. Do not excuse, defend, or ignore any identified or unidentified case of abuse, whether by parents, teachers, staff, or students. This applies to sexual harassment and physical, sexual or psychological abuse. The following steps are to be taken if one detects such is taking place:

- All cases, whether confirmed or suspected, should be immediately reported to the administration.
- The administrator will conduct an immediate preliminary inquiry.
- The administrator will immediately call the Department of Social Services and make an emergency appointment.
- If the case is of a grave criminal nature, the police department will also be called and an officer requested.
- The administrator will then call an emergency meeting with the Board of Directors.
- The administrator will prepare a report for file, and if the case turns out to be genuine, file the report with the Division of Child Development.
- The administrator will follow up with the parties involved and draw up steps of action if a staff member is involved. The Board of Directors will consult with the administrator to make a decision, including a preventative decision.
- Should the administrator be directly involved in the case, the case should be presented to the Board President, who will then follow the above outlined reporting procedures.
- Should any faculty or staff believe the Administration or Board to be negligent in the matter, they have every right and obligation to circumvent the process and contact lawful authorities themselves.

MANDATED REPORTING

California's Child Abuse and Neglect Reporting Act ("CANRA"), which is a part of the state's Penal Code, is the Legislature's effort to protect children from abuse and neglect. In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case must, first and foremost, consider the needs of the child victim and do whatever is necessary to prevent any further harm.

CANRA defines child abuse and neglect, creates specific procedures for reporting and investigating, and imposes obligations on individuals in certain professions (known as "mandated reporters") to report suspected abuse and neglect.

Making a report of suspected child abuse can be a stressful and worrisome process for a mandated reporter. Being fully prepared – with knowledge of the requirements of the law and of the rules for submitting a report – can help ease the difficulty of the experience.

Legally Mandated Reporters

Legally mandated reporters include a wide variety of job titles and positions. They include: employees in public positions, health care personnel, law enforcement employees, commercial film and photographic print processors, clergy, employees or volunteers in child advocate programs, child visitation monitors, animal control officers, and humane society officers.

Employees in public positions include all of the following:

- Teachers
- Instructional aides
- Teacher's aides
- Teacher's assistants
- Classified employees at public schools
- Officer or supervisor of child welfare and attendance
- Certificated pupil personnel employees
- Day camp administrators
- Public assistance workers
- Employees of child care institutions
- Social workers
- Probation/parole officers

Who Must Report

- Youth center/organization employees/administrators

- Administrators/employees of organizations whose duties require direct contact and supervision of children
- Employees of county offices of education or the State Department of Education whose duties bring the employee into contact with children on a regular basis
- Licensees/administrators/employees of licensed community care or child day care facilities
- Head Start program teachers
- Licensing workers/evaluators employed by a licensing agency
- Employees of a school district police or security department
- Administrators/counselors in a child abuse prevention program in a public or private school

What Must Be Reported

Under the terms of the law, a legally mandated reporter must make a report whenever he or she, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect."

"Reasonable suspicion" does not require certainty that child abuse or neglect has occurred nor does it require a specific allegation or medical indication of child abuse or neglect.

Child abuse or neglect must be reported when the victim is a person under the age of 18.

The term "child abuse or neglect" is defined by law as:

- Physical injury or death inflicted by other than accidental means upon a child by another person
- Sexual abuse (including sexual assault and sexual exploitation)
- Neglect, encompassing "severe" neglect (including endangering the child's health and failure to protect the child against severe malnutrition) and "general" neglect (including failure to provide adequate food, clothing, shelter or medical care).
- Willful harming or injuring of a child or the endangerment of the person or health of a child
- Unlawful corporal punishment or injury
- "Child abuse or neglect" does not include:
 - A mutual affray between minors
 - An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer

Information That Must Be Included in a Report

The following information must be included in a report of child abuse or neglect:

- The name, business address, and telephone number of the mandated reporter
- The capacity that makes the person a mandated reporter
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information

If known, the following information also must be included in a report:

- The child's name
- The child's address
- The child's present location
- The child's school, grade, and class, if applicable
- The names, addresses, and telephone numbers of the child's parents or guardians
- The name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child

The mandated reporter is required to make a report even if some of the above information is not known or is uncertain.

**FACULTY & STAFF HANDBOOK
APPENDIX**

Appendix A: Sample Curriculum Overview K-5



BEACON HILL CLASSICAL ACADEMY Curriculum Overview for Kindergarten through 5th Grade

What does the Trivium look like at Beacon Hill?

The goal of Classical Education is to give students the tools with which to learn on their own — to liberate them from the drudgery of task-performance and to make them independent learners. Kindergarten begins the *Grammar Stage* at Beacon Hill Classical Academy. In the *Grammar Stage*, students learn the *grammar* of each subject area. By *grammar*, we mean the fundamental rules of each subject area and the basic data that exhibit those rules. There is a strong emphasis on "the basics." Your child will learn how to read and write well, and they will master the skills to solve math problems. Since young children love to memorize information and repeat poems, verses, and songs, the *Grammar Stage* of the Trivium takes advantage of this learning bent in the students by incorporating songs and memorization into the curriculum.

These early years are the time to sow the seeds of honoring God and parents, developing the capacity for language and the appetite for learning, enriching the memory, encouraging creativity, and instilling a work and service ethic. These are the kind of things which will lay a good foundation for formal academics later. First things come first. Academics must be built upon a Biblical and virtuous foundation.

Curriculum Overview ~ Kindergarten 2023-2024

Kindergarten Curriculum incorporates the following ingredients for training a child:

Logic of English Foundations A and B (Phonics, Penmanship, Reading & Spelling)	Explicit phonics; penmanship; oral dictation and beginning spelling rules.
Mathematics (Math in Focus Singapore Math by Marshall Cavendish)	Sorting, counting, organizing, math facts, writing numerals, number sense to 20.
Literature (Read aloud from Childcraft Literature Book) As well as quality Literature chosen by the teacher and Academic Administrator.	Listen to and narrate (retell) well known stories, fables and poems from around the world. Learn terms author, illustrator, character and setting of a story,
Memorization	Grammar jingles, nursery rhymes, phonograms, Revelation 21, Catechism and poetry.
Worship & Bible	Chapel, hymns, songs, catechism
Arts & Crafts Music	<ul style="list-style-type: none"> • Weekly Art Class provides a time, space and materials to develop creativity through imitation & expression. • Weekly Music focuses on ear training, rhythm, and singing folk songs using the Kodale method.
Field Trips & Library	Investigate God’s world in person and through well written texts.
Work & Service	Chores; acts of service & helping others
Discipleship	First time obedience; keeping the heart, showing kindness; friendship.

Together we will sow the seeds of truth, beauty and goodness that will last a lifetime, in ourselves and in our children.

Language Arts:

The Language Arts curriculum at Beacon Hill Classical Academy is a comprehensive method that includes letter recognition, phonemic instruction, penmanship, grammar,

spelling and literature. We will be using *Logic of English, Foundations A and B* (part 1) The *Logic of English* has taken the Spalding Method and created a phonics, reading, and spelling curriculum. The activities are fully engaging. We will be using phonogram cards and everything that was amazing about Spalding will still be on display in this beautiful program.

Math in Focus Singapore Mathematics:

The math lessons used in kindergarten are designed using Math in Focus, Singapore Math. Each lesson is designed with developmentally appropriate activities that will stimulate their curiosity, reinforce their number sense and prepare them for the rigors of arithmetic in later years. Math in Focus uses "incremental approach": This means concepts are divided into smaller, more easily grasped tasks called objectives. Our **progress** is determined by the student's ability to master these objectives.

Literature:

Quite simply, narration is the art of 'telling back' what you just read or heard from a book. It seems simple-almost too simple to be of great value in a classroom, but Karen Glass aptly explains the benefits of narration in her book "*Know and Tell*" the *Art of Narration*:

"Do not be deceived by the superficial simplicity of this method! When you read a story, paragraph, or chapter to a child and ask him to narrate what he has heard, powerful mental "wheels" must spring into motion. The knowledge that he has passively gathered must now be sifted and sorted. His mind must recall the beginning, and then "what comes next," event by event. He must be sure the order of his knowledge is correct, and that nothing important is omitted. Then, he must find words to give shape to his knowledge. It is not uncommon for children to imitate the vocabulary and style of the author himself. Nevertheless, by using the words to tell "his" version of the story, he makes them his own."

Narration is a skill that one learns and **practices** over time. We will begin by asking our Kindergarten students to listen attentively both at home and in class. After modeling what a narration looks and sounds like, they will practice "retelling in their own words" what you have read aloud to them. At first, we will practice with some nursery rhymes, then later move on to folktales, some familiar fairy tales and lastly fables and a few longer stories. This is an exercise that will not come naturally, be patient and ready with praise.

This is repeated daily. **Repetition** is the vital teaching skill in the Grammar Stage of Classical Education.

How do we execute this in the Classroom?

We begin by asking the students to come to the carpet for "Read Aloud".

Begin Each session with "What's in a book?" An ADVENTURE!!!

1. Read a passage aloud using engaging voices and dramatic pauses to spark interest. Remember your audience.

2. Teach: *Characters, setting, plot, author and illustrator*. These questions are asked every read aloud. Repetition, Repetition. The Grammar stage breathes repetition.
3. Read the passage or episode only once to reinforce the habit of attention.
4. Try to keep interruptions to a minimum; they can quickly dampen a narration.
5. Discourage your child from simply repeating the words you just read. Encourage your child to narrate the story in his/her own words.

Memory Work

Many parents assume that this will be the most laborious aspect of learning, but for children it is the best part. With an understanding that we must teach our children keeping their young frame in mind, we will use chants, ASL (American Sign Language), songs, rhymes and poems to memorize many foundational concepts that they will remember for a lifetime. In Kindergarten, our children will memorize among other things: phonograms, Math facts, nursery rhymes, hymns, grammar jingles, portions of Scripture and catechism. It will be the parents' duty to practice daily (at least four days a week), the body of memory work that your child is learning in class.

Worship & Bible

We will begin each day in chapel with a short liturgy and teaching from God's word. Chapel will be led by BHCA's Head of Spiritual life, Mr. David Deutsch. Our Head of School, Mr. Dennis Deutsch will lead the chapel on Thursdays. Your child will delight in the vivid readings and preaching from the *ESV Bible*. Mr. David Deutsch will begin our chapel every day at 8:40am. On Monday, Mr. David Deutsch will teach the catechism via video that your child has memorized for the week. On Tuesday he will teach the Revelation verse that your child has memorized that previous week in class. Wednesday-Friday he will be continuing our study through Genesis. Chapel is part of your student's Bible curriculum, so please make it a priority to view the Chapel videos provided by Mr. Deutsch on our school website under the chapel portal on Hybrid days. In Kindergarten we will also be using *The Big Picture Story Bible*. These weekly readings will take your child through the entire Bible this year. This Book has beautiful illustrations with sound doctrine.

Discipleship & Discipline

From the first day at Beacon Hill, Kindergarten students learn that our school rules teach us how (1) to honor our Triune God by: (2) respecting and obeying our teacher, and (3) showing kindness to others.

The overall objective of Kindergarten at Beacon Hill Classical Academy is a training ground to teach all the procedures, rules and customs that are involved in formal schooling. Our teachers are careful to model our expectations, explain what they look like and don't look like, practice, rehearse, recite and review our expectations before we hold students accountable to obey them. When a child disobeys one of our school rules, the teacher will exhort them from the Word of God and send a note home so

both parent and teacher can address any disobedience.

HOMework

We ask that each family set aside time to read with your child EVERYDAY for at least 20-30 minutes. Reading together from a large variety of kinds of material is the best way to encourage literacy.

Field Trips

We at BHCA believe that children learn by observing and doing. They remember what they have personally experienced. At Beacon Hill, our children will have the opportunity to visit a farm, a museum, a fire station, the Camarillo library, and more. As soon as the dates and locations are confirmed, you will receive the information.

Kinder Enrichment 2023-2024

Traditions and Special Events

- Rocket Launch
- Raise and Release Insects

Daily Schedule:

AM Kindergarten 8:30-12:00

- Chapel - 15 mins
- Outside Enrichment - 30 mins
- Memory Work: Call outs, Themed Poem, Always Rules / Classroom Rules. 15 mins
- Kinder Character & Bible verse- 10 mins
- Rhythm Practice - 15 mins
- Read Aloud - 15 mins
- Read Aloud Take-aways - 5 mins
- Craft - 30 mins
- Free Play - 20 mins
- Clean up - 5 mins
- Dismissal for Lunch with PM Kindergarten 11:30-12:00

Presentations and Projects

- Kindergarten Graduation - Call Outs

Sample Lesson Plan:

Materials

- Craft supplies - What is in a nest?
- Call out cards
- Read Aloud - An Egg is Quiet by - Dianna Hutts Aston
- Rhythm sticks & egg shakers
- Toys - freeplay materials

Objective

- Memorize call outs and understand deeper meaning behind them
- Inspire good character with Kinder Character traits
- Practice dexterity and creativity with nest project
- Listen and repeat different sounds and rhythms

Activities / Lessons:

Morning Chapel

Outside Enrichment

- Encourage play with other students, increase strength & dexterity, promotes confidence and teamwork.

Memory Work

- Call Outs
- Themed Poem - according to the season, topic or unit.
- Always rules and classroom rules - highlight expectations and rules for our school / classroom.

Kinder Character

- A weekly godly character trait that are good examples of character. Includes a bible verse to memorize alongside the definition of the character trait.

Rhythm Practice

- Using rhythm sticks or egg shakers, the children will practice. Encourages short term memory and repetition.

Read Aloud

- Read the themed book according to the topic of unit. Review expectations for read aloud. Highlight author, illustrator and make a prediction about the book based off of the back cover.

Craft

- Craft will go alongside a book or theme. Encourage dexterity and creativity. Practice following directions.

Free play

- Toys are tools for practicing creativity, imagination, motor development and social skills.

Send Home

- Themed art and crafts

Curriculum Overview ~ First Grade 2023-2024

First Grade Curriculum incorporates the following ingredients for training a child:

Language Arts - Logic of English Foundations B and C (Phonics, Penmanship, Reading & Spelling)	Explicit phonics; penmanship; oral dictation, spelling rules, and reading comprehension
Mathematics - Math in Focus Singapore Math 1A and 1B by Marshall Cavendish	0-10 addition and subtraction math facts, writing numerals 0-120, addition and subtraction with and without regrouping within 100, addition and subtraction word problems.
Literature - Read alouds from A Child's Book of Poems as well as quality Literature chosen by the teacher and Academic Administrator.	Listen to and narrate (retell) well-known stories, fables, and poems from around the world. Begin to summarize stories, identify the problem and solution, make personal connections, and compare stories.
Geography - Read aloud from quality Literature chosen by the teacher and Academic Administrator.	Listen to literature and write copy sentences to explore the seven continents and their cultures, traditions, and landmarks.
Science - <i>Biology for the Grammar Stage</i>	Listen to textbooks and literature, hands-on experiments, and copy sentences to explore the human body, plants, and animals.
Memorization	Grammar jingles, nursery rhymes, phonograms, Revelation 21, Catechism, and poetry.
Worship & Bible	Chapel, hymns, songs, catechism

Arts & Crafts Music	Weekly Art Class provides a time, space, and materials to develop creativity through imitation & expression. Weekly Music focuses on ear training, rhythm, and singing folk songs using the Kodale method.
Field Trips & Library	Investigate God's world in person and through well written texts.
Discipleship	First time obedience; keeping the heart, showing kindness; friendship.

Language Arts:

The Language Arts curriculum at Beacon Hill Classical Academy is a comprehensive method that includes letter recognition, phonemic instruction, penmanship, grammar, spelling, and literature. We will be using *Logic of English, Foundations B and C*. *Logic of English* presents a list of high frequency words, phonograms, and spelling rules that equip students to decode 98% of English words. Phonograms are introduced and recited to instill an understanding of spelling rules. Students record all their spelling words in a *Spelling Notebook* that is used as a tool for fluency practice daily.

Mathematics:

Math in Focus curriculum allows students to develop their problem-solving skills. It includes daily practice using and applying mathematics in practical, real-life situations, as well as the discipline of arithmetic. What makes *The Singapore Method* different is a carefully crafted series of lessons that follow a distinctive protocol: (1) a concrete introduction to the concept, (2) a pictorial representation, followed by (3) the abstract symbol. This occurs at the level of one lesson and at the level of major themes presented throughout the yearlong course. Each lesson is designed with developmentally appropriate activities that will stimulate their curiosity, reinforce their number sense, and prepare them for the rigors of arithmetic in later years. *Math in Focus* uses an "incremental approach": This means concepts are divided into smaller, more easily grasped tasks called objectives. Our **progress** is determined by the student's ability to master these objectives.

Literature and Writing:

Each month we will be introducing a new author! With author studies, students learn to compare themes, analyze text and illustrations, retell stories, make connections between an author's life and his/her work and between the author's work and the reader's own life. An author becomes a "writing mentor" for readers as they read and study his/her work and respond to it through a variety of writing. This "mentoring"

and students' writing responses can help kids build confidence in their writing and can even inspire them to become authors themselves. We will follow the classical model of incorporating copy work, dictations, and narrations while reading stories from Laura Numeroff, Kevin Henkes, Jan Brett, Leo Lionni, Ezra Jack Keats, and Tomi DePalo.

Grammar:

To become proficient writers, children must learn a great deal. Starting in first grade we train students to think clearly, use precise words, and correctly order their thoughts to convey meaning. Teachers provide direct instruction and coach students to learn and classify the four types of simple sentences and begin to learn the eight parts of speech using *First Language Lessons* and *Shurley Grammar* jingles.

Geography:

We use a literature approach to history and geography. Students will explore the geography, history, and culture, and of North America, South America, Europe, Asia, Africa, Australia, and Antarctica, through beautiful award-winning literature. The students will be writing in journals using well-written sentences and illustrations about the content.

Science:

The *Biology for the Grammar Stage* is a great introduction to the human body, plants, and animals for young readers. It has lots of fun and colorful illustrations as well as many hands-on experiments, which will encourage the students to explore the world around them. We will also be using picture books coupled with writing journals to supplement the *Biology for the Grammar Stage*.

Memory Work:

The foundation of a classical education begins with learning the art of memorization. Memory work trains your child's brain to hold information. We accept the fact that to be good at sports or a musical instrument, you must practice over and over until you develop proficiency in that discipline; meaning that you play Tchaikovsky in your sleep! Over-practice implies enough repetition to make new skills seem easy and natural. We will use chants, ASL (American Sign Language), songs, rhymes, and poems to memorize many foundational concepts that they will remember for a lifetime. Grammar 1 memory work is a collection of carefully selected phonograms, math facts, poems, grammar jingles, and science and geography facts that complement all of the other subjects that your child will be learning in first grade. As a school we will be memorizing Revelation 21 and the New City Catechism.

Worship & Bible:

We will begin each day in chapel with a short liturgy and teaching from God's word. Chapel will be led by BHCA's Head of Spiritual life, Mr. David Deutsch. Our Head of

School, Mr. Dennis Deutsch will lead the chapel on Thursdays. Your child will delight in the vivid readings and preaching from the *ESV* Bible. Mr. David Deutsch will begin our chapel every day at 8:40am. On Monday, Mr. David Deutsch will teach the catechism via video that your child has memorized for the week. On Tuesday he will teach the Revelation verse that your child has memorized that previous week in class. Wednesday-Friday he will be continuing our study through Genesis. Chapel is part of your student's Bible curriculum, so please make it a priority to view the Chapel videos provided by Mr. Deutsch on our school website under the chapel portal on Hybrid days.

Discipleship & Discipline:

From the first day at Beacon Hill, Kindergarten students learn that our school rules teach us how (1) to honor our Triune God by: (2) respecting and obeying our teacher, and (3) showing kindness to others. The overall objective of Kindergarten at Beacon Hill Classical Academy is a training ground to teach all the procedures, rules and customs that are involved in formal schooling. Our teachers are careful to model our expectations, explain what they look like and don't look like, practice, rehearse, recite and review our expectations before we hold students accountable to obey them. When a child disobeys one of our school rules, the teacher will exhort them from the Word of God and send a note home so both parent and teacher can address any disobedience.

Field Trips:

We at BHCA believe that children learn by observing and doing. They remember what they have personally experienced. At Beacon Hill, first graders will have the opportunity to visit the Santa Barbara Zoo and go berry picking at Underwood Family Farm to help enhance our science curriculum.

Homework:

First grade is a crucial year for literacy development. *All students need to be reading at least 20-30 minutes per night in order to maintain and improve their developing skills.* At the beginning of the school year, the parent can read to the child. As your child's reading skills develop, they should take over more of the allotted reading time. We will be building reading stamina with a goal of reading independently for 30 minutes. Choosing a "Good Fit Book" is very important. A Good Fit Book is a "just right" book, not too easy, not too difficult. One way a student can know if they've found a good fit book is by reading a page and if they miss 5 or more words total on that page, the book is too hard for them. We encourage every child to read nightly as part of their homework. This is the only homework in first grade. There is a [resource link](#) on the Beacon Hill website to help you select appropriate books and understand each grade's expected reading levels.

Curriculum Overview ~ Second Grade 2023-2024

Curriculum Overview Chart

Logic Of English Foundations D	Phonograms, spelling, penmanship, reading, spelling rules
Grammar- Rod and Staff English 2, Shurley	Parts of speech, sentence structure, classifying Grammar sentences
Math In Focus Grade 2	Adding and subtracting with regrouping and renaming, multiplication, bar models, time, money
Literature	Listen to and summarize chapters from the first four books of the Little House on the Prairie series
Memorization	Grammar jingles, phonograms, Revelation 21, Catechism, poetry, science jingles
Earth Science and Astronomy for the Grammar stage	Earth science and astronomy
History- Story of the World Vol. 1	Listen to a chapter, map work, lapbook
Worship and Bible	Chapel, hymns, songs, catechism
Arts and Crafts and Music	Weekly art class with Mrs. Bradley Weekly music class
Field Trips & Library	Natural History Museum, California Science Center

Together we will sow the seeds of truth, beauty and goodness that will last a lifetime, in ourselves and in our children.

Bible

Our Spiritual Emphasis this year will be Revelation 21. We will begin each morning with a devotional and prayer in Chapel. Chapel will be led by BHCA's Spiritual Life Director, Mr. David Deutsch. Your child will delight in the vivid readings and preaching from the ESV Bible. Chapels on Monday and Tuesday will coincide with our lower campus memory work. Monday chapel will exclusively be on video for the entire campus (posted in Scholae). On Mondays, Mr. Deutsch will be covering our Catechism. Tuesdays we will have a live chapel on campus for full time students and Hybrid students will have access to chapel via Scholae video. On Tuesday Mr. David Deutsch will teach a message from Genesis. (K-5 will be memorizing Revelation 21 this academic year). Wed-Fridays will be live in the campus chapel

Memory Work

Students will be memorizing Revelation 21, Catechisms, Science, Math and Grammar jingles, History Timeline chants, and Poem selections each week.

Math

Students will complete Singapore's Math in Focus 2. We will also work toward mastery of our addition, subtraction, multiplication, and division math facts.

Grammar

2nd grade will use Rod and Staff English 2 Grammar curriculum, Shurley Grammar jingles, as well as classifying sentences. The students will classify a sentence every day using the Question and Answer Flow.

Reading

Reading is an integral part of our school and curriculum. It is imperative that your child is reading daily at home. We will be building reading stamina with a goal of reading independently for 30 minutes. Choosing a "Good Fit Book" is very important. A Good Fit Book is a just right book, not too easy, not too difficult. One way a student can know if they've found a good fit book is by reading a page and if they miss 5 or more words total on that page, the book is too hard for them. Please make sure to have a good selection to choose from in your home library or from the public library.

Literature & Writing

In second grade we have the privilege of enjoying the Little House on the Prairie series. On Hybrid days (Mondays and Tuesdays) your child will be assigned chapters out of the *Little House on the Prairie* series. Students may choose to read on their own (if

capable) or listen to a parent read aloud. After the chapter is read, parents will ask students comprehension questions that the student will answer in complete sentences orally. Then the student will write a 3-4 sentence summary. During the beginning of the year, you may write the summary down as your child tells it to you. As the year progresses, the students will move into writing the summary on their own. *It is very important that when your child is writing the summary that you check for correct grammar and punctuation (NOT spelling), correcting when necessary.*

Spelling

Second grade will be using the Logic of English for spelling. During Hybrid days, students at home will take a spelling pre-test and practice missed words. On Tuesdays, students will take the spelling test included in the hybrid plans. The spelling test is to be graded and returned with the completed hybrid packet

History

We will be reading Story of the World:1 Ancient Times. We will complete weekly map work and a corresponding lapbook.

Music & Art

The students will enjoy incredible music and art lessons once a week in class.

Science

We will be using the Elemental Science curriculum to explore Earth Science and Astronomy. We will do hands-on experiments and read books pertaining to the lesson.

Field Trips

We will go on two amazing field trips this year. We plan to visit the Santa Barbara Natural History Museum and the California Science Center. Costs are covered by the school. Dates are still being determined.

Curriculum Overview ~ Third Grade 2023-2024

3rd Grade Curriculum incorporates the following ingredients for training a child:

Logic of English (<i>Essentials</i>)	Explicit phonics, penmanship/cursive, spelling words applied to written dictation, spelling rules, and grammar essentials.
Grammar (<i>Beginning Wisely</i> ; Rod and Staff)	Building with sentences, nouns, pronouns, verbs, adjectives, adverbs, and building with our language.
Mathematics (<i>Math in Focus</i> , Singapore Math by Marshall Cavendish)	Place value, number sense to 10,000, multiplication and division facts, application in real world problems, and fractions.
Literature -Charlotte's Web, Mr. Popper's Penguins, The Lion, the Witch and the Wardrobe, The Trumpet of the Swan, The Voyage of the Dawn Treader, Who was Queen Elizabeth?, Who Was Galileo?, and Who Was William Shakespeare?.	Read quality literature chosen by the teacher and academic administrator. Review author, illustrator, character and setting of a story as well as discussion of important themes and vocabulary. Develop comprehension.
Writing (<i>Writing and Rhetoric</i> , Book 1 and 2)	Imitation in writing through the retelling of Fables and Fairy Tales. Develop writing techniques, dictation, summarization, and amplification.
History (<i>Story of the World</i> , Book 2)	Learn about the fall of Rome through the rise of the Renaissance through story-telling, maps, and various projects.
Latin (<i>Latin Primer</i> , Book 1)	Introduction to the Latin language. Focus on memorizing vocabulary, verb and noun chants.
Science (<i>Elemental Science</i>)	Chemistry - text and demonstration
Memorization	Grammar jingles, History timeline, phonograms, Bible verses, Catechism, and poetry.
Worship & Bible	Chapel, hymns, songs, Bible verses, catechism
Art Music	<ul style="list-style-type: none"> • Weekly Art Class provides a time, space, and materials to develop creativity through imitation & expression. • Weekly Music focuses on ear training, rhythm, and singing folk songs using the Kodaly method.

Field Trips & Library	Investigate God’s world in person and through well written texts.
Work & Service	Chores; acts of service & helping others
Discipleship	First time obedience; keeping the heart, showing kindness; friendship.

Together we will sow the seeds of truth, beauty and goodness that will last a lifetime, in ourselves and in our children.

Language Arts:

The Language Arts curriculum at Beacon Hill Classical Academy is a comprehensive method that includes phonemic instruction, penmanship, grammar, and spelling. We will be using *Logic of English, Essentials*. The *Logic of English* has taken the Spalding Method and created a phonics, reading, and spelling curriculum.

Math in Focus Singapore Mathematics:

The math lessons used in 3rd grade are designed using Math in Focus, Singapore Math. Each lesson is designed with developmentally appropriate activities that will stimulate their curiosity, reinforce their number sense, and prepare them for the rigors of arithmetic in later years. Math in Focus uses "incremental approach"; concepts are divided into smaller, more easily grasped tasks called objectives. Our **progress** is determined by the student’s ability to master these objectives.

Math Facts:

Our primary focus this year will be to master all **multiplication facts through 12 with automaticity**. We will be transitioning from songs and skip counting to immediate recall.

Literature:

Reading is a very important part of our school and curriculum, so it is imperative that your child is reading daily in school and at home. The students will be choosing and reading “good fit” books outside of their assigned literature for class.

We will be going through several pieces of literature in class this year, beginning with *Charlotte’s Web*. This year, our third graders will complete a book report in the fall as well as their Biography Poster Report and Living Museum, which is in the spring.

Writing:

We will be using the *Writing and Rhetoric* series. This series provides students with forms and models of excellent writing that students can imitate on their path to masterful writing. The first book in the series recovers this proven method of teaching

writing using **fables**, and the second book uses **narrative** to teach beginning writers the craft of writing well.

Latin:

We will be using *Latin Primer Book 1*, from which we will focus on learning vocabulary and verb and noun chants. Why do we learn Latin? "You have all used these words: animal, library, elevator, and commercial, constellation, coronation, or even impecunious. All of those words and many, many more come from Latin words. Because over half of the words in English come from Latin, learning this language will help the students better learn and remember more difficult English words and even learn other languages such as Spanish, French, or Italian!"

History:

We will be using a program called *Story of the World*. This year we will be going through Book 2 *The Middle Ages*, beginning with the fall of the Roman Empire up until the rise of the Renaissance. This will be taught in class. While this is an in-class subject, I will provide a list of additional literature that will complement what we are learning, and we will use this list to complete a book report in the fall.

Science:

This year the students will be studying Chemistry using the Elemental Science Curriculum. The goal is to expose our students to the topics of atoms, elements, the periodic table and other chemical principles, thus building a knowledge base for future studies.

Memory Work

Many parents assume that this will be the most laborious aspect of learning, but for children it is the best part. With an understanding that we must teach our children keeping their young frame in mind, we will use chants, songs, rhymes and poems to memorize many foundational concepts that they will remember for a lifetime. In 3rd Grade, our children will memorize among other things: phonograms, Math facts, History timeline, hymns, grammar jingles, portions of Scripture, and catechism. It will be the parents' duty to practice daily (at least four days a week), the body of memory work that your child is learning in class.

Worship & Bible

We will begin each day in chapel with a short liturgy and teaching from God's word. Chapel will be led by BHCA's Head of Spiritual life, Mr. David Deutsch. Our Head of School, Mr. Dennis Deutsch will lead the chapel on Thursdays. Your child will delight

in the vivid readings and preaching from the *ESV* Bible. Mr. David Deutsch will begin our chapel every day at 8:40am. On Monday, Mr. David Deutsch will teach the catechism via video that your child has memorized for the week. On Tuesday he will teach the Revelation verse that your child has memorized that previous week in class. Wednesday-Friday he will be continuing our study through Genesis. Chapel is part of your student's Bible curriculum, so please make it a priority to view the Chapel videos provided by Mr. Deutsch on our school website under the chapel portal on Hybrid days.

Discipleship & Discipline

From the first day at Beacon Hill, students learn that our school rules teach us how (1) to honor our Triune God by: (2) respecting and obeying our teacher, and (3) showing kindness to others. The overall objective of 3rd grade at Beacon Hill Classical Academy is a training ground to continue the teaching of all procedures, rules and customs that are involved in formal schooling. Our teachers are careful to model our expectations, explain what they look like and don't look like, practice, rehearse, recite and review our expectations before we hold students accountable to obey them. When a child disobeys one of our school rules, the teacher will exhort them from the Word of God and send a note home so both parent and teacher can address any disobedience.

HOMEWORK: We ask that each student set aside time to read EVERY DAY for at least 20 minutes. Reading from a large variety of material is the best way to encourage literacy. I recommend daily spelling and multiplication fact review as well.

Field Trips

We at BHCA believe that children learn by observing and doing. They remember what they have personally experienced. At Beacon Hill, our children will have the opportunity to visit a farm, see Chemistry in action from Sub Zero, experience life during the Middle Ages at *Medieval Times*, and visit the Camarillo library. As soon as the dates and locations are confirmed, you will receive the information.

Curriculum Overview ~ Fourth Grade 2023-2024

4th Grade Curriculum incorporates the following ingredients for training a child:

<p>Logic of English Essentials Rod and Staff (English 4)</p>	<p>Explicit phonics; penmanship; oral dictation and spelling rules and sentence diagramming</p>
<p>Mathematics (Math in Focus Singapore Math by Marshall Cavendish)</p>	<p>Working with whole numbers up to 1,000,000; multiplication and division; fractions and mixed numbers; decimals; measurement conversions; area and perimeter; basic geometry; basic graphing</p>
<p>Literature (Charlie and the Chocolate Factory, The Landing of the Pilgrims, Island of the Blue Dolphins, The Silver Chair, The Last Battle, By the Great Horned Spoon) As well as quality poems and literature chosen by the teacher and Academic Administrator.</p>	<p>Listen to, discuss and respond to stories and poems. Develop understanding of character development and literary terms: themes, plot, setting, metaphor, etc.</p>
<p>History (Story of the World Volume 3)</p>	<p>Focus on Explorers to California State history and The Gold Rush</p>
<p>Writing and Rhetoric Books 3 and 4 ● Book 3 Narrative II ● Book 4 Chreia & Proverb</p>	<p>● Exposes students to historical narrative and legend, the difference between fact and opinion, the five Ws of a historical narrative (who, what, when, where, why), how to identify types of narratives,</p>

	<p>how to use stories, how to apply storytelling skills, etc.</p> <ul style="list-style-type: none"> • Students learn about proverbs; develop an appreciation for their usefulness; and <p>how to write an expository essay using a six-step outline.</p>
Latin Primer (Book 1 by Martha Wilson)	Through oral recitation, games and writing exercises, students learn noun and verb chants, vocabulary words and derivatives.
Memorization	Grammar jingles, phonograms, history timeline from the early modern time; science facts, Revelation 21, Catechism and poetry, Latin chants
Worship & Bible	Chapel, hymns, songs, catechism
Arts & Crafts Music	<ul style="list-style-type: none"> • Weekly Art Class provides a time, space and materials to develop creativity through imitation & expression. • Weekly Music focuses on ear training, rhythm, and singing folk songs using the Kodaly method.
Field Trips	Field trips align with our history and literature curriculum. We will go to the CHF, SB Mission, and Santa Cruz Island.

Work & Service	Chores; acts of service & helping others
Discipleship	First time obedience; keeping the heart, showing kindness; friendship.

Together we will sow the seeds of truth, beauty and goodness that will last a lifetime, in ourselves and in our children.

Language Arts:

The Language Arts curriculum at Beacon Hill Classical Academy is a comprehensive method that includes letter recognition, phonemic instruction, penmanship, grammar, spelling. We will be using *Logic of English, Essentials*, compiled from the multi-sensory Spalding Method, to create a comprehensive phonics, reading, and spelling curriculum. The activities are fully engaging. We will be using phonogram cards and everything that was amazing about Spalding will still be on display in this beautiful program. We will supplement this program with dictation lessons from the Rod and Staff English 4 book.

Math in Focus Singapore Mathematics:

The math lessons used in 4th grade are designed using Math in Focus, Singapore Math. Each lesson is designed with developmentally appropriate activities that will stimulate their curiosity, reinforce their number sense and prepare them for the rigors of arithmetic in later years. Math in Focus uses "incremental approach": This means concepts are divided into smaller, more easily grasped tasks called objectives. Our **progress** is determined by the student's ability to master these objectives.

History:

The Story of the World Volume 3 (select chapters) focuses on human history from the Explorers until the Gold Rush. We will also focus on California State history and do some hands-on projects with those units. History comes alive best through reading aloud, acting it out and integrating other subjects (i.e. Literature, art) as time permits. Our focus for geography will stick closely to our timeline as we study some of the major countries in Europe that forwarded the Explorations as well as the 13 Original Colonies and early America.

Latin:

Our goal in 4th grade Latin, using the Latin Primer Book 1, is to approach Latin in a vibrant and engaging way with active participation in oral and written repetition,

songs, games and acting out scenes. We progress toward oral mastery of chants, as well as, written and oral mastery of some vocabulary and derivatives.

Literature:

Our goal for literature is to enjoy quality books, short stories and poems while learning story elements, expanding vocabulary, increasing reading comprehension, and learning socratic discussion. We will delve into character discussion and analysis alongside a multitude of literary terms (i.e. allegory, metaphor, irony, climax, plot, etc.) Each text will correlate with our other areas of study.

Memory Work

Some parents assume that this will be the most laborious aspect of learning, but for children it is the best part. With an understanding that we must teach our children keeping their young frame in mind, we will use chants, songs, rhymes and poems to memorize many foundational concepts that they will remember for a lifetime. In 4th grade, our children will memorize among other things: phonograms, Math facts, grammar jingles, Latin chants, science facts, a portion of the history timeline, portions of Scripture and catechism. It will be the parents' duty to practice daily (at least four days a week), the body of memory work that your child is learning in class.

Worship & Bible

We will begin each day in chapel with a short liturgy and teaching from God's word. Chapel will be led by BHCA's Head of Spiritual life, Mr. David Deutsch. Our Head of School, Mr. Dennis Deutsch will lead the chapel on Thursdays. Your child will delight in the vivid readings and preaching from the *ESV* Bible. Mr. David Deutsch will begin our chapel every day at 8:40am. On Monday, Mr. David Deutsch will teach the catechism via video that your child has memorized for the week. On Tuesday he will teach the Revelation verse that your child has memorized that previous week in class. Wednesday-Friday he will be continuing our study through Genesis. Chapel is part of your student's Bible curriculum, so please make it a priority to view the Chapel videos provided by Mr. Deutsch on our school website under the chapel portal on Hybrid days.

Discipleship & Discipline

From the first day at Beacon Hill, 4th grade students learn that our school rules teach us how (1) to honor our Triune God by: (2) respecting and obeying our teacher, and (3) showing kindness to others.

The overall objective of 4th grade at Beacon Hill Classical Academy is a training ground to teach all the procedures, rules and customs that are involved in formal schooling. Our teachers are careful to model our expectations, explain what they look like and don't look like, practice, rehearse, recite and review our expectations before we hold students accountable to obey them. When a child disobeys one of our school

rules, the teacher will exhort them from the Word of God and send a note home so both parent and teacher can address any disobedience.

Homework

We ask that each family set aside time for your child to read a “good fit” book everyday for at least 30 minutes. Furthermore, reading together as a family from a large variety of kinds of material is the best way to encourage literacy. We also expect 4th grade students to be drilling their math facts at home, daily after school. Students will occasionally also have other homework sent home for supplementing their in-class learning.

Field Trips

We at BHCA believe that children learn by observing and doing. They remember what they have personally experienced. Our students will have the opportunity to visit the Children’s Hunger Fund, the Santa Barbara Mission, and Santa Cruz Island. As soon as the dates and locations are confirmed, you will receive the information.

Curriculum Overview ~ Fifth Grade 2023-2024

5th Grade Curriculum incorporates the following components:

<p>Logic of English Essentials</p> <p>Rod and Staff (English 5)</p>	<p>Explicit phonics; penmanship; oral dictation and spelling rules</p> <p>Grammar instruction including diagraming</p>
<p>Mathematics (Math in Focus Singapore Math by Marshall Cavendish)</p>	<p>Working with whole numbers up to 1,000,000; (all 4 operations) long multiplication and long division; fractions and mixed numbers; <i>(with all 4 operations)</i>, decimals- <i>(with all 4 operations)</i>, basic percentage, ratio, average and rate, volume, conversions</p>
<p>Literature (<i>Frindle, Where the Red Fern Grows, Magician's Nephew, Wrinkle in Time, Wright Brothers, Tuck Everlasting, Secret Garden</i>)</p> <p>As well as quality poems, historical reader's theater selections</p>	<p>Listen to, discuss and respond to stories and poems. Develop understanding of character development and themes as well as apply literary terms: <i>(themes, plot, conflict, solution, setting, protagonist, antagonist, metaphor, allegory, personification, foreshadowing, etc.)</i></p>
<p>History (Story of the World Volume 4)</p>	<p>Selected chapter focus on Western Civilization including extended units on the American Civil War and World War II.</p>
<p>Writing and Rhetoric Books 5</p> <p>Teacher-lead independent projects covering: narrative writing, cross-curricular writing, outlining, giving details, using quality sentences/style, poems, giving directions,</p>	<p>Exposes students to American Tall Tales and other well-loved classics such as Brer Rabbit, and Sleepy Hollow. Introduces students to critical thinking/persuasive writing, among many other writing exercises.</p>
<p>compare and contrast writing, literature response</p>	<p>Emphasis is on form and style. Students learn to write with simple, compound and complex sentences and use transition words.</p>

Latin Primer (Book 2 by Martha Wilson)	Through oral recitation, games and writing exercises, students learn noun and verb chants, vocabulary words and derivatives.
Science (Apologia Astronomy)	Students gain a solid foundational knowledge of our Solar System, stars and galaxies all taught through a lens that defends creation science
Geography	Students memorize the countries of North and South America. The focus is on the US geography, regions, and all 50 states and capitals
Memorization	Poetry selection based on American poetry, Gettysburg Address, grammar jingles, history timeline (<i>from the Westward Expansion to Cold War</i>); scripture selections, catechism, and Latin chants
Worship, Bible and Discipleship	Chapel, hymns, songs, catechism
Arts & Crafts Music	Weekly Art Class provides a time, space and materials to develop creativity through imitation & expression. Weekly Music focuses on ear training, rhythm, and singing folk songs using the Kodaly method.
Field Trips	Field trips align with our history and literature curriculum. We will go to the Regan Library Learning center, Stagecoach Museum, and Joni and Friends

Language Arts:

The Language Arts curriculum at Beacon Hill Classical Academy is a comprehensive method that includes letter recognition, phonemic instruction, penmanship, grammar, spelling. We will be using *Logic of English, Essentials*, compiled from the multi-sensory Spalding Method, to create a comprehensive phonics, reading, and spelling curriculum. The activities are fully engaging. We will be using phonogram cards and everything that was amazing about Spalding will still be on display in this beautiful program. We will supplement this program with lessons from the Rod and Staff English 5 book.

Math in Focus Singapore Mathematics:

The math lessons used in 5th grade are designed using Math in Focus, Singapore Math. Each lesson is designed with developmentally appropriate activities that will stimulate their curiosity, reinforce their number sense and prepare them for the rigors of arithmetic in later years. Math

in Focus uses "incremental approach": This means concepts are divided into smaller, more easily grasped tasks called objectives. Our progress is determined by the student's ability to master these objectives. Skills learned in 5th grade are essential in order to build on in Logic School.

History:

The Story of the World Volume 4 (select chapters) focuses on history from the Westward Expansion until the Cold War. We will also focus on The Civil War and World War II and create projects with those units. History comes alive best through reading aloud, acting it out and integrating other subjects (i.e. Literature, art) as time permits.

Latin:

Our goal in 5th grade Latin, using the Latin Primer Book 2, is to approach Latin in a vibrant and engaging way with active participation in oral and written repetition, songs, and games. We progress toward oral mastery of chants, as well as written and oral mastery of some vocabulary and derivatives.

Science: Students gain a solid foundational knowledge of our solar system, stars and galaxies all taught through a lens that defends creation science. Students are given monthly tests on units covered. Additionally, we cover the 5 steps of scientific inquiry which culminates in a science fair mid-year.

US Geography: Our goal is for students to have solid map skills and to build on that by having them explore our continent of North America: What countries make it up and what are the physical features that are encountered? Students will also learn all states and capitals of our country and the year culminates in a state research project to present before the class.

Literature:

Our goal for literature is to enjoy quality books, short stories and poems while learning story elements, expanding vocabulary, increasing reading comprehension, and learning Socratic discussion. We will delve into character discussion, themes and plot analysis alongside the application of literary terms (i.e. *allegory, metaphor, irony, climax, plot, etc.*) Each text will correlate with our other areas of study.

Memory Work:

Some parents assume that this will be the most laborious aspect of learning, but for children it is not a burden. With an understanding that we must teach our children keeping their young frame in mind, we will use chants, songs, rhymes, and poems to memorize many foundational concepts

that they will remember for a lifetime. In 5th grade, our students will memorize American poems, The Gettysburg Address, Latin chants, a portion of the history timeline, portions of Scripture and catechism.

Worship & Bible

We will begin each day in chapel with a short liturgy and teaching from God's word. Chapel will be led by BHCA's Head of Spiritual life, Mr. David Deutsch. Our Head of School, Mr. Dennis Deutsch will lead the chapel on Thursdays. Your child will delight in the vivid readings and preaching from

the *ESV* Bible. Mr. David Deutsch will begin our chapel every day at 8:40am. On Monday, Mr. David Deutsch will teach the catechism via video that your child has memorized for the week. On Tuesday he will teach the Revelation verse that your child has memorized that previous week in class. Wednesday-Friday he will be continuing our study through Genesis. Chapel is part of your student's Bible curriculum, so please make it a priority to view the Chapel videos provided by Mr. Deutsch on our school website under the chapel portal on Hybrid days.

Discipleship & Discipline

From the first day at Beacon Hill, 5th grade students learn that our school rules teach us how (1) to honor our Triune God by: (2) respecting and obeying our teacher, and (3) showing kindness to others.

The overall objective of Beacon Hill Classical Academy is to provide a training ground to teach all the procedures, rules and customs that are involved in formal schooling. Our teachers are careful to model our expectations, explain what they look like and don't look like, practice, rehearse, recite and review our expectations before we hold students accountable to obey them. When a child disobeys one of our school rules, the teacher will exhort them from the Word of God and send a note home so both parent and teacher can address any disobedience.

Homework

We ask that each family set aside time for your child to read a "good fit" book everyday for at least 30 minutes. Furthermore, reading together as a family from a large variety of kinds of material is the best way to encourage literacy. Students will also have other homework sent home for supplementing their in-class learning: Wednesday (a grammar skills sheet, math exercises) and Thursday (spelling practice and math exercises based of the lesson)

Field Trips

We at BHCA believe that children learn by observing and doing. They remember what they have personally experienced. Our students will have the opportunity to visit the Reagan Library Learning Center, The Stagecoach Museum, and Joni and Friends.

Appendix B: Gryphon Code of Conduct



BEACON HILL CLASSICAL ACADEMY The Gryphon Code Adapted for Grammar School

THE GRYPHON CODE

Q: What is the Greatest Commandment?

A: You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself.

Q: What do we ultimately seek and desire?

A: The Good, the True, and the Beautiful – all glory be to God.

Q: What do we want to be?

A: Faithful citizens of God's kingdom

Q: What are the virtues of a Christian citizen?

A: SELF-MASTERY, HONOR, COURTESY, RESPONSIBILITY

Q: What does SELF-MASTERY mean?

A: I am a human being, not a beast. I think before I act or speak. I can control myself indoors and outdoors. I have discipline. I finish what I start.

Q: What does HONOR mean?

A : I am an image-bearer. I dress, speak, and act with dignity, because I am a child of God. I keep the moral law even when no-one is looking. My word is my bond. I have integrity.

Q: What does COURTESY mean?

A:I am not the center of the universe. I always remember the common good. I treat everyone with respect, even when they are not here. My words build up and my actions help out. I am a civilized person.

Q: What does RESPONSIBILITY mean?

A: I am a steward of creation. I protect and respect the things around me. I serve my community. My actions are my own; I do not make excuses. I work hard for what is good.

Appendix C: Field Trip Policies and Procedures



BEACON HILL CLASSICAL ACADEMY Field Trips for Kindergarten through 5th Grade

Permission Slips:

Students must have a parent signed permission slip turned into the teacher prior to leaving for each field trip. Permission slips are kept with the teacher, for quick reference to the contact phone number in case of emergency.

Transportation Waivers:

All drivers transporting a student (even if it is their own child), must fill out a Transportation waiver form for each individual field trip. The backside of the form has a fill in for all passengers. The driver should fill in each passenger they will have in their car including their own child, any adults and any other students. These forms should be turned in to the front office the morning of the field trip, once all transportation has been confirmed.

Additionally:

Please email a list of the drivers and students they are driving to and from the field trip. If any changes, you can text those to me to update. We just want to have a record of who is in which car in case of emergency/accident, ect.

Recommended to form a text group with the chaperones if you'll be split up.

Bring your class first aid backpack, permission slips and car/chaperone assignments with you on the field trip

Give the front office confirmation of students attending field trip, car assignments and copies of transportation waivers the morning of the field trip before leaving.

Class Preparedness:

Please formally speak with your class prior to the field trip with expectations of behavior, and consequences, as well as encouraging them to represent their school and their God well; being an example of truth, beauty and goodness, treating each other and the place and people they are visiting with respect and honor.

Chaperone Preparedness:

Please be communicative with chaperones on arrival and dismissal times, transportation, meeting times and any other site specific information they will need.

Thank you for following these guidelines to help provide a smooth experience for all as well as safety concerns that may arise.

