



**Jacksonville Lighthouse Charter School, Main Site K-8
 Jacksonville Lighthouse Charter School, Flightline Campus 5-8**

2011 – 2012 Scholar-Family Handbook

My Child's Teacher: _____
 Email address: _____@lighthouse-academics.org
 School Phone Number: (501) 985-1200

School Hours: 7: 15 A.M – 5: 00 P.M.
 Tardy = arriving 1 minute after school begins. Dismissal begins at 3:45 P.M.



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WELCOME FROM THE PRINCIPAL

Dear Families and Scholars,

On behalf of the Board of Trustees and staff, I would like to welcome you to the Jacksonville Lighthouse Charter School-Main Site and Flightline Upper Academy Campus. Our school is part of the national network of Lighthouse Academies charter schools. Lighthouse Academies is a nonprofit organization (www.lighthouse-academies.org) dedicated to preparing scholars for college through a rigorous arts-infused program. We are here to make a difference in the lives of the scholars we teach.

Our core values are:

- **Work Hard. Get Smart. Graduate from College.**
- **High expectations equal results.**
- **Nothing less than excellence.**
- **Today is the day we make it happen.**

Because of the urgency of our mission, we have very high expectations for families and scholars. The following pages outline our expectations for ourselves, families, and our scholars.

Do not hesitate to call me if you have any questions about the handbook or any other school issues during the year. I can be reached at (501) 985-1200, or email me at nwhitfield@lighthouse-academies.org or call Evan McGrew at 501.988.1085 .or email at emcgrew@lighthouse-academies.org. We believe that your scholar is a bright and shining star. If your scholar is nurtured with love and care year after year, you will see your scholar capable of making his or her dreams come true and making a difference in the world.

Sincerely,

Norman Whitfield,
Jacksonville Lighthouse Charter School, Main Site

Evan McGrew,
Jacksonville Lighthouse Charter School, Flightline Campus

Felecia Kelly,
JLCS-Upper Academy/CPA Start Up Principal

Principal
JLCSand JLCS-Flightline

HOW TO CONTACT US

Telephone

Parents/guardians may leave messages for teachers at the school office. Parents/guardians can expect a return call from a teacher within one school day of leaving a message. The telephone number is: 501-985-1200: Main Site; 501.988.1085:Flightline Campus

Mail

You may write to the school administration, Board of Trustees, or Lighthouse Academies if you have concerns or issues you wish to discuss. Please send your correspondence care of the school office: 251 N. First Street, Jacksonville, AR 72076

The Records Access Officers under the Freedom of Information Law (FOIL) for the school are Mrs. Consuela Turner and Mrs. Laura Smith. Please contact either of them at the school should you have such a request.

Electronic Mail

In addition to the general voice mailbox, administration and faculty may be contacted via email. Each staff member's address is their first initial and last name @lighthouse-academies.org. For example, if a teacher's name is Isaiah Jones, he could be reached at ijones@lighthouse-academies.org.

Visiting the School

Parents are strongly encouraged to visit and become involved in the life of the school. When you arrive at the school, please go directly to the school office to sign in and obtain a visitor's pass. When you are ready to leave the school, please go to the school office, return the visitor's pass, and sign out.

Because everyone's schedule is important, including your scholar's, please telephone the school to schedule a visit prior to coming by the school during class hours. This will allow us to inform the teacher of your planned visit so he or she can make the appropriate accommodations. Teachers will not have time while teaching to discuss a scholar's progress. Parents/guardians may schedule a time with teacher when he or she is not teaching class to discuss the scholar's progress.

Contacting the School Leadership

Principal JLCS-Main campus: Norman Whitfield
Phone: (501) 985-1200
Email: nwhitfield@lighthouse-academies.org

Principal Flightline Campus: Evan McGrew
Phone: PAL phone number
Email: emcgrew@lighthouse-academies.org

Principal Upper Academy/CPA Start Up Principal: Felecia Kelly
Phone: 501-985-1200
Email: fkelly@lighthouse-academies.org

Director of Instruction: Tom Kloske, JLCS-Main
Phone: (501) 985-1200
Email: tkloske@lighthouse-academies.org

Director of Instruction: Amanda Crowder, JLCS- Flightline
Phone:
Email: acrowder@lighthouse-academies.org

Office Manager: (Flightline) Campus: Laura Smith
Phone:
Email: lsmith@lighthouse0academies.org

Office Manager (Main Office): Consuela Turner
Phone: (501) 985-1200
Fax: (501) 985-1201
Email: cturner@lighthouse-academies.org

Family Coordinator: Collette Barnes
Phone: (501) 985-1200
Email: cbarnes@lighthouse-academies.org

Homeless Services: See Family Coordinator.

Board of Trustees

The Board of Trustees may be contacted by sending a letter to the Board Chairman as follows:

Board Chair
JLCS
251 North First Street
Jacksonville, AR 72076
Email: JLCSboardchair@lighthouse-academies.org

Board of Trustee meetings are open to the public and are posted on the school's web site. There is a public comment section on the agenda.

GENERAL POLICIES

Non-Discrimination Policy

The Jacksonville Lighthouse Charter School does not discriminate on the basis of sex, race, creed, national origin, ancestry, pregnancy, marital and parental status, homeless status, sexual orientation, or physical/ mental/emotional/learning disability in the provision of educational programs, activities, services, or benefits. It guarantees all scholars equal access to educational and extracurricular programs and activities.

Complaints under this policy may be filed with:

Norman Whitfield, Principal-Main Site; Evan McGrew - Flighline UA Campus or

Dr. Phillis Nichols Anderson, Regional Vice-President
pnicholsanderson@lighthouse-academies.org

All complaints will be investigated and the parties involved informed of the outcome. Knowingly made false complaints may result in legal or administrative action against the complainant.

Bullying and Harassment Policy

The Jacksonville Lighthouse Charter School prohibits acts of harassment, intimidation or bullying of a scholar. The JLCS has determined that a safe and civil environment in school is necessary for scholars to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a scholar's ability to learn and a school's ability to educate its scholars in a safe and disciplined environment.

Harassment, intimidation or bullying means any gesture or written, verbal or physical act, or any electronic communication (Please see the **Acceptable Use Policy**) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. A reasonable person should know, under the circumstances, will have the effect of harming a scholar or damaging the scholar's property, or placing a scholar in reasonable fear of harm to his person or damage to his property; or
2. Has the effect of insulting or demeaning any scholar or group of scholars in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school

The consequences for violation of this policy may include expulsion for scholars. Please see the code of conduct below.

Complaints under this policy may be filed with:

Norman Whitfield, Felecia Kelly, Evan McGrew or

Dr. Phillis Nichols Anderson, Regional Vice-President
pnicholsanderson@lighthouse-academies.org

All complaints will be investigated and the parties involved informed of the outcome. Knowingly made false complaints may result in legal or administrative action against the complainant.

Complaint Procedure

School Initials is a school of choice. We are glad that you have exercised your choice and have joined the School Initials community. All members of the School Initials staff will work very hard to make sure that your and your scholar's needs are being met every day. However, there may be times when you do not agree with a policy we have adopted or the way we implement it. Please know that we are open to feedback and want to hear from you. If you have a question or a complaint, there is a procedure for having your issue addressed. We strongly urge you to follow these steps so that we can do our best to resolve issues with you at the school level.

1. Please contact the staff member directly involved with the issue to seek answers to your questions and to reach a resolution.
2. If you are not satisfied with the response or you do not get a response, please contact the Principal to discuss your issue over the phone or to make an appointment. The Principal can be reached at (501) 985-1200.
3. If you are still not satisfied with the response, you may bring your issue before the Board of Trustees by writing to:

Mrs. Keri Urquhart, Board Chair
JLCS
251 N. First Street
Jacksonville, AR 72076
Email: JLCSboardchair@lighthouse-academies.org

If you have any questions about this procedure, please contact the Lighthouse Academies Regional Director Lenisha Broadway, at (501) 985-1200.

SCHOOL OVERVIEW

Admission

Any scholar may seek admission to JLCS if the scholar has met the required school entrance age. If a grade level is oversubscribed, a lottery will be used to select scholars. A scholar who was retained by a previous school will remain at the grade level of the previous school. Siblings are given preference in admission to the school. (In Arkansas founders' children are given preference as well.)

School Day and Year

The school's instructional day begins promptly at 7:45 A.M. and ends at 3:45 P.M., Monday through Friday, unless notified by the school of a unique situation. Please do not drop your scholar off before 7:15 A.M. as no entry into the building is allowed and no supervision is available for the scholars. Scholars will be allowed entry into the building at 7:15 A.M. through the designated door only.

Scholars will attend school for 190 days each academic year. Please see the SCHOOL CALENDAR (Appendix C)

Placement

Scholars admitted to Lighthouse Academies schools may be required to complete a diagnostic test in reading, mathematics, and/or writing. The school utilizes these results along with other factors to determine the instructional needs and appropriate services to ensure the success of the scholar.

Tardies/Early Dismissals

Tardies and early dismissals hinder learning and should be avoided. All scholars are expected to be at school promptly for the beginning of classes at 7:45 A.M. and to participate in learning and school activities until 3:45 P.M. It is the responsibility of parents/guardians to ensure that scholars are at school on time and depart on time.

A tardy scholar who arrives after 7:45 A.M. must go directly to the office to present a signed note from a parent/guardian explaining the reason for the delayed arrival or enter the school with a parent/guardian who will explain the reason for the tardy arrival.

Repeated late arrivals or early dismissals will result in loss of privileges and disciplinary action. Repeated late arrivals or early dismissals may also render the scholar truant pursuant to state/local statutes and require the school to report to state/local officials. Truancy can result in sanctions and legal prosecution of responsible parents/guardians by state authorities.

A scholar will be released for an early dismissal only to an authorized parent/guardian or other person designated in writing by the parent/guardian to be authorized to pick up the scholar. Parents/guardians must make such arrangements in advance. Upon arriving at the school, the parent/guardian must go to the school office to sign out the scholar. A parent/guardian may never go directly to a classroom.

Absence

Our goal is for every scholar to attend school every day. Our school has a goal of 95% attendance for the year. Regular attendance in classes is of vital importance if a scholar is to succeed in school and be prepared for college work. Absences for any reason hinder learning and should be avoided. The only “excused” reasons to miss school are religious observances, illness, a death in the family, or a family emergency. Half day absences are recorded and will be counted as part of the total days present or absent for the year.

Detailed attendance policies can be found in the enclosed appendices.

Please notify the school office via phone, voicemail, or letter by 8:30 A.M. if a scholar must be absent from school for any reason. Upon return to school, the scholar must submit to the teacher a note of explanation signed by a parent/guardian. All absences must be documented at the school through a written/typed, signed letter from a parent/guardian, or if the absence is three days or more due to an illness, a doctor’s note is required, that includes the date(s) and reason for the absence. Any absence not documented at the school through a letter will be considered an “unexcused” absence.

In the case of an absence in excess of three (3) days and in all cases of contagious diseases, a doctor's note may be required for re-admittance to the classroom. If you suspect or a staff member reasonably believes your scholar may have a contagious disease, such as "pink eye," the scholar may not come to school until he/she has been examined by a doctor. This is in consideration of other scholars and staff.

The school may notify the parent/guardian that a scholar needs to be picked up early. This may be because of illness, behavioral issues, or other reasons. The scholar must be picked up within one hour of the notification, and the appropriate early dismissal or absence policy will apply. Therefore, all families must have a plan in place as to who will pick up a child early when necessary.

Scholars with five (5) or more absences will be notified in writing that their attendance is not satisfactory and may result in their being retained at the end of the school year. Scholars with ten or more absences may not be able to advance to the next grade and will face consequences such as loss of incentive points, additional time required at school (including summer school), and missed field trip or team opportunities. The school will arrange a conference to discuss the absences with the parents/guardians.

Under the No Child Left Behind Act, suspensions and expulsions become part of the scholar's permanent record. This record follows the scholar to the next school.

In certain circumstances, the law may require us to report to the government social services agency that the scholar is not attending school.

Making up Missed School Work

Scholars must complete missed homework and in-class assignments in a period of time equal to the length of the absence. For example, a scholar who has been absent for two school days will have two school days to make up missed class work and homework. Scholars who have missed any tests will also be expected to begin to take make up tests on the first day after the makeup period ends.

It is the parents/guardians' responsibility to meet with teachers and/or the school administrator to arrange for make-up work, to pick up make-up assignment packages, and to return completed work back to the teacher by the designated due date. Provided at least one day of notification, teachers will do their best to prepare assignments for scholars who are unable to attend school due to an excused absence.

In the event that circumstances require that the scholar be absent from school for three (3) or more days, the scholar's parents/guardians must contact the teacher to develop a plan to make up missed school and homework while the scholar is out of school.

Dismissal

Scholars are dismissed at 3:45 P.M. Unless your scholar takes a school bus or stays for an after-school program, please make arrangements for your scholar(s) to be picked up on time. It is not acceptable for any scholar to be picked up late. We are unable to supervise scholars left at the school after 4:15 P.M. A scholar who is not picked up on time at the end of the school day will lose certain school privileges, such as attending field trips and school events. Parents/guardians

may be required to reimburse the school for costs incurred for providing supervision to ensure your scholar's safety. Parents will be charged \$10/hour for every hour or part thereof that a scholar remains at school beyond 4:15 P.M. The school will file a report with family services/social services if an authorized person does not pick up the scholar, including a scholar who has lost bus privileges. The police or other appropriate authorities may be called to pick up scholars who are left at the school repeatedly or for an extended period of time.

School Closing

If the Pulaski County Special School District (PCSSD)/School Corporation close due to bad weather, then our school will also close. In the event that weather conditions become hazardous during the school day, our school will follow the early dismissal policies and notification process of the PCSSD Public Schools unless we advise you to the contrary.

Other Emergencies and Contacts

In case of other emergencies, parents/guardians will be contacted by phone as soon as possible. Parents/guardians must provide the designated school Office Manager with updated contact and emergency notification information any time this information changes during the school year. Please remember to keep your phones/cell phones turned on and with you throughout the day in case of emergency.

If a parent or guardian does not have legal rights to pick up or visit a scholar, the school must be given a copy of legal documents attesting to this fact. Without such valid legal documents, all parents/guardians are assumed to have equal rights to make decisions regarding their scholar's education, to pick up the scholar, and to participate in school activities.

After-School Academics

Your scholar's school may offer an After-School Academics program. If the program is offered the following rules will apply. If a scholar does not complete his or her work at the expected time (during class, for example), another time will be provided. This may be during lunch or recess. After two instances of not completing homework and/or class work at the appropriate time during a school year, a scholar will be required to remain at school for ASA. If a scholar stays for ASA, it is the parent/guardian's responsibility to provide transportation pick-up at 5:15 P.M

Saturday Shine Academy

Saturday Shine Academy is an enrichment tool utilized by JLCS. Dates and meeting times will be determined by the program director, Mr. Whitfield, at the beginning of the school year. Parents and scholars will be notified about eligibility criteria, attendance requirements, and the dates/hours of operation within the first month of school.

Summer School

JLCS offers a summer program for scholars who need additional time to master the curriculum. The Work Hard, Get Smart summer school is free of charge, and offers learning opportunities that meet the needs of every scholar. The parents/guardians of scholars who have been identified by the Student Support Team as candidates for summer school will be notified by June 1. Summer school will take place, depending on the school calendar, between the last week of June and second week of July.

Debts Owed To the School

All amounts owed by parents/guardians to the school for scholar lunches, late pick-up charges, school book replacement, or any other reason must be paid promptly and in full. The failure to pay any amounts owed to the school for any reason may result in the loss of scholar privileges, including, without limitation:

- Field trips
- Special events
- Non-academic afterschool programming

A parent/guardian who is unable to pay a debt promptly and in full may speak with the Principal to make arrangements to set up a payment schedule. All payment schedules must be approved by the Principal in writing.

Withdrawal from School

In the event you need to withdraw your scholar from school, please go to the school office and complete the necessary forms with the designated School Office Manager. We can then forward your scholar's records to the new school.

THE EDUCATION PROGRAM

Overview

The mission of JLCS is to prepare our scholars for college through a rigorous arts-infused program. Arts infusion is a teaching and learning strategy that utilizes practices from the arts to teach the core content areas. We believe that infusing the arts into our teaching of the core content areas increases scholars' creativity and active engagement. Early arts instruction will provide scholars with opportunities to sing, dance, listen to music, participate in dramatic play, draw, and paint and create with various media.

The Lighthouse Academies education model is anchored in grade level mastery objectives and state standards which define what the scholars should know and be able to do at each particular grade level. In order for scholars to reach these standards, rigorous, research-based programs and instructional practices are utilized by all teachers across the network, including:

- ❑ **Open Court Reading** teaches scholars to read by the second half of first grade. Open Court is a comprehensive reading program which explicitly and systematically teaches phonics and reading comprehension strategies while exposing them to quality literature. This is the core reading program for scholars in grades K-6.
- ❑ **Readers and Writers Workshop** is a scholar-centered approach to reading and writing. Using a combination of group and independent reading and writing, scholars hone their reading and writing skills through authentic literature (both teacher and self-selected). This approach is the core approach for scholars in grades 7-8, although components of readers and writers workshop may be used to supplement core instruction K-6.

- ❑ **Saxon Math** teaches skills in small increments and gives scholars plenty of practice. Scholars learn the basic skills necessary to solve more complex problems. This is the core math program for scholars in grades K-8.
- ❑ **Full Option Science System (FOSS)** teaches science concepts through engaging lab work. Scholars read about important scientific ideas and then explore and test those ideas through experiments. This is the core science program for scholars in grades K-8.
- ❑ **Core Knowledge Sequence for social studies** is a specific outline of specific knowledge taught in grades K-8. Scholars in K-6 use Pearson’s History and Geography text series, while scholars in grades 7-8 use *The History of US* as the core social studies resource. Social studies instruction not only emphasizes key content and concepts for history and geography, but also is an extension of literacy instruction, allowing scholars to read a variety of expository and primary sources.

Testing and Assessments

JLCS uses a variety of tests to assess scholar progress throughout the year. These include program assessments which are administered throughout the school year, as well as norm referenced standardized tests and assessments required by the state to assess scholar knowledge and skills. These assessments will be explained in more detail to parents/guardians and scholars at conferences and throughout the school year.

School Books

Your scholar is loaned textbooks for use at no cost. Scholars may not write in their books. All books must be returned in good condition at the end of the year. The scholar’s parents/guardians must pay the replacement cost for any book that is lost, stolen, or returned to the school in poor condition. Please see the designated School Business Manager for replacement costs.

Looping

In every instance possible, JLCS uses a looping approach to teaching. Looping is when the same teacher and group of classmates stay together for two years. For example, scholars entering first grade stay with their classmates and teacher straight through their second grade year. Research has proven looping effective because it allows teachers and scholars to develop long term relationships, it creates a stable, consistent environment, and it provides more time for teaching and learning. Finally, parents/guardians and teachers gain an extra year to work together as partners to help scholars achieve excellence.

ONGOING COMMUNICATION

Family-Scholar-School Compact

We know that the more in line home and school are about a scholar’s expectations at school and his or her school experience, the stronger the experience and more successful the scholar will be. For this reason, we will ask parents/guardians, teachers, and scholars to sign a compact that details our expectations for each other. We can review these documents with you during a home visit before school opens or at the school, upon your request.

The Weekly Folder

Weekly Folders are a standard part of school-family communication at Lighthouse Academies Schools. Parents/guardians should expect to receive these folders each week with notices, feedback on scholar performance, and/or letters from the Principal and teacher. The folder will include a place for a parent/guardian’s signature indicating that they have read the material in the folder. The folder should be organized so that items on the left-hand side of the folder are meant to stay at home and items on the right-hand side are intended to come back to the school with the scholar.

Homework and the Daily Folder

Purpose and Content

- Purposes of homework
 - Reinforces the Lighthouse Academies core value, “Work hard. Get smart. Graduate from college.”
 - Allows scholars to practice, extend learning and engage in new learning.
 - Helps scholars learn how to organize and manage time.
 - Helps scholars develop a range of research skills.
 - Reaffirms the role of parents/guardians as partners in the educational process.

- Content of homework
 - Assignments are directly related to Lighthouse Academies standards and curricula
 - Activities include opportunities for concept and skill development.
 - Activities may involve the use of community and natural resources.

Organization of Homework

- Lower Academy (Kindergarten – Grade 4) Homework Folders: All scholars will be given a homework folder to hold all of their homework papers as well as their reading log. Homeroom teachers will collect these folders as a part of their morning routine to determine homework completion. In the event that this folder is lost, damaged, or stolen, a small fee for replacement or replacement will be necessary.

- Upper Academy (Grades 5 – 8) Daily Agendas: All scholars in the Upper Academy will be given a Lighthouse Academies daily agenda/planner. They will be responsible for writing all homework assignments in the planner on a daily basis. Parents/Guardians will be asked to sign the agenda each night to communicate with the school that the work was completed and seen by parents/guardians. In the event that this folder and/or agenda is lost, damaged, or stolen, a small fee for replacement or replacement will be necessary.

Roles and Responsibilities for Homework

Scholars’ Role	Parents/Guardians’ Role
<ul style="list-style-type: none"> ● Ask clarifying questions if s/he does not understand an assignment ● Complete all homework assignments to the best of their ability ● If homework is not completed and turned in on the indicated due date, consequences will result, such as completing work at recess or after-school academies (ASA) 	<ul style="list-style-type: none"> ● Review each completed homework assignment ● Ensure scholar reads required number of minutes and signs reading log nightly ● Sign behavior chart/star report nightly ● Sign homework “cover sheet” or agenda (for Upper Academy scholars) nightly

<ul style="list-style-type: none"> Scholars who are absent from school are expected to make up missed homework within a period of time equal to the length of the absence, unless this time allowed is extended by the teacher. 	
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Length of Nightly Homework

Grade Level	Approximate Length of Homework Assignments	Approximate Length of Required At-Home Nightly Reading
Kindergarten	15 - 20 minutes	15 minutes
1st through 4th Grades	30 - 45 minutes	30 minutes
5th and 6th Grades	45 - 60 minutes	30 minutes
7th and 8th Grades	60 - 90 minutes	30 – 45 minutes

Home Visits

All scholars may receive a home visit prior to the start of the school year and additional visits may be scheduled throughout the year. The purpose of these visits is to help establish clear communication between home and school. A staff member will review the Family Scholar School Compact, share expectations of the school, answer parent/guardian questions, and confirm the scholar’s plan to attend the school in the summer/fall.

Annual Parent/Guardian-Scholar Summer Orientation

Over the summer, parents/guardians are invited to a reception where they meet school staff, learn about the school’s academic program, and receive the Scholar-Family Handbook. This will be a time for the school to restate and review its expectations and provide information regarding the uniform policy, discipline policy, as well as the school homework requirements.

Conference Between Parents/Guardians, Scholar, and Teacher

Our goal is 100% parent/guardian participation in parent/guardian-scholar-teacher conferences! To provide more information to you about your scholar, teachers will schedule up to four conferences each year with you. At these conferences, parents/guardians will see work samples from each class and hear in greater detail about their scholar’s successes and struggles. Scholars in the Upper Academy will be taught to lead these conferences (with the teacher there for support and to fill in any gaps). Together, teachers, parents/guardians, and scholars will create scholar learning plans. These plans will include clear statements about current progress levels and goals for improving problem areas. These learning plans may be modified as necessary during the school year. Parents/guardians may request a conference at any time and as often as they see a need. In addition to quarterly conferences, a parent/guardian may request a conference via phone, email or by sending a note to the teacher.

Report Cards and Mid-Term Reports

Teachers will report each scholar's progress at least four times during the school year. The grading system is included on the report card.

Report Cards will be delivered and reviewed at parent/guardian-teacher-scholar conferences. If a parent/guardian is unable to participate in a conference, the school will work with him or her to

set up another time to meet. These reports inform you as to your child's mastery of the state required subject matter and where your scholar needs to improve. The report card must be signed by the parents/guardians. Kindergarten through fourth grade report cards give feedback based on a year-long skills continuum; 5th grade and up focus on mastery of specific skills each quarter which are averaged at the end of the school year.

Mid-Term Reports will be sent home during each quarter. These reports provide an indication of what the scholars are doing half way through the term and what they need to improve upon. It also provides a brief statement of what is being studied and what will be covered in the last part of the marking period.

Academic Integrity

JLCS values academic integrity and does not permit any form of dishonesty or deception that unfairly, improperly or illegally enhances the grade on an individual or group assignment or a final grade. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask your teacher before you do it!

Academic Dishonesty includes, but is not limited to:

Cheating on exams by copying from others, having or using notes, formulas, or other information in a programmable calculator or other programmable device; having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or receive unauthorized information; having or using a cheat sheet; altering a graded exam and re-submitting it for a high grade; working together on a take home exam unless approved by the teacher; gaining or providing unauthorized access to the examination materials.

Plagiarism by copying part or all of another person's work and submitting it as your own; acting as a provider of a paper or papers for others; submitting substantial portions of the same work in more than one class without consulting with the teachers; failing to use quotation marks where appropriate; failing to properly cite paraphrased materials with footnotes or a bibliography; making up data for an experiment; citing non-existent sources; giving or getting improper assistance on an assignment meant to be individual work; using the services of a commercial term paper company; using the services of another scholar.

Note: Attempted cheating, even when unsuccessful, will be treated as academic dishonesty. Simply having observable possession of any prohibited or unauthorized information or device during an exam, even if it is not used, is an act of academic dishonesty. It will be dealt with as such.

Scholars who violate the Academic Integrity and Cheating Policy may receive a failing grade on the assignment and have the course grade dropped one letter grade. Second offenses may result in a failing grade for the class.

Monthly Family Nights

The Lighthouse Academies' vision for scholar success is that all scholars will attend a college or a university. Parents/Guardians are our partners in this process. Each month, the Principal, Family Coordinator or other staff members will plan and lead an evening aimed at providing information of use to parents/guardians. These events will be free, open to the public, and held at

the school. Topics for parent/guardian meetings and workshops will be designed to empower parents/guardians to support the education, growth and development of their scholars.

School Volunteers

For the safety of all scholars, it is required that all volunteers undergo a background check, which may include fingerprinting if mandated by state law or local regulation, prior to working in the school and/or with the scholars. Information on how to become a school volunteer will be sent home at the beginning of the school year or you may inquire at the office.

In-Class Volunteer Opportunities

The school welcomes parents/guardians who wish to volunteer in classes. As parents/guardians contact the school to offer their assistance, the Principal will connect them with the appropriate teachers for the subjects in which the parents/guardians have expertise. The teacher will work with the parents/guardians prior to his/her arrival in class, in order to review classroom norms, procedures for handling problem behavior, emergency procedures, and the class work for the day or days on which the parents/guardians will be volunteering.

Out-of-Class Volunteer Opportunities

Outside of classroom support, there are numerous opportunities for parents/guardians to help the school run more smoothly. The school may solicit parents/guardians' time and support for extra fundraising, to lead parents/guardians organizations, to chaperone field trips and to help plan monthly parents/guardians nights. We hope to have parents/guardians, whenever possible, serve in roles that allow the teachers and Principal to focus on teaching, learning, and scholar success.

END OF YEAR PROMOTION

Promotion to Next Grade Level

Scholar mastery of the Lighthouse Academies standards is the basis for promotion to the next grade. Promotion from one grade to the next is confirmed on the end-of-year scholar report card. A scholar may be assigned to a higher level class for instructional purposes based on criteria reference assessments that show the scholar has mastered the content in the assigned class. A scholar may be promoted during the school year. Generally, scholars will be assigned to classes with their age peers so as to support their social development, unless the academic record or Individual Education Plan (IEP) indicates the scholar should be in a different grade.

Retention

Retention is to remain in the same grade based on unsatisfactory performance or lack of readiness for the material in the next grade. The decision to retain means moving the scholar from his/her current loop into a new one. Retention is most successful when certain factors are considered in the decision, including achievement/skill development, attendance as it affects achievement, study and work habits, scholar attitudes, relationships with peers, and chronological age as related to classmates.

Staff and parents/guardians who recommend scholars for retention shall generally proceed according to the following timeline:

- By February 1, the teacher or parent/guardian considering recommending retention identifies the scholar and notifies the principal.
- By February 15, the building level support team, consisting of the principal, psychologist/counselor, teacher and others convene to discuss the recommendation. If retention is being considered, Lights Retention Scale and an intellectual assessment will be administered. If the scholar qualifies for ESL/special education services, the team will determine the appropriate follow up.
- No later than April 15th, the building team meets with the parent/guardian. The team asks the parent/guardian for input and shares their findings. After meeting with the parent/guardian, the team reviews the data and develops a recommendation to the principal.
- The principal makes the decision.
- The parent/guardian is informed no later than May 15.

Scholars who are retained will:

- Have a learning plan developed for the next school year.
- Be recommended for summer school.
- Receive tutorial support to support the objectives of the Individual Learning Plan.
- Be reevaluated at the end of the first and second marking periods the following year to see if promotion is warranted at that time.

OUR CULTURE OF RESPECT: STANDARDS FOR APPEARANCE, CONDUCT, AND BEHAVIOR

Everyone at our school is expected to meet the same high standards for appearance, conduct and behavior.

Scholar Dress Code

The Lighthouse Dress Code is an important part of our school culture and instilling our core values in our scholars. LHA believes that neatness in dress and appearance are essential to the school's culture and scholars' focus. Thus, LHA attaches as much importance to the spirit and the letter of the dress code and looks to the scholars to comply with both. We ask that the school staff work with families to support and enforce the dress code.

Directions on where and how to order uniforms will be provided during parent/guardian orientation. If you need any assistance, please call the designated School/ Office or Business Manager.

Tops	<ul style="list-style-type: none"> • School-issued uniform shirts with the logo must be worn at all times. These shirts may be short or long sleeved. Shirts must be tucked in at all times. <ul style="list-style-type: none"> ○ Lower Academy: Light blue uniform shirts ○ Upper Academy: White uniform shirts ○ College Preparatory Academy (CPA): Navy uniform shirts • A navy blue school sweatshirt or a solid, hoodless sweater with the school logo may be worn in school when it is cold. • White turtlenecks or undershirts may be worn under uniform shirts, but not
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	alone. If the undershirts of another color are worn, scholar will be asked to remove the shirt.
Bottoms	<ul style="list-style-type: none"> • Lower and Upper Academy: Navy blue pants (no jeans or athletic pants) worn at the waist, navy tights with navy blue skorts, skirts, or jumpers (not more than one inch above the knee), or navy blue shorts • CPA: Khaki pants (no jeans or athletic pants) worn at the waist, navy blue tights with khaki shorts, skirts, or jumpers (not more than one inch above the knee). Khaki shorts may be worn from June 21 through September 21. • In all grades a black belt must be worn if the pants/shorts have belt loops. Belt loops may not be cut off.
Footwear	<ul style="list-style-type: none"> • Socks may be white, solid black, brown or blue. • Shoes: <ul style="list-style-type: none"> ○ All-black shoes must be worn at all times (even for physical education); all-black gym shoes may be worn daily. ○ Scholars may wear winter boots when needed. Then, scholars must change into their black shoes for class.

Other

- Jeans, athletic pants, fatigues, cargo pants, excessively baggy, torn, or stonewashed pants are not acceptable. Denim material is not acceptable.
- Purses are not to be brought to school.
- Cell phone use is not allowed during the school day.
- Scholars are permitted to bring backpacks for their school supplies. Backpacks are kept in the classroom or the scholar's designated locker/storage area. Scholars will have access to their backpack at the teacher's discretion.
- Scholars needing personal hygiene items throughout the school day may check those supplies in with the school wellness center or office for safekeeping.
- Hats, scarves, bandanas, and head coverings may not be worn in the school building, unless for religious or medical reasons and with prior approval of the Principal. Any other decorative hair accessories that the principal deems to be distracting may not be worn at school.
- Athletic caps, visors, athletic-style headbands, and sunglasses may not be worn on school property.
- For safety reasons, the only jewelry permitted will be simple stud earrings in lobes. No scholar may wear earrings in any other visible body part (e.g., nose rings, eyebrow rings, etc.). Necklaces may be worn under a shirt, only. Bangle or multiple bracelets, hoop earrings or dangling earrings are not allowed.
- Tattoos may not be visible.
- Make-up and nail polish must be conservative (at the Principal's discretion)
- Open toe shoes are not allowed.
- Any clothing or grooming that, in the Principal's judgment, may reasonably be expected to cause disruption or interfere with normal school operations will not be allowed. The decision of the Principal will be final.

If scholars are not in uniform, the school may provide a temporary shirt, shoes, pants or skirt. Failure to follow the dress code policy will have consequences determined by school administration up to and including suspension and expulsion from school depending on the severity/frequency of the offense(s). Non-conforming items, clothing, jewelry, etc. removed from scholars may be held by the school. Parent/Guardian may be required, upon request of the school or teacher, to retrieve scholar items that do not follow the dress code from the school

office. It is the scholar/parent/guardian's responsibility to retrieve any items that were removed from the scholar in violation of the Scholar Dress Code or other school policy. At the end of the year, any remaining items that have not been claimed will be disposed of or donated.

SHINE

Lighthouse Academies believes the social curriculum is as important as the academic curriculum and that there is a set of social skills and character traits that all children need in order to be successful. These skills and traits are included in our SHINE character education program:

- **Self-Discipline**
- **Humility**
- **Intelligence**
- **Nobility**
- **Excellence**

These qualities are part of the school logo that is worn by all scholars and are reinforced throughout the school year through the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS) approach in tandem with the SHINE program. Lighthouse Academies believes that it is the responsibility of the adults in the school and home community to help develop these qualities, and others, in every child as they are essential traits for being a responsible and productive citizen.

BEAMing

We expect scholars to quietly sit tall, listen, participate and visually follow the teacher during instructional time. We call this scholar expectation for academic behavior "BEAMing".

- **Be quiet**
- **Engage in learning**
- **Ask and answer questions**
- **Move your eyes with the speaker**



Be quiet: It is important for scholars to learn to keep their voices and bodies quiet at school. Scholars need to understand that school is a time for listening, learning, reflecting and working. There is a time for quiet and a time for discussion. There is a time for stillness and there is a time for action. We will model for scholars that during lesson time they are quiet and they keep their hands to themselves.

Engage in learning: How do scholars do this? They sit tall in their seats with their materials organized. They listen to directions. They get to work right away when teachers give instructions.

Ask and Answer Questions: Scholars need to learn how to speak and listen to the teacher and each other. How do scholars do this? They raise their hand to ask questions when they do not understand a concept and/or need help with work. They speak to the teacher and the classmates using standard English and standard enunciation. They use appropriate language and volume.

Move Your Eyes with the Speaker: How do scholars do this? They listen by always looking attentively at the speaker who is speaking or performing. If the speaker moves around the room, the scholars continue to keep their eyes on the speaker, turning their body if necessary.

Morning Meeting

Every Lighthouse Academies classroom starts every day with a Morning Meeting. This meeting sets the tone for the respectful learning and interactions which are demonstrated throughout the day. Each day all staff and scholars recite the Pledge of Allegiance and the Lighthouse Academies Honor Pledge following the Morning Meeting.

Pledges and Affirmation

The affirmation and honor pledge help scholars to develop a positive self-concept that includes positive self-identification with learning. The affirmation is a part of the daily routine at the school. Each day all staff and scholars stand to recite the honor pledge and daily affirmation at the Morning Meeting. Teachers and administrators will introduce the pledge and affirmation to parents/guardians during home visits and review these on parent/guardian nights. Parents/Guardians are encouraged to say the affirmation with their scholars at home.

Pledge of Allegiance

I Pledge Allegiance to the flag of the United States of America
and to the Republic for which it stands,
one Nation under God,
indivisible, with liberty and justice for all.

Lighthouse Academies Honor Pledge

I am an honorable person.
I will tell the truth at all times.
I will do my own work to the best of my ability.
I will respect others and myself at all times.



Lighthouse Academies Daily Affirmation

I am a bright shining star with my own special light.
I can do anything because I believe I can.
I know more today than I did yesterday.
I am thankful for this opportunity.

The Shining Star Award



Scholars who earn the shining star award have demonstrated the Lighthouse Academies Core Virtues – Self Discipline, Humility, Intelligence, Nobility, and Excellence (SHINE). These core values are displayed on the emblem scholars wear on their uniforms and on posters in the school. The Shining Star award recognizes scholars who have made choices that allowed them to be effective members of the school community. Shining star awards will be announced to the school family during the town hall meeting, and scholars will be presented with a

Shining Star Award certificate.

Adult Role Models

The school requires that all staff, scholars, and families treat each other with civility at all times. We must always model respectful behavior and appropriate citizenship skills for our scholars. If a parent, guardian, volunteer, or any other adult treats a scholar or staff member in an abusive or inappropriate manner, (including, without limitation, the use of foul language, threats, or elevated angry tones) they may receive notification from the school that they are no longer allowed to come to the school or be present on the school campus. If needed, the school may take immediate legal steps to ensure that the adult is permanently removed from the school's campus. Similar steps will be taken if there are repeated uncivil incidents in communications with the school staff, whether such communications are in person, on the telephone, or by other means.

The school will, of course, continue to serve the scholar's educational needs and will continue to treat him/her with the same fairness and due process with which we conduct all of our affairs.

Code of Conduct

There are four overarching principles/rules in Lighthouse Academies schools. These are:

- Work hard. Get smart.
- Respect ourselves and each other.
- Take care of our classroom and materials.
- Maintain a safe environment for all persons.

At JLCS we use the phrase "Rules and Logical Consequences" (RLC) to encompass both proactive and reactive disciplines, both of which are necessary to develop the habits of heart and mind. Rules are the proactive guidelines that are set up in the school to help the scholars and the teacher achieve the goals for the school year. These rules are *always* stated in the positive. Teachers work with scholars in the beginning of the year to develop classroom rules and ensure that the class will have an environment conducive to achieving classroom and school goals.

Some behavior is simply unacceptable in our school. In addition to the RLC principles/rules described above, scholars are expected to avoid all *prohibitive and illegal* behaviors.

Scholars are prohibited from engaging in behavior that will endanger or threaten to endanger the safety of others or oneself that will damage property or that will impede the orderly conduct of the school program. The following behaviors are violations of the code whenever they occur on school grounds, on school buses, during school-sponsored field trips, in connection with school-related events and activities wherever held, when directed against scholars en route to or from school, or when done with intent to disrupt or impede the orderly conduct of any school activity. Scholars who violate this code will be disciplined whether the violation is directed against the school staff, scholars or any other persons. These offenses fall into two categories: ***Prohibited Behavior and Illegal Behavior***.

Prohibited Behavior includes, but is not limited to, insubordination, the refusal to respond to or carry out reasonable and lawful directions of teachers and others; verbal abuse, such as name-calling, racial or ethnic slurs, or derogatory statements. Other infractions, such as lying or hitting, as well as pushing (even if accidental) are prohibited behaviors. Scholars engaging in prohibited behavior will incur in-school suspension and/or other loss of privileges. Repeated acts of prohibited behavior may result in an out-

of-school suspension or expulsion. Scholars will not be admitted back into the school until the parents/guardians meet with the Principal.

Illegal behavior is any illegal act prohibited by state, federal or local statutes. This includes, but is not limited to, acts of violence, intentionally causing any type of harm to another, possession of weapons drugs or alcohol, theft and activating the school's fire alarm system in the absence of an emergency. Scholars engaging in illegal behavior will automatically receive an out-of-school suspension of up to ten days and may be expelled. Suspended scholars will not be admitted back into the school until the parents/guardians meet with the Principal.

Zero-tolerance behaviors are listed below. Zero-tolerance behaviors may result in an in-school or out-of-school suspension or in the case of possession of a firearm or drugs an out-of-school suspension with a recommendation for expulsion:

- Physical touching of another person with the intent to cause injury.
- Posing a physical threat to oneself or others (*e.g.*, banging head, making a threat).
- Sexually inappropriate touching of another person.
- Verbal harassment of a teacher (*e.g.*, cursing, name-calling, or mocking).
- Tantrum at a volume that inhibits the flow of the class.
- Use of profanity.
- Destruction of school property.
- Theft.
- Possession of weapon, drugs or alcohol.
- Refusal to stay within the teacher's sight.

Behavior Tiers and Their Consequences For All Grades

Scholars who engage in prohibited or illegal behaviors will subject themselves to the following consequences. These behaviors are divided into tiers to reflect the severity of the offense and the consequence.

A complete list of Tier 1 and Tier 2 offenses, along with the progression of consequences for each form of misbehavior, can be found in the enclosed Appendices. The following behavior monitoring systems describe the unique features of the Lower Academy and Upper Academy discipline systems.

Behavior Monitoring System, K-4

In each classroom in grades K-4, teachers will develop classroom management plans that follow, or are substantially similar to, a "Green/Yellow/Red" progression. A class rules chart, co-created by scholars and their classroom teacher, will remind scholars that they are part of a community with rules and procedures. Every scholar will also have a daily take-home chart which is colored/coded to correspond to their behavioral status at the end of the school day. Parents/Guardians should review and sign their child's color chart nightly as one part of a nightly homework routine.

Teachers will establish a positive classroom culture and encourage good behavioral choices of scholars through the following strategies: redirection; reminders; and reinforcement. Each child begins his/her day on green. If a scholar's name is on the "green" section of the chart, that

means the scholar is a fully participating member of the community and has made choices that contribute to a safe and productive learning environment. Scholar actions that allow them to remain on the green section are reinforced by the teacher.

If a scholar moves from “green” due to a choice that represents a Tier 1 violation of classroom rules, s/he typically follows these steps:

- 1) *Speak to the scholar* - A scholar must be held accountable for misbehaviors that undermine or disturb the classroom learning environment. All misbehaviors are acknowledged, addressed; and, the teacher will model how to behave correctly in the future.
- 2) *Take a Break/Buddy Room* – After receiving a verbal warning, a scholar who continues to make poor choices will be directed to a “take a break” in a designated area within the classroom, or with a “buddy teacher” so that they can reflect on their behavior. This consequence corresponds to a “yellow” behavioral designation or its equivalent.
- 3) *Loss of Free Incentive/Parent Contact* – A third infraction will result in loss of free time or favored privilege, as determined by the classroom teacher. When a scholar moves to “red” (or an equivalent status), his/her classroom teacher will notify a parent/guardian via phone or email.
- 4) *Parent-Teacher Conference/Shadowing/Leadership Academy* - If a scholar continues to commit Tier 1 offenses – with the exception of academic dishonesty -- additional measures will be taken to address the problem behavior. These measures include a parent-teacher conference, mandatory classroom shadowing by a parent/guardian, and mandatory participation in JLCS’s Leadership Academy. Leadership Academy is an opportunity for scholars to reflect on their failure to meet JLCS’s expectations for student behavior. It is held on an as-needed basis during lunch and SPARK, and monitored by the Director of School Culture.

If any behavior causes a child to miss work or turn in incomplete work (including work given during “buddy class” time), s/he will be required to stay after-school for **After School Academics (ASA)** from 4:15-5:15 P.M. A child in ASA must stay after-school for the full hour for as many days as it takes to complete the work. A parent/guardian is responsible for coordinating their own transportation on these days.

Tier 2 offenses follow a unique progression. Please review the complete table of Tier 2 offenses contained in the Appendices for more information.

Behavior Monitoring System, 5-8

Scholars in grades 5-8 will earn or lose points for behavior based on incentive systems unique to each classroom. Every teacher will develop a tracking system that should be shared with parents/guardians on a weekly basis. Points may be earned or lost for a variety of actions, including but not limited to:

- BEAMING

- Homework completion
- Participation and completion of in-class activities
- Arriving to class on time with necessary supplies and an attitude conducive to learning
- Following JLCS’s uniform policies

Teachers will encourage positive behavioral choices from scholars by establishing consistent classroom routines and instructional expectations. Failure to respond to positive incentives will result in logical consequences. For example, Teir 1 offenses will result in a progression of responses similar to the following:

<i>Tier 1 Behaviors</i>	1st Offense	2nd Offense	3rd Offense and Beyond
<i>Excessive Talking</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent Conference, In-school suspension
<i>Horse playing in the classroom, playground, or hallways.</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent Conference, In-School Suspension

Tier 2 offenses follow a unique progression. Please review the complete table of Tier 1 and Tier 2 offenses contained in the Appendices for more information.

Your child’s school may have additional discipline and/or incentive programs to complement those written above. Please see Appendix B for these additional plans.

Lighthouse Behaviors and Consequences For All Grades

The JLCS Way

Good behavior is as important as academic achievement in preparing for college. Many smart people never make it to college because they haven't learned how to behave like college scholars. Our job as parents/guardians and teachers is to teach scholars how to behave just as we teach them how to read and do math. To teach scholars how to behave, we need to work together!

The most powerful tool we have to change scholars' behavior is our own behavior. We want our scholars to treat their classmates, teachers, parents/guardians and environment with respect. So we will be models of respect at all times. When families and school staff interact, we must all maintain that respect. We will not raise our voices, use profanity or insult one another. And we will be especially careful to model respect in public areas of the school.

At JLCS, we believe that consequences should be logical and appropriate to the age of the scholar and the situation. For example, a scholar who tears a bulletin board will be asked to repair it. Likewise, a scholar who makes fun of a classmate will be asked to fix that relationship by apologizing and showing kindness to the classmate in concrete ways. This system keeps the school calm and safe for all of us, and it takes your help to make it happen.

Parents/Guardians are our partners when it comes to implementing consequences to change scholars' behaviors. Parents/Guardians should expect to receive calls and attend meetings with teachers and administrators when scholars have misbehaved. The purpose of these calls will be to solve problems together and to make sure that consequences given at school and at home are consistent. You may not always agree with us about the appropriate consequence. But it is important that your scholar never hears parents/guardians, teachers, or school leaders disagree about discipline!

There are rare occasions when suspensions may be necessary to safeguard the learning environment for all scholars and staff. Suspensions are learning opportunities. The goal is for the child to own up to his or her mistakes and spend time away from the community to make sure that she/he never makes those mistakes again.

The Principal reserves the right to respond appropriately to misbehavior. Many parents/guardians chose this school for their scholars because it is a safe and orderly place for all scholars, so let's work together to keep it that way. Below is a guideline the Principal will consider in deciding consequences. For kindergarteners and/or scholars with special needs, consequences will be adapted appropriately and in accordance with the law.

In-school Suspension

A scholar may be given in-school suspensions for engaging in any Prohibited Behavior.

A scholar who is suspended "in-school" is removed from her/his normal classroom and assigned to another room in the school for up to three days. The scholar will do her/his class work in the assigned room with coaching and support from a teacher.

The Principal or designee will contact the parents/guardians of the scholar immediately to inform them of the incident and, if appropriate, to request their cooperation in implementing logical consequences.

The Principal or designee, teacher and parent/guardian will determine logical consequences for the scholar to be implemented upon her/his return to the classroom.

Out-of-School Suspension

A scholar may be suspended “out-of-school” for any repeated *Prohibited Behavior* or any instance of *Illegal Behavior* or *Zero-Tolerance Behavior*.

A scholar who is suspended “out-of-school” is prohibited from attending school for at least one full day.

The Principal or designee will discuss with the scholar’s parent/guardian before, during, and/or after a suspension to describe the behavior that resulted in suspension, discuss consequences to be implemented at home and ensure that proper work is sent home with scholar.

We will provide scholars who are suspended out-of-school with one hour of “alternative instruction” at the school for each day of suspension. Scholars are required to come to school to receive this alternative instruction. Scholars suspended out-of-school are responsible for making up any work missed while on suspension.

All out-of-school suspensions must be approved by the Principal and communicated to a scholar’s parent/guardian by written letter signed by the Principal.

Interim Alternative Educational Setting

As per the Individuals with Disabilities Education Act, an interim alternative educational setting may be provided for scholars with disabilities who are suspended from JLCS for engaging in a prohibited behavior for not more than 10 days.

An interim alternative educational setting may also be provided if a scholar is suspended from the JLCS for one of the following reasons:

- Possession of illegal drugs or weapons;
- Use of illegal drugs;
- Sale or solicitation of illegal drugs on school property or at a school function; or
- Infliction of serious bodily injury on another person.

If an interim alternative educational setting is deemed appropriate in the above instances, the following guidelines will be adhered to:

- The alternative education setting will be determined by the IEP team and should enable the scholar to continue to progress in the general education curriculum while still receiving services and/or modifications described in his/her IEP such that the scholar is able to meet the goals of the IEP. The scholar should also receive services and modifications designed to address the behaviors of concern (*i.e.*, the behaviors that led to the suspension and IAES placement).

- The scholar may be placed in an alternative educational setting for a period of no more than 45 calendar days.
- An additional provision allows a school to seek to remove a scholar for up to 45 school days if the school believes that returning the scholar to the same educational placement is substantially likely to result in injury to the scholar or other scholars. The school must do this by making a request to a hearing officer, who, among other requirements, is not employed by the state education agency or local school district involved in educating the child; has specialized knowledge and skills related to IDEA; and has no interests that conflict with his/her objectivity in the hearing process.

For removals to an interim alternative educational setting for more than 10 but fewer than 45 days for incidents involving drugs, weapons or serious bodily injury, all of the following must occur:

- On the day on which the decision is made to remove the scholar because of violations involving weapons, drugs or serious bodily injury, the parents/guardians shall be notified of the decision and of all procedural safeguards.
- A Manifestation Determination Review must be conducted.
- The IEP Team must develop or review, as appropriate, a behavior intervention plan.
- Programs and services and the interim alternative educational setting are determined by the IEP Team. The IEP Team must determine what programs/services or modifications are needed to maintain progress in the general curriculum, progress toward IEP goals, and to help prevent recurrence of the behavior subject to discipline.
- If the behavior subject to discipline is not a manifestation of the disability, the relevant disciplinary procedures applicable to scholars without disabilities may be applied to the scholar with a disability, except for continued services described in the above bullet point
- If the IEP Team determines that the behavior subject to discipline is a manifestation of the disability, the removal (up to 45 calendar days) may be completed. The IEP Team must take immediate steps to remedy any deficiencies in the IEP or placement found during the Manifestation Determination Review. Programs and services must be provided to the scholar as in bullet point 4, above.
- If the parent/guardian requests a hearing to challenge the interim alternative educational setting and/or the manifestation determination, the scholar shall remain in the interim alternative educational setting for up to 45 calendar days as assigned.

Due Process

Consideration of Factors

The Principal will consider all relevant factors prior to deciding on an appropriate disciplinary action to ensure due process for each scholar. These factors include, but are not limited to, the following factors:

- Age, health, maturity, and academic placement of scholar
- Prior conduct
- Attitude of scholar
- Cooperation of parent/guardian
- Willingness of scholar to make restitution

- Severity of offense
- Willingness of scholar and parent/guardian to enroll in a scholar/family assistance program

Right to Hearing

Scholars who may be suspended or expelled will be informed of the violation of school policy/the code and given the opportunity for a hearing with the Principal. A scholar or parents/guardians may appeal the decision of the Principal to the Board of Trustees through a written appeal addressed to the Board, c/o of JLCS.

In the event of an expulsion or an appeal of an expulsion, a hearing will be held before the school's Board of Trustees. The scholar's parents/guardians will receive the notice, in the primary language of the household, of the violation, the discipline procedure and process to be followed by JLCS. The parents/guardians will have the right to attend any disciplinary hearing. At the hearing, the scholar shall have the right to be represented by counsel or other adult representative, question witnesses, and present evidence. The formal rules of evidence will not apply.

Provision of Work

Classroom teachers will be responsible for providing work for suspended scholars. It is the parent/guardian's responsibility to pick the work up at school or arrange for it to be sent home. If supervision or tutoring is legally required, the Principal or designee will hire personnel from a list of qualified substitutes.

Scholars with Disabilities

In addition, a scholar with disabilities will have his/her Individual Education Plan and Behavior Modification Plan reviewed as may be required. Those scholars removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended scholar to receive instruction on site for an hour per day as described above. Scholars will make up assignments or tests missed as a result of such suspension. JLCS also will provide additional alternative instruction with reasonable promptness and by appropriate means to assist the scholar, so that the scholar is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

If a scholar with a disability is suspended for more than 10 days during the school year, the school will provide the scholar the education services necessary to enable the scholar to progress in the general education curriculum and appropriately advance towards achieving his or her IEP goals, including the provision of a tutor if required.

Scholar Telephone/Cell Phone Use

The school's phone system allows parents/guardians to contact our staff directly by using the voicemail system. Telephone extensions do not go directly into the classrooms in order to assist in preserving a quality learning environment. Scholars are not allowed to use any telephones except in the case of an emergency.

If a scholar must have a cell phone to communicate with his/her parent/guardian before or after school, the parent/guardian may make a written request to the Principal explaining why it is necessary. If the Principal approves the request, the scholar may bring a cell phone to school. However, cell phones and other electronic devices must be given to the scholar's homeroom teacher upon arrival at school. It is the scholar's responsibility to give the teacher his/her cell phone. It is also the scholar's responsibility to ask for the phone before departing at the end of the day. Scholar cell phones must be powered off during the entire school day. Scholars may neither receive nor make calls on a cell phone during school hours. Text messaging is strictly prohibited during school hours or at any time on school grounds. Violation of this policy will result in the confiscation of the electronic device and discipline, up to and including suspension and expulsion. The school is not responsible for the loss, theft or damage to any device, even one which has been confiscated. Any confiscated devices must be claimed by the parent/guardian of the scholar.

Smoke and Tobacco Free Campus

The school and its campus are smoke free. No individuals, including staff, are to be using any type of tobacco products on the campus at any time, inside or outside.

Suspicion of Child Abuse and/or Neglect

Educational staff are required to comply with state mandatory reporting laws that apply to suspected neglect and/or abuse. School staff who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observe the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, will immediately report, or cause a report to be made, to the appropriate state or local child welfare agency. Neglect includes "educational neglect" where a parent/guardian does not provide the scholar with an education by failing to ensure the scholar's attendance at school.

Toys

Unless requested by a teacher for a special occasion, celebration, show and tell, etc., toys and scholar personal items are not to be brought on the bus or to school. This includes but is not limited to PSPs, Nintendo DSs, Gameboys, other handheld video games, iPods or other MP3 players, compact disc players, trading cards, recess outdoor equipment, etc. Should a scholar choose to bring such items on the bus or to school, they risk the probability of the item being confiscated and held until the parent/guardian picks the item up from school. The school has no responsibility or liability for any personal items that are brought on the bus or to school and are lost, broken or stolen. Violations of this rule can result in discipline, up to and including suspension or expulsion.

Birthdays, Holidays, and Special Events

All Lighthouse Academies will highlight the contributions of various cultures throughout the year, *i.e.* Black History Month, Hispanic Heritage Month. Several holidays throughout the year which have a religious and a secular basis may be observed in our schools if the historical and contemporary values and the origin of the religious holidays are explained in an unbiased and objective manner without sectarian indoctrination. Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions or other

symbols that are a part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are temporary in nature. Among these holidays are: Christmas; Kwanza; Easter; Passover; Ramadan; Hanukkah; St. Valentine's Day; St. Patrick's Day; Thanksgiving; and Halloween.

Birthday recognition for scholars and other special events or celebrations within the classroom are held only at a prescribed time no more than once a month. Families who wish to provide refreshments for a birthday celebration should contact the school to find an appropriate time to do so. Food brought in for celebrations must comply with the Lighthouse Academies wellness policy and with the prior approval of the classroom teacher. Food brought from home should be pre-packaged in order to insure scholar safety and conform to the school's Healthy Snack guidelines.

Non-solicitation Policy

To avoid disruption in the school day JLCS has adopted **A Non-solicitation Policy** (the "Non-solicitation policy"). For purposes of the Non-solicitation Policy, "Solicitation" (or "Soliciting") shall include, canvassing, soliciting or seeking to obtain membership in or support for any organization, requesting contributions, and posting or distributing handbills, pamphlets, petitions, and the like of any kind ("Materials") on school property or using school resources (including without limitation bulletin boards, computers, mail, e-mail and telecommunication systems, photocopiers and telephone lists and databases). "Commercial Solicitation" means peddling or otherwise selling, purchasing or offering goods and services for sale or purchase, distributing advertising materials, circulars or product samples, or engaging in any other conduct relating to any outside business interests or for profit or personal economic benefit on school property or school resources. Solicitation and Commercial Solicitation performed through verbal, written, or electronic means, are covered by the Non-solicitation Policy.

Items to be distributed or offered for sale, which contain school and Lighthouse Academies trademarks, names (including building names) or design elements (T-shirts, posters, etc.), must be approved by Lighthouse Academies, Inc.

HEALTH AND SAFETY

Scholars' health and safety are the School's foremost responsibility. The following information describes the precautions taken to protect the well being of all scholars. If your scholar has any specific health, safety, or security needs, please inform the Principal in writing so that appropriate accommodations can be made. Medical documentation may be required to accommodate a health issue.

Food Service

JLCS offers a breakfast and hot lunch service. Scholars who eat breakfast at school should report to the cafeteria upon arrival, but no later than 7:40.

Some scholars may be eligible to receive meals at no charge or at a reduced charge. To determine a scholar's eligibility for free or reduced priced the parent/guardian must submit a complete application that qualifies the scholar for the program under federal guidelines.

At the beginning of the school year, an application will be sent home with your scholar. Applications will be processed as they are returned to the school. Scholars whose families have not submitted a completed application and who have not been directly certified will be billed as full-pay scholars. Families will be invoiced in accordance with the school's policy. Failure to pay within the school's policy may result in denial of services or the scholar may be served an alternative lunch. We ask that all families cooperate in making sure applications and any necessary payments are received so every scholar can get a proper meal on all days. Payment for school lunch should be made promptly each month by submitting cash or money order to the Child Nutrition/Business Manager in a sealed envelope marked clearly with the scholar's name, grade and teacher. Receipts are available upon payment.

Scholars are also welcome to bring lunch to school that meets the school's wellness policy. Absolutely no candy, gum, chips, or soda pop are allowed in the lunchroom/school since we are part of the Federal Lunch Program and promote healthy eating. Please do not send these types of items in your scholar's lunch. Please do not send any glass bottles or containers in a scholar's lunch. Repeated non-compliance with the wellness policy will result in the school disposing of a scholar's unapproved snacks/drinks. Please see Appendix A for a list of suggested healthy snacks and beverages.



Healthy Snacks

Proper nutrition is essential for your scholar's health and well-being. We ask that you provide your scholar with healthy snacks that are low in sugar and sodium. Scholars who consume less sugar and sodium are more alert and focused and thus better prepared to learn. See Appendix A.

Illnesses

Scholars may not come to school if they have any type of illness that is contagious. Examples range from "pink eye" to the flu. This is to protect other scholars and school staff from getting sick and then also having to miss school. For the safety and well-being of your child and the school community, if your child becomes ill while at school, and the school advises that he/she needs medical attention, he/she must be picked up within one hour by you or your emergency contact. Scholars will be sent home if they are ill; and must be picked up within one hour of the parent/guardian being notified.

Emergency Drills and School Evacuations

There will be regular fire, tornado and other emergency/evacuation drills at the school throughout the school year. Please reinforce with your scholar the importance of following staff directions during these drills.

Electronic Surveillance

In circumstances where it is deemed necessary to further protect the health, welfare, and safety of scholars, staff, and visitors, and to protect school and scholar property beyond protection provided through other less invasive alternatives, the school may use video/electronic surveillance systems in the school, on all school property, and in all transportation and other vehicles owned, operated, contracted or used by the school.

Locker Searches

Scholars may be assigned lockers or other areas for storing and securing their books, school supplies and personal effects. Lockers, desks and storage areas are the property of the JLCS. No

right, nor expectation of privacy, exists for any scholar as to the use of any locker issued or assigned to a scholar by the school. No lock of any type may be used on a locker without the School's approval. Any lock that is attached without school approval will be removed.

No scholar may use a locker, desk or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any scholar desk or other storage area shall be subject to search, with or without the scholar being present, if reasonable grounds exist to suspect that the search will yield evidence of the scholar's violation of the law or school rules.

All scholar lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular scholar's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag or an article of clothing, contains evidence of a scholar's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

Personal Searches

The School recognizes scholars have the right to be free from unreasonable searches and seizures. Balanced against this right is the school's official responsibility to create and maintain a safe school environment. Members of the school leadership team or individuals acting on their behalf may search individual scholars and their property (including locker and vehicle on school property) when they have reasonable grounds or reasonable suspicion to believe that the search will uncover evidence that the scholar is violating the law or policies of the school.

Immunization Requirements

State law requires that each scholar entering school have a certificate of immunization at the time of registration or any documentation required by your state or local government. All scholars must have all immunizations and vaccinations required by law. Scholars may lose their place at the school if written proof of all required immunizations is not provided on time.

Vaccination Variances

JLCS will comply with the Public Health Law concerning any exceptions to the vaccination rule. Vaccination variance requests must be made in writing, indicating the reason for the vaccination variance request.



Medication

The school must be informed of any prescription medication that a scholar is required to take at school. To dispense prescription medication to scholars, the school must receive a written order from the scholar's doctor and a medication administration form signed by the scholar's parents/guardians. Scholars may not bring their own medicine to school and may not keep their own medicine in their backpack, classroom or elsewhere. This includes over-the-counter medication. A medication administration form may be obtained from the school office to be used with any type of medicine.

Physicals

Scholars must have a physical by a qualified physician at the age designated by state regulations. The school will advise you of specific requirements that scholars must meet before entering school.

Field Trips

Field trips may be planned during the school year. Parents/guardians will receive advance notice of all such trips. A permission slip must be signed by the scholar's parents/guardians in order for the scholar to participate in a field trip. Scholars without signed permission slips will remain at the school in another class. Scholars who have "lost privileges" due to misbehavior, incomplete work, outstanding debt, or other non-compliance reasons may not be invited to attend a field trip and instead will participate in learning at school.

Bus Transportation

Bus riding is a privilege. Scholars are required to follow the rules and regulations set by the school while riding school buses. Scholars are expected to adhere to the standards of conduct and behavior stated in this handbook. Additionally, scholars are expected to follow the rules listed below and any other directives of the bus driver:



1. Scholars may not eat or drink on the bus.
2. Emergency exits may be used only in an emergency or when directed by the driver during evacuation drills.
3. Smoking is not permitted at any time on buses.
4. Scholars must remain seated and keep head, hands, and feet inside the bus while it is moving.
5. The bus driver is authorized to assign seats.
6. Scholars causing damage to bus company equipment will be held responsible for restitution and may be referred to police for prosecution.
7. Violations of any bus rule may result in loss of riding privilege and further disciplinary action.

If a scholar misbehaves on a school bus, the scholar may lose bus privileges, effective immediately.

Scholar Records

Every scholar is required to complete and submit enrollment forms as part of the registration process. For assistance in completing these forms call the Office Manager.

Copies of all scholar records will be maintained on-site at the school. Parents/guardians may request a copy of their scholar's records at any time by completing the required form available from the school office. Parents/guardians should also obtain a copy of their scholar's records from all previous schools attended and forward these records to our school. If parents/guardians do not have such records, JLCS will request that a release form be signed so that the school may request past records directly from other schools the scholar attended. The parent/guardian must allow for the transfer of records before the scholar may be enrolled in our school.

Virtually all information pertaining to scholar performance, including grades, test results, and disciplinary records, is considered part of the scholar's confidential educational records. Release is restricted to:

- The parents/guardians—whether married, separated, or divorced—unless parental rights have been legally terminated and the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the scholar becomes eligible (generally at age 18), control of the records goes to the scholar. However, the parents/guardians may continue to have access to the records if the scholar is a dependent for tax purposes.
- Staff members who have a “legitimate educational interest” in a scholar's records. Such persons would include the Principal, school staff members working directly with the scholar (such as teachers, counselors, and diagnosticians), or an agent of the school working directly with the scholar (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a scholar transfers or in which he or she subsequently enrolls.

Release to any other person or agency, such as a prospective employer, or for a scholarship application, will occur only with the parents/guardians' permission.

Unless notified otherwise, Directory Data, (*i.e.*, a scholar's name, address, telephone number, photograph, date and place of birth, honors and awards, participation in extra curricular activities, including school athletics, current grade level and dates of attendance) may be released without seeking prior permission from the scholar/parent/guardian. Each academic year, families will be notified of their right to refuse release of their scholar's Directory Data information. Please contact the school office if you would like your scholar's directory information to remain confidential.

Photographs or videos of scholars may be used by the school or by Lighthouse Academies for publicity and marketing purposes. Please complete the attached *Scholar Records and Information form* and return it to the school office. If you completed such a form in the past, you must resubmit it this year. By enrolling your scholar in the school, you agree that photographs, videos and copies of their schoolwork may be used as displays in a Lighthouse Charter school or for marketing or publicity purposes.

APPENDICES

Appendix A: List of Suggested Healthy Snacks and Drinks

Healthy Beverages and Snacks

Beverages

Milk: 1% and fat-free

Soy Milk: Not flavored

Juice drinks that are all natural *No sugar added, No other additives

Martinelli's Sparkling Cider

Fruit flavored water with no additives

Sparkling Water

Tomato Juice -all natural *No sugar added, No other additives

Water

Snacks

Applesauce: Natural, Original

Animal crackers

Baked white corn tortilla chips

Baked cheese crackers

Cereal bars

Cliff Bar

Chewy Trail Mix Bars: Fruit and Nut

Envirokidz Crispy Rice Bar: Chocolate, Peanut Butter, Rice Berry

Frunola Energy Bars

Fruit Leathers: All natural

Fruit Bowls

Fresh Fruit

Fresh Vegetables

Granola bars

Graham crackers

Luna Bars: Peanut Butter and Jelly, Sesame Raisin Crunch

Multigrain bars

Non-Fat Yogurt

Nuts

Oyster crackers

Pita Chips

Pretzels: no added flavors

Popcorn

Raisins

Rice cakes

Saltine crackers

Trail Mix

Adapted from list of beverages approved for sale within the Los Angeles Unified Schools District and list of snacks that meet the standards set by California's SB19. Both lists are available at: <www.nojunkfood.org>.

Appendix B: Positive behavior management and discipline system

The following chart includes additions to the Lighthouse Academies code of conduct as well as specifics about Initials’ positive behavior management and discipline system.

Lower Academy: K-4

Tier 1 Behaviors	1 st & 2 nd Offenses	3 rd & 4 th Offenses	5 th and Beyond
<i>Unauthorized Talking</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact, Loss of Incentive	Parent Conference & Shadowing, Detention
<i>Horse playing in the classroom, playground, or hallways</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact, Loss of Incentive	Parent Conference & Shadowing, Detention
<i>Eating food, gum or candy without permission</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact, Loss of Incentive	Parent Conference & Shadowing, Detention
<i>Plagiarism or Academic Dishonesty</i>	Redirection, Take a break (buddy teacher), “N” on assignment, Parent Contact, Reflection	Parent Contact, Loss of Incentive, “N” on assignment	Parent Conference & Shadowing, Detention, “N” on assignment”
<i>Sleeping in class</i>	Redirection, Take a break (School Nurse), Reflection	Parent Contact, Loss of Incentive	Parent Conference & Shadowing, Detention
<i>Disrespect toward teachers or school personnel (inappropriate language or defiant behavior)</i>	Redirection, Take a break (buddy teacher), Parent Contact, Reflection	Parent Contact, Loss of Incentive	Parent Conference & Shadowing, Detention

Tier 2 Behaviors	1 st Offense	2 nd Offense	3 rd Offense	4 th & Beyond
<i>Leaving the classroom or school without permission.</i>	Parent Contact & Shadowing, Reflection	Parent Conference, Student Support Team referral, Behavior contract	Parent contact, In-school suspension	Out of school suspension w/ rec. for expulsion
<i>Fighting</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Out of school suspension	Out of School Suspension w/rec. for expulsion	Out of school suspension w/ rec. for expulsion
<i>Bullying Behaviors: Cyber or Physical (For the purpose of this policy, bullying means any physical act or gesture, or any verbal, written or electronic communication that a reasonable person should expect to have the effect of: Harming a student physically; damaging a student’s property; placing a student in reasonable fear of physical harm or damage to his/her property; and is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for</i>	Parent Contact, Sign written warning/acknowledgement of bullying behavior, Reflection	Parent Shadow, In-school suspension	Parent Conference, Out of School Suspension	Out of school suspension w/ rec. for expulsion

the affected student.				
<i>Possession of a weapon (any device, such as a club, knife, gun, or hand-made instrument, used with the intent to injure or harm another)</i>	Parent Conference, Out of school suspension, Reflection	Out of school suspension w/rec. for expulsion		
<i>Possession of illegal substance</i>	Parent Conference, Out of school suspension, Reflection	Out of school suspension w/rec. for expulsion		
<i>Theft</i>	Parent Contact & Shadowing, Reflection	Parent Conference, Student Support Team referral, behavior contract	Parent Conference, In-school suspension	Out of school suspension
<i>Unauthorized use of cell phones, MP3 players, game systems or other electronic devices.</i>	Item will be confiscated for 24 hours and must be retrieved by the parent, Reflection	In-school suspension, Item will be confiscated until ISS has been served and must be retrieved by parent	Item will be confiscated for the remainder of the grading period	Out of school suspension
<i>Verbal Harassment of teachers or scholars</i>	Parent contact, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension	Out of school suspension
<i>Tantrums that inhibit the flow of class</i>	Parent contact & Shadowing, Reflection	Parent Conference, Student Support Team referral	In-school suspension	Out of school suspension
<i>Inappropriate gestures or touching (i.e., unwanted physical contact or unwanted sexually-suggestive body language)</i>	Parent contact & Shadowing, In-school suspension (3 days), Reflection	Parent conference, Student Support Team referral, ISS (3 days)	Out of school suspension w/rec. for expulsion	
<i>Destruction of school Property</i>	Parent Contact & Shadowing, Reflection	Parent Conference, Student Support Team referral, In-school suspension	In-school suspension	Out of school suspension
<i>Profanity</i>	Parent Contact & Shadowing, Reflection	Parent conference, In-school suspension	Parent Conference, Student Support Team referral	Out of school suspension

Upper Academy: 5-8

Tier 1 Behaviors	1st Offense	2nd Offense	3rd Offense and Beyond
<i>Excessive Talking</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent Conference, In-school suspension
<i>Horse playing in the classroom, playground, or hallways.</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent Conference, In-School Suspension
<i>Eating food, gum or candy without permission</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent conference, In-school Suspension
<i>Plagiarism or Academic Dishonesty</i>	Redirection, Parent Contact "N" on assignment, Reflection	Parent Conference, "N" on assignment	Student Support Team referral, "N" for class/subject for grading period
<i>Disrespect of teachers or</i>	Redirection, Take a break	Parent Contact & Shadowing,	Student Support Team

<i>authorized personnel (inappropriate language or defiant behavior)</i>	(buddy teacher), Reflection	Detention	referral, In- school suspension
<i>Spitting</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent conference, In-school Suspension
<i>Loitering</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent conference, In-school Suspension
<i>Gambling/Paraphernalia</i>	Redirection, Take a break (buddy teacher), Reflection	Parent Contact & Shadowing, Detention	Parent conference, In-school Suspension
<i>Sleeping in class</i>	Redirection, Take a break (School Nurse), Reflection	Parent Contact & Shadowing, Detention	Parent Conference, In-school suspension

Tier 2 Behaviors	1st Offense	2nd Offense	3rd Offense
<i>Leaving the classroom or school without permission.</i>	Parent Contact & Shadowing, In-school suspension, ASA, Reflection	Parent Conference, Student Support Team referral, ASA, In-school suspension	Parent Conference, Out of school suspension
<i>Fighting</i>	Parent Contact & Shadowing, In-school suspension, ASA, Reflection	Parent Conference, Student Support Team referral, Out of school suspension	Out of School Suspension w/rec. for expulsion
<i>Bullying Behaviors: Cyber or Physical (For the purpose of this policy, bullying means any physical act or gesture, or any verbal, written or electronic communication that a reasonable person should expect to have the effect of: Harming a student physically; damaging a student's property; placing a student in reasonable fear of physical harm or damage to his/her property; and is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the affected student.</i>	Parent Contact & Shadowing, In-school suspension, Sign written warning/acknowledgement of bullying behavior , Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of School Suspension
<i>Stealing school property or property of others</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension
<i>Unauthorized use of cell phone, MP3 player, or other electronic device</i>	Item will be confiscated for 24 hours and must be retrieved by the parent	In-school suspension, Item will be confiscated until ISS has been served and must be retrieved by parent	Item will be confiscated for the remainder of the grading period, Out of school suspension
<i>Verbal Harassment of teachers or scholars</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension
<i>Tantrums that inhibit the flow of class</i>	Parent Contact & Shadowing, ISS, Reflection	Parent Conference, Student Support Team referral, ISS	Parent Conference, Out of school suspension
<i>Inappropriate gestures or touching (i.e., unwanted physical contact or unwanted sexually-suggestive body language)</i>	Parent contact & Shadowing, In-school suspension (3 days), Reflection	Parent conference, Student Support Team referral, ISS (3 days)	Parent Conference, Out of school suspension w/rec. for expulsion

<i>Destruction of school Property</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension w/rec. for expulsion
<i>Profanity</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Tier 3 in school suspension, Parent Shadow
<i>Video Voyeurism</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension w/rec. for expulsion
<i>Participation in illegal clubs, organizations, or gangs</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension w/rec. for expulsion
<i>Terroristic Threatening</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out of school suspension w/rec. for expulsion
<i>Fireworks</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Out of School Suspension	Parent Conference, Out of school suspension w/rec. for expulsion
<i>Failure to Serve Detention</i>	Parent Contact & Shadowing, In-school suspension, Reflection	Parent Conference, Student Support Team referral, In-school suspension	Parent Conference, Out-of-school suspension
<i>Sexual Misconduct (Public displays of affection including but not limited to kissing, fondling, groping, and sexual acts)</i>	Parent Contact & Shadowing, Student Support Team referral, In-school suspension, Reflection	Parent Conference, Out of school suspension w/rec. for expulsion	
<i>Tobacco or Drug Paraphernalia</i>	Parent Contact & Shadowing, Student Support Team referral, In-school suspension, Reflection	Parent Conference, Out of school suspension w/rec. for expulsion	
<i>Possession of a weapon (any device, such as a club, knife, gun, or hand-made instrument, used with the intent to injure or harm another)</i>	Parent Conference, Out of school suspension, Reflection	Out of school suspension w/rec. for expulsion	

Appendix C: SCHOOL CALENDAR

2011-2012

Date	Event or Holiday
7/18-7/22	Responsive Classroom (New Teachers)
7/25-7/29	LHA Annual Summit (New Teachers, Leaders)
8/1-8/12	Professional Development/Home Visits
8/9	Parent Meeting
8/11	Open House (Parent Meeting)
8/15	First Day of School
9/2	Professional Development: No School
9/5	Holiday: Labor Day: No School
10/10	Columbus Day
10/20	First Quarter Ends (47 Days)
10/28	Parent/Teacher Conferences; Early Dismissal
11/4	Professional Development: No School
11/11	Holiday: Veterans Day: No School
11/23-11/25	Holiday: Thanksgiving: No School:
12/25	Christmas Day: No School
12/19-12/30	Winter Break: No School
1/1	New Year's Day: No School
1/13	Second Quarter Ends (47 Days)
1/20	Parent/Teacher Conferences; Early Dismissal
2/20	President's Day: No School
3/19-3/23	Spring Break: No School
3/30	Third Quarter Ends (47 Days)
4/5	Parent/Teacher Conferences; Early Dismissal
4/6	Good Friday: No School
5/25	Professional Development; No School
5/28	Memorial Day: No School
6/12	Last Day of School

Appendix D: ATTENDANCE POLICY

ARKANSAS SCHOOL LAW GOVERNING SCHOOL ATTENDANCE

Arkansas school law pertaining to school attendance is as follows:

SECTION 1. Arkansas Code 6-18-222 is hereby amended to read as follows:

- (a)(1)(A) The board of directors of Lighthouse Academies of Arkansas in this state shall adopt a student attendance policy as provided for in 6-18-209 which shall include a certain number of excessive absences which may be used as a basis for denial of course credits, promotion, or graduation. However, excessive absences shall not be a basis for expulsion or dismissal of a student.
- (B) The legislative intent is that a student having excessive absences because of illness, accident, or other unavoidable reason should be given assistance in obtaining credit for the course.
- (2) A copy of the school district's student attendance policy shall be provided to the student's parents, guardians, or persons in loco parentis at the beginning of the school year or upon enrollment, whichever event first occurs.
- (4) The student's parents, guardians, or persons in loco parentis shall be notified when the student attendance policy per semester. Notice shall be by telephonic contact with the student's parents, guardians, or persons in loco parentis by the end of the school day in which such absence occurred or by regular mail with a return address on the envelope sent no later than the following school day.
- (5) Whenever a student exceeds the number of excessive unexcused absences provided for in LAA's student attendance policy, the school shall notify the prosecuting authority, and the student's parents, guardians, or persons in loco parentis shall be subject to a civil penalty in such an amount as a court of competent jurisdiction, presiding in the presence of a representative of the school district, may prescribe, but not to exceed five hundred dollars (\$500) plus costs of court and any reasonable fees assessed by the court. The penalty shall be forwarded by the court to the school or the adult education program attended by the student."
- (6) The penalty set forth in this section is to impress upon the parents, guardians, or persons in loco parentis the importance of school attendance and is not to be used as a primary source of revenue. When assessing penalties, the court shall be aware of any available programs designed to improve the parent-child relationship or parenting skills. When practicable and appropriate, the court may utilize mandatory attendance to such programs as well as community service requirements in lieu of monetary penalties.
- (7) In cases where the court determines the student's unexcused absences cannot be attributed to the parents, guardians, or persons in loco parentis, the action may be suspended or dismissed conditioned on a petition being filed in juvenile court to seek services on behalf of the student.
- (8) As used in this section, "prosecuting authority" means the elected district prosecuting attorney or his appointed deputy for schools located in unincorporated areas of the county or within cities not having a police or municipal court and means the prosecuting attorney of the city for schools located within the city limits of cities having either a police court or a municipal court in which a city prosecutor represents the city for violations of city ordinances or traffic violations.
- (9) In any instance where it is found that the school district or prosecuting authority is not complying with the provisions of this section, the State Board of Education may petition the circuit court to issue a writ of mandamus.
- (b)(1) Each public, private, or parochial school shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school.
- (2)(A) Upon receipt of such notification, the Department of Finance and Administration shall notify the licensee by certified mail, return receipt requested, that his motor vehicle operator's license will be suspended unless a hearing is requested in writing within thirty (30) days from the date of notice. (B)

The licensee shall be entitled to retain or regain his license by providing the Department of Finance and Administration with adequate evidence that:

- (i) The licensee is eighteen (18) years of age;
- (ii) The licensee is attending school; or

(iii) The licensee has obtained a high school diploma or its equivalent.

(C)(i) In cases where demonstrable financial hardship would result from the suspension of the learners permit or driver's license, the Department of Finance and Administration may grant exceptions only to the extent necessary to ameliorate the hardship. (ii) If it can be demonstrated that the conditions for granting a hardship were fraudulent, the parent, guardian, or person in loco parentis shall be subject to all applicable perjury statutes. (D) The Department of Finance and Administration shall have the power to promulgate rules and regulations to carry out the intent of this section and shall distribute to each public, private, and parochial school a copy of all rules and regulations adopted under this section.

ARKANSAS SCHOOL LAW GOVERNING COMPULSORY ATTENDANCE AGE

Arkansas school law pertaining to compulsory attendance age is as follows:

SECTION 1. Arkansas Code 6-18-201(a) (Amended by *Act 570 of 1999*) and Act 462 of 2007 is hereby amended to read as follows:

(a) Every parent, guardian, or other person residing within the State of Arkansas having custody or charge of any child or children age five (5) through seventeen (17) years on August 1st (August 2011) of that year, both inclusive, shall enroll and send the child or children to a public, private, or parochial school or provide a home school for the child or children as described in 6-15-601 et seq. under such penalties for noncompliance as shall be set by law with the following exceptions:

(1) Any child who has received a high school diploma, or its equivalent as determined by the State Board of Education, is not subject to attendance requirement.

(2) Any parent, guardian, or other person residing within the state and having custody or charge of any child or children may elect for the child or children not to attend kindergarten if the child or children will not be age six (6) on August 15 of that particular school year. If such an election is made, the parent, guardian, or other person having custody or charge of the child must file a signed kindergarten waiver form with the local district administrative office. Such form shall be prescribed by regulation of the State Department of Education. On filing the kindergarten waiver form, the child or children shall not be required to attend kindergarten in that school year.

(3) Any child enrolled in a post secondary vocation/technical institution, a community college or a two-year or four-year institution of higher education, is not subject to this attendance.

Our goal is for every student to attend school every day. Our school has a goal of 95% attendance for the year. Regular attendance in classes is of vital importance if a student is to succeed in school and be prepared for college work. Absences for any reason hinder learning and should be avoided. The only —excused|| reasons to miss school are religious observances, illness, a death in the family, or a family emergency. Half day absences are recorded and will be counted as part of the total days present or absent for the year.

Please notify the school office via phone, voicemail, or letter by 8:00 A.M. if a student must be absent from school for any reason. Upon return to school, the student must submit to the teacher a note of explanation signed by a parent/guardian. All absences must be documented at the school through a written/typed, signed letter from a parent/guardian, or if the absence is three days or more due to an

illness, a doctor's note is required, that includes the date(s) and reason for the absence. Any absence not documented at the school through a letter will be considered an —unexcused|| absence.

Jacksonville Lighthouse Charter School Attendance Policy

Enrollment: Date of Birth documentation should be established by providing a birth certificate, registrar statement, baptismal certificate, passport, affidavit, military i.d., or previous school records. Social Security numbers are not made public and students are assigned a school i.d. number when enrolled.

Absences: Students may be excused from classes for medical or dental appointments; required court appearances upon presentation of documentation by the court; absences due to family emergencies in cases of serious illness or death within the immediate family; religious or specific holy days or other reasons acceptable to the principal.

In the case of an absence in excess of three (3) days and in all cases of contagious diseases, a doctor's note may be required for re-admittance to the classroom. If you suspect or a staff member reasonably believes your student may have a contagious disease, such as pink eye, the student may not come to school until he/she has been examined by a doctor. This is in consideration of other students and staff.

The school may notify the parent/guardian that a student needs to be picked up early. This may be because of illness, behavioral issues, or other reasons. The scholar must be picked up within one hour of the notification, and the appropriate early dismissal or absence policy will apply. Therefore, all families must have a plan in place as to who will pick up a child early when necessary.

Scholars with five (5) or more absences will be notified in writing that their attendance is not satisfactory and may result in their being retained at the end of the school year. Upon the 7th absence, the school will arrange a conference to discuss the absences with the parents/guardians. Scholars with ten or more absences may not be able to advance to the next grade and will face additional consequences such as additional time required at school (including summer school). Course credit will be denied when a student has 10 or more unexcused absences and when the administrative conference has been held, unless the principal finds there are extenuating circumstances such that to deny credit would be unfair. As state above, Arkansas law requires us to report to the government social services agency that the student is not attending school, this report will occur upon the 11th unexcused absence. A voluntary withdrawal will occur when a scholar misses 20 total absences excused or unexcused or 10 consecutive days without approval from the principal.

Under the No Child Left Behind Act, suspensions and expulsions become part of the student's permanent record. This record follows the student to the next school requirement. Page 31 of the handbook discusses expulsion proceedings.

¹Military Family Absentee Policy

JLCS understands the tremendous contribution of military members and their families to the defense of this great nation. Military members must be ready at a moment's notice and often times can affect the children drastically. Those military parents whose child/children must miss one to several days due to a deployment should write an Official Memorandum explaining the circumstances and provide a copy of their orders. JLCS will excuse any absence incurred and provide class work prior to the parent's official deployment date.

K-8 TARDY AND EARLY CHECK-OUT POLICY

Definition

A student receives a tardy when he/she fails to be in the classroom or other assigned location by the designated time. A student receives an early check-out when he/she exits school prior to the end of the school day.

Conditions

1. There are generally no excused tardies or early student check-outs. However, an exception will be made if the student is delayed or checked out early due to official school business, illnesses or medical appointments (documentation is required on the day the child returns to school) or for other reasons approved by the building administrator, such as an accident or other emergency.

Procedure

1. On the third tardy, a parent conference will be held. The conference may be held via telephone.
2. On the fourth and fifth unexcused tardy or unexcused early check-out, the building
3. administrator may elect one of the following procedures, based on the conditions existing in his/her school. A disciplinary sanction will be assigned from the following alternatives:
 - a. Early morning, after school, lunch, or recess detention hall
 - b. In-school time out, or in-school suspension
4. On the sixth and seventh unexcused tardy or unexcused early check-out, the student will receive a two-day short-term suspension.

¹ Revised to comply with ADE Standards 28,29,30, 31, 32, 34, 35

Appendix E: Grading Policy

Placement

Students admitted to Jacksonville Lighthouse Charter School (transferred or newly enrolled) from an accredited school will be appropriately placed in the same grade the student wouldn't have been had the student remained at the former school based on school records, grades and assessments) submitted from their previous school or electronic transcript available on TRIAND. Students transferring from home school or a school that is not accredited by ADE will be required to complete a diagnostic test in reading, mathematics, and/or writing. The school will utilize these results along with other factors to determine the instructional needs and appropriate placement and services to ensure the success of the student.²

In grades K-8, students across LHA schools are taught via the same core curricular programs guided by comparable state standards. Learning is reported out against the LHA Mastery Standards and the Habits of Scholars (K-4)/Community Norms (5-8). Due to the common reporting of learning across schools, LHA has a grading policy which defines the make-up of each student's grade.

Lighthouse Academies Final Grade Setup (within PowerTeacher)

Kindergarten (required)

- a. Checklist
- b. For numbers and letters, students receive an 'X' if their grade is above a 50 and a blank if the grade is below a 50.

1st-4th Reading and Math (required)

- a. Classwork -30%
- b. Homework – 15% (graded as 100% completed and on time, 50% partially completed/not on time, or 0% neither was met)
- c. Test, quizzes, projects, portfolio – 35%
- d. Participation – 20% (100%, 75%, 50%, 0% weekly)

1st-4th Science and SS (required)

- a. Classwork -30%
- b. Test, quizzes, projects, portfolio – 40%
- c. Participation – 30% (100%, 75%, 50%, 0% weekly)

5th – 8th (required)

- a. Classwork -20%
- b. Homework – 20% (graded as actual % correct and on time; ½ points earned if late)
- c. Test, quizzes, projects, portfolio – 40%
- d. Participation – 20% (100%, 75%, 50%, 0% daily)

All Grades - Specials Classes (required)

- a. Classwork – 40%
- b. Participation – 40% (100%, 75%, 50%, 0% weekly)

² Revised and Board Approved and Adopted 2/8/11 to comply with ADE Standards: 36, 37, 38, 30, 40, 41, 42, 49, 52, 53, 54

- c. Tests, quizzes, projects, portfolio – 20%

Network Grading Scale – Letter Grades (1st grade -8th Grade)

A= 100-90

B = 89-80

C = 79-70

N = 69 and lower (*because anything less than a C is not college prep level and is an indicator that a student needs more support or self-discipline to reach college prep effort and work level*)

Letter Grades (9th grade-12th grade)

A= 100-90 (4 points)

B = 89-80 (3 points)

C = 79-70 (2 points)

D = 69-60 (1 point)

F = 59 and below 69 and

Each grade point values for Advanced Placement (AP), International Baccalaureate (IB) and approved honor courses should be one point greater than regular courses with the exception of F shall be worth 0 points.

School-Specific Decisions

1. Policy with regard to the number of grades to be entered per quarter. This may differ across subjects/grade levels/categories.
 - a. A minimum of two (2) TLI Quizzes
 - b. A minimum of 5 Tests, Quizzes, and/or Portfolio grades
 - c. A minimum of one (1) Homework grade/week
 - d. A weekly Participation grade
2. Don't leave big project grades that carry a lot of weight toward the final grade for the last week of the grading period. If a student scores a low grade on that, it can dramatically change their final grade and be inconsistent with the previous report grade which can cause confusion and/or frustration for students and families.
3. Provide teachers a timeline for finalizing grades and comments in preparation for quarterly conferences.
 - a. Mid-quarter Progress Reports should be distributed to parents at the end of the 5th week of each quarter. That means Progress Reports will go home to parents on the following dates:
 - i. **Q1: September 17th (September 24th)**
 - ii. **Q2: November 23rd**
 - iii. **Q3: February 18th**
 - iv. **Q4: May 6th**

- b. Report Cards should be distributed to parents the Monday after the end of each quarter. That means reports cards will go home to parents on the following dates:
 - i. **Q1: October 25th**
 - ii. **Q2: January 17th**
 - iii. **Q3: April 4th**
 - iv. **Q4: June 14th**

Academic Improvement Plans

Students grades 3-8 who score below Proficient on ACTAAP exams must participate in one of the school's Extended Learning Opportunities, After School Program, Saturday or Work Hard Get Smart Summer School Program or a support course during the school day. Failure to participate will result in the student being retained or loss of course credit.

Any student required to take a general end-of-course assessment who is identified as not meeting the requisite scale score of a particular assessment shall participate in remediation activities outlined on the student's AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end of course assessment.

Appendix E: Graduation Requirements

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

All students are required to participate in the Smart Core curriculum and complete the LHA Graduation Requirements. A Smart Core informed Consent Form will be sent home with students in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in the student handbook for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Counseling by trained personnel shall be available to students and their parents, or legal guardians, prior to the time they are required to sign the consent forms.

This policy, the Smart Core Curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least annually to determine if changes need to be made to better serve the needs of the district's students. The Regional Vice President, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core Curriculum and Graduation Requirements;
- Discussion of the Smart Core Curriculum and Graduation Requirements at the school's annual public meeting, Booster meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's Principal and Director of Instruction with scholars and their parents; and/or
- Distribution to parents or guardians of the scholars.

The first year of this policy's implementation, all employees shall receive training regarding this policy so ~~that~~ they will be able to help successfully in its implementation ~~it~~. In subsequent years, administrators, or their designees, shall train newly hired employees regarding this policy. The school's annual professional development shall include the training required by this paragraph.

GRADUATION REQUIREMENTS

The number of credits students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 26 credits is required for graduation for a LHA scholar.

Unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take.

English—Four (4) Units
9th Grade English—1 unit

One unit from 410000, 510010, 510020

10th Grade English—1 unit

One unit from 411000, 510030, 511010, 511020

11th Grade English—1 unit

One unit from 412000, 512010, 512020, 517030, 517200

12th Grade English—1 unit

One unit from 413000, 513010, 513020, 517040, 517200, 519900

Oral Communications—½ Unit

½ unit from 414000, 414010, 514010

Natural Science—Three (3) Units

Biology—1 unit

One unit from 420000, 420020, 520010, 520030, 529030

Two (2) units from the following three (3) options:

Physical Science (choose one from 423000, 523000)

Chemistry (choose one from 421000, 421020, 521010, 521030, 521040)

Physics (choose one from 422000, 422020, 522000, 522010, 522030, 522060, 522070)

Mathematics—Four (4) Units

One unit must be taken at 11th or 12th grade

Algebra I—1 unit

One unit from 430000, 530010, 530020, 530030, 530090, 530110, 530120,

OR (BOTH 530100 and 530200)

Geometry—1 unit

One unit from 431000, 531010, 531020, 531030, 531040, 531070, 531080, 531090, OR (BOTH 531100 and 531200)

Algebra II—1 unit³

One unit from 432000, 532010, 532020, 532030, 532040, 532050, 532060

Beyond Algebra II—1 unit

One unit from 433000, 434030, 439010, 439020, 439040, 439050, 439060, 439070, 439080, 439090, 439100, 439110, 533010, 533020, 533070, 533130, 533140, 533150, 533160, 534020, 534040, 534050, 534060, 539030, 539040, 539050, 539060, 539070, 539900

Social Studies—Three (3) Units

Civics—½ unit

½ unit from 472000, 472100, 472200, 572020

World History—1 unit

One unit from 471000, 471030, 571010, 571020

American History—2 units

One unit from 470000, 470030, 570010, 570020⁴

Economics—½ Unit

Economics may be counted as a ½ unit social studies course if taught by a highly qualified social studies teacher OR as a ½ unit career focus elective course if taught by a highly qualified business education teacher.

½ unit from 474300 (Social Studies) or 492280 (Career Focus)

Fine Arts—½ Unit

³ Arkansas Department of Education

⁴ Smart Core Course Code List (Graduating Class of 2014 and After)

½ unit from (450000 through 450090) or from (550010 through 559810)

Health and Safety—½ Unit

½ unit from 480000

Physical education—½ Unit

½ unit from 485000, 585020

Career Focus—Six (6) Units

Six units from course codes starting with a 4 or 5 except 596100 and 596200

LHA CAREER FOCUS: - Six (6) units

All Career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

LHA Internship-based learning experiences- 2 units,

Foreign Language - 3 units

U.S. History - 1 additional unit

Service Learning

A student who has completed a minimum of 75 clock hours of community service in grades nine through 12, as certified by the service agency or organization to the school, shall be eligible to receive one academic credit that may be applied toward graduation.⁵

The Smart Core, career focus, and elective units must total at least 26 units to graduate per LHA requirement.

SPECIAL EDUCATION

The district has the responsibility to identify, evaluate, and if the student is determined to be eligible, to (provide) access to appropriate educational services. The district ensures the establishment and implementation of due process procedural safeguards including the opportunity and encouragement for parental participation in meetings with respect to the identification, evaluation, educational placement, and the provision of FAPE. A referral for consideration of special education services may be made at any time if a student is suspected of having a disability which adversely affects his or her educational performance. Areas of disability recognized and defined by the *Individuals with Disabilities Education act (IDEA) Amendments of 1997, 2004* are:

1. Autism
2. Deaf-blindness
3. Hearing impairment
4. Emotional disturbance
5. Mental retardation
6. Multiple disabilities
7. Orthopedic impairment
8. Other health impairment
9. Speech or language impairment
10. Specific learning disability

⁵ Arkansas ACT 648

11. Traumatic brain injury
12. Visual impairment

- A referral may be made to the principal by teachers, administrators, parents, counselors, students, and other individuals with relevant knowledge of the child. The referral is to be made in writing through the completion of the required referral form and provided to the principal, or designee, of the school in which the student is enrolled. When the referral originates from a parent, the school designee shall complete the referral form.
- Determination of eligibility and the subsequent need for special education services is made after all available data is gathered and reviewed by an evaluation/programming committee which includes appropriate school personnel.
- No discrimination against any person with disability shall knowingly be permitted in any program or practice in any Lighthouse Academies school.

ADVANCED PLACEMENT OFFERING

AP courses, with a minimum of one course per year in the four (4) core subject areas, will be fully implemented in the required four (4) core courses: English, math, science, and social studies in grades 9-12. Pre-AP courses are designed to prepare students for the demands of AP coursework. Pre-AP courses are aligned with the four (4) required AP courses and will be offered in the Upper Academy beginning in grade 8th. “Weighted Credit” means additional quality points for designated AP courses will be awarded for students who take the student the applicable test offered by the College Board for AP courses at the end of the AP course.⁶

Lighthouse Academies Graduation Requirements and Grading

In addition to state mandated requirements for graduation, LHA has several additional graduation requirements that we believe help our adolescents to be effective and independent learners after high school.

Lighthouse Academies College Preparatory Graduation Requirements

1. Complete state graduation requirements for courses and credits as listed above
2. Letter of acceptance to at least one four-year college or university
3. Completion of an Exhibition for each semester enrolled at CPA
4. Completion of two semester units of Internship-based learning experiences
5. Completion of a Senior Thesis Project
6. Completion of CPA Portfolio requirements
7. Pass a senior year CPA Competencies Review

I. State requirements for courses and credits

Each state has slightly different requirements for courses and credits that students must complete to earn a standard and/or an honors diploma. Thus, CPAs across our network will have course sequences and state-based graduation requirements that look slightly different.

⁶ Arkansas Department of Education: Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses : August 2007

However, our core course of study expectations for English, Math, Social Studies, Science and Language are rigorous enough to meet or exceed the current requirements in Indiana, Illinois, Wisconsin, Washington DC, New York and Arkansas.

Promotion, Retention & Grades: Course credits and grades appear on CPA student transcripts. The chart below details how many credits are needed for promotion to the next grade level.

Credits Required (1 full year course = 1 unit)	To be Promoted to Grade
5 units	10
10 units	11
16 units	12
26 units	Minimum required for graduation

The CPA follows the standard use of grades for its courses and evaluation of assignments. However, no grades of “D” are given because in order for students to be prepared for success in college, they must show satisfactory progress in their high school level courses. Therefore, students must pass a course and earn credit with a grade of A, B or C, or make up the course during summer school or by repeating the course the following year.

Grade	Range	Unweighted GPA value
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-69	0.0

2. Letter of Acceptance to at least one four-year college or university

CPA graduates are required to gain acceptance to at least one four-year college or university. We expect that our students will have a range of post-secondary options and colleges from which to choose. The Director of College Transitions will provide support for students throughout the college application process. While some students may elect a different path (two-year college, military, etc.), acceptance to a four-year institution is a statement of academic attainment as much as it is a post-graduation option.

3. Completion of an Exhibition for each semester at CPA

At the conclusion of each semester, every student at the CPA is expected to successfully complete an exhibition of his/her work before an audience of peers, family members and the advisory teacher. Exhibitions incorporate a presentation of each student’s portfolio and work products. Supplemental materials for exhibition preparation are included in the Toolkit.

4. Completion of two semester credits of Internship-based learning experiences

In 11th and/or 12th grades, students will have opportunities to explore career interests during structured internships. Students work and learn alongside a professional mentor in the community and complete related course and project work at school. Each state has unique guidelines for earning internship credits, which will be offered where possible.

5. Completion of a Senior Thesis Project

In 12th grade, every student is expected to successfully complete a senior thesis project (STP). The STP may enhance a student’s college application and, because it is connected to a personal interest, may relate to a student’s selection of a post-secondary field of study.

6. Completion of CPA Portfolio Requirements

The CPA Portfolio is a collection of a student’s best work over his or her four years of high school. The Portfolio is supplemented each year and students are expected to complete all major required work projects.

7. Pass a senior year CPA Competencies Review

The Competencies are integrated with many aspects of a student's experience at CPA (advisory courses, core curriculum, exhibitions, portfolio, etc.). During senior year, a panel of teachers and administrators review each student's portfolio and personal growth to assess whether or not he or she demonstrates the competencies expected of CPA graduates.

CONCURRENT ENROLLMENT

PURPOSE

The purpose of these regulations is to establish procedures for students to enroll concurrently in high school and in an area college or university for college credit only.

PROCEDURES

Qualified high school students who are regularly enrolled may be authorized by the CPA principal to take courses for college credit while completing high school requirements for graduation.

1. Prior to approval of a student's concurrent enrollment, the Director College Transition and the principal must verify that the student wishing to enroll concurrently in a college or university is on track in meeting high school graduation requirements with his/her age group.
2. A student must meet the "early enrollment" or "concurrent enrollment" qualifications of the college/university that he/she wishes to attend.
3. College courses in which a student is concurrently enrolled may count toward Lighthouse's expectations for enrollment.
4. Two periods in the school day will be allowed for each college course for concurrently-enrolled students (one period for travel and one period for the course). A student should schedule his/her college courses either the first period in the morning and/or the last period in the afternoon, if at all possible, to minimize disruption of the school schedule. Scholars enrolled in approved online courses will be provided one period of the day.
5. Concurrently-enrolled students who elect to withdraw from or drop a college course after the tenth class day (or fifth class meeting in an A/B schedule) of the semester and prior to the completion of the semester must wait until a new semester begins at the high school before adding additional high school courses to their schedules.
6. Concurrently-enrolled students are responsible for their own transportation to and from college courses and for any tuition, fees, books, or related costs for the course.
7. Grades and credit hours earned for college courses not taken for dual credit will not be recorded on the student's transcript.

Upper Academy Course Sequence

5th Grade

English
Social Studies (Arkansas History emphasis)
Math
Science
Advisory (Intervention, Enrichment)
Physical Education/Health
Music/Art

6th Grade

English
Social Studies (Arkansas History emphasis)
Math
Science
Advisory (Intervention, Enrichment)
Physical Education/Health
Music/Art

7th Grade

English
Social Studies
Math
Science
Physical Education/Health
Music/Art
Technology
Advisory (Intervention, Enrichment)

8th Grade

English (Pre AP)
Social Studies
Arkansas History (378720)
Algebra 1 or Geometry (high school credit for 8th graders pending ADE approval)
Physical Science
Spanish
Physical Education/Health
Music/Art
Career Orientation
Advisory (Intervention, Enrichment)

College Prep Academy Course Sequence

9th Grade

Fall Semester

English 9 (Pre AP)
 Geometry or Algebra I
 Biology (Pre AP)
 Civics
 World History & Civilization
 Foreign Language (I or II)
 Advisory (Intervention, Enrichment)
 Physical Education
 Elective

Spring Semester

English 9 (Pre AP)
 Geometry or Algebra I
 Biology
 Oral Communication
 World History & Civilization
 Foreign Language (I or II)
 Advisory (Intervention, Enrichment)
 Health
 Elective

10th Grade

Fall Semester

English 10 (Pre AP)
 Algebra II or Geometry
 Chemistry
 Topics in History (American Prehistory – 1789)
 Foreign Language (II or III)
 Advisory (Composition)
 Elective
 Elective

Spring Semester

English 10 (Pre AP)
 Algebra II or Geometry
 Chemistry
 Topics in History (US History 1789 – 1865)
 Foreign Language (II or III)
 Advisory (Speech)
 Elective
 Elective

11th Grade

Fall Semester

English 11 (AP Literature)
 Trigonometry/Pre-Calculus or Algebra II
 Biology AP or Physics
 US History AP or US History (1865 – present)
 Foreign Language (III or IV)
 Advisory (Citizenship and Civics)
 Elective
 Elective

Spring Semester

English 11 (English 11 (AP Literature)
 Trigonometry/Pre-Calculus or Algebra II
 Biology AP or Physics
 US History AP or US History (1865 – present)
 Foreign Language (III or IV)
 Advisory (Personal Finance)
 Elective
 Elective

12th Grade

Fall Semester

English Language and Composition AP or English 12
 Calculus AB AP, Trig./Pre-Calculus, or Math Elective
 Biology AP, Physics, or Science Elective
 AP US Government or Social Studies Elective
 Foreign Language (IV or V) or Elective
 Advisory (Advanced Composition)
 Internship or Elective

Spring Semester

English Language and Composition AP or English 12
 Calculus AB AP, Trig./Pre-Calculus, or Math Elective
 Biology AP, Physics, or Science Elective
 Economics or Social Studies Elective
 Foreign Language (IV or V) or Elective
 Advisory (Advanced Speech/Debate/Journalism)
 Internship / Senior Thesis⁷

⁷ **Note:** Elective course offerings may include Fine Arts, Vocal or Instrumental Music, Technology/Computers, alternate academic courses (such as a double science in 11th or 12th grade), remedial or supplemental instruction (such as intensive writing or mathematics support), or in-school credit recovery (if applicable).

English/Language Arts

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	English 9	In the first semester, students will explore their definition of “self”, comparing and contrasting examples of decision making and self-awareness in literature with their own experience. In the second semester, students will explore their role as members of a community, noting characters in literature that search to find their place in the world through journey or through relationships with others. The course will use high quality literature, writing assignments, and a variety of instructional strategies (such as readers’ and writers’ workshop, literature circles, arts infusion, and readers’ theater).
10	English 10	In this course, students will think critically about making choices – those made by characters in literature and choices they will make in their own lives. Students will consider how their education will offer them the freedom to make choices and various literary conceptions of personal liberty and its virtues. Students will then examine the need for effective communication and how often it is challenging. They will consider the consequences of failed communication and the fear resulting from unclear messages. Students will read (and perform) heroic forms of communication and examine the use of literary devices such as symbolism and allusion, in addition to instructional strategies such as Socratic seminar, critical thinking activities, and arts infusion.
11	English 11	This course involves a concentrated study of literature and composition. Students will read novels, plays, short stories, poetry, and historical pieces. Students will complete performance tasks, arts-infused projects, and related writing assignments for each genre. Literature circles and the workshop model will allow students to exhibit critical thinking and their depth of understanding of each piece. As in all English courses, grammar, vocabulary, and writing instruction will be integrated throughout the course in order to develop college-ready literacy skills in all students.
12	English 12 Composition or AP English Language and Composition	<p>This course focuses upon a variety of literature from around the world. Arranged thematically, corollary texts from a wide variety of cultures – from East to West – will be linked to course themes and College Prep Academy competencies. Rhetorical analysis of classical and modern writings will be directly related to the development of college level writing and critical thinking skills. Numerous writing assignments will be included throughout the course in fulfillment of the Illinois intensive writing course requirement.</p> <p>This college level English course, taught over two semesters, provides students a chance to extend their language arts competence by challenging them with difficult texts and writing assignments, following the standardized course of study developed by the College Board Advanced Placement program. This course will be targeted to students who demonstrate strong writing and reading skills. Emphasis will be placed on essays and non-fiction writing from each of the periods studied. Numerous writing assignments will be included throughout the course in preparation for the AP Exam.</p>

Required Elective Courses

Grade	Course Title	Course Overview, Learning Objectives, Strategies
10,-12	Composition (1 & 2)	In this course, students will understand that writing is a critical skill for success in college and work. Students will read exemplar texts as a first step in the development of their own writing. Students will understand that writing has a purpose, and their writing should be purposeful in planning and execution. Students will learn to receive and incorporate feedback, properly cite sources, and frame their writing around an argument. This course will be performance based and will require completion of constant writing tasks in numerous genres.
10- 12	Speech	In this course, students will learn that public speaking is an important

	(1 & 2)	communications tool and a developed skill. To this end, they will prepare and deliver a variety of public speeches, developing confidence and professionalism. Speeches will draw upon various curricular topics and use relevant technology.
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Mathematics

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Algebra I or Geometry I	For students who have not completed Algebra I in accordance with state graduation requirements, this course will be offered as the first course in the college preparatory mathematics sequence. Students will understand real and rational numbers and their relationships, set theory, algebraic expressions and operations, word problems, linear equations, and simultaneous equations. The primary resource for this course will be Saxon Algebra 1, and instructors will supplement this text with various arts-infused projects and resources. This course explores the structure of geometry based upon an abstraction of the physical world. Concepts of deductive proofs, angle relationships, plane geometry, congruent and similar figures with emphasis on ratio and proportion, and coordinate geometry will be developed and applied algebraically. Concepts of area and volume will be addressed. The primary resource for this course will be Saxon Geometry, and instructors will supplement this text with various arts-infused projects and resources.
10	Geometry I or Algebra II	See course overview above. This course builds on the foundation established in Algebra I and Geometry I and is designed to prepare students to continue their study of mathematics through high school and into college. Students will gain insight into the structure of algebra as a deductive process. Topics in the course will include functions, properties of the real number system, quadratic and radical equations, non-linear systems of equations, exponential and logarithmic functions, conic sections, and complex numbers. The primary resource for this course will be Saxon Algebra 2, and instructors will supplement this text with various arts-infused projects and resources.
11	Algebra II or Trigonometry Pre-Calculus	See course overview above. This course continues the study of functions that began in Algebra II, but places additional emphasis on the theoretical study of functions, to include trigonometric, exponential, logarithmic, and polynomial functions. In the second semester, advanced trigonometric and pre-calculus concepts will be introduced, including circular functions and their graphs, inverse functions, limits, vectors, and derivatives.
12	Trigonometry Pre-Calculus or Calculus AP (AB Level)	See course overview above. This college level course is designed in accordance with the standards set forth by the College Board for success on the Calculus AB Advanced Placement Exam. Topics of study will include complex limits (and the theory behind them), derivatives, integrals, parametric equations, polar coordinates, finite series and infinite series, volumes of revolutions, and applications of differential and integral calculus.

Science

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Biology	This course explores the diversity, complexity, and interdependence of life on Earth. Students will develop an understanding of how organisms evolve, reproduce, and adapt to their environments. This will include an exploration of how to relate the structure and function of molecules to their role in cell biology and metabolism. Additional topics will include the science of genetics, ecology, biodiversity, and adaptation. The core resource for this course will be <i>Miller and Levine Biology</i> , a research-based text with additional digital resources.
10	Chemistry	In this course, students will develop a working knowledge of the physical world. This will include an understanding of atoms and their components, as well as the formation of bonds and the interaction between molecules. Energy and matter are discussed as students are led to an understanding of reactions and their importance to life. Emphasis will be equally placed on conceptual understanding, mathematical computations, and hands-on application (laboratory experiments). Additional and enrichment topics will include reaction rates, reversible reactions, and acids and bases.
11	Biology AP or Physics	Advanced Placement Biology is a college-level course based on the standards established by the College Board and differs significantly from the 9 th grade Biology course with respect to the depth and range of topics covered and the kind of laboratory work done by students. AP Biology will provide students with the conceptual framework, factual knowledge, and analytic skills necessary to deal critically with the rapidly changing science of biology. This course includes an in-depth treatment of molecules and cells (biological chemistry, cells, and energy transformations), genetics and evolution (molecular genetics, heredity, and evolution), and organisms and populations (principles of taxonomy, human physiology, and ecology). This course is an algebra and trigonometry-based college preparatory physics program covering the topics of kinematics, dynamics, energy, momentum, wave motion, sound, light, and electricity. The course combines laboratory experiments, demonstrations, and problem solving to grasp the fundamentals of each topic.
12	Biology AP or Physics (or elective)	See course overview above. See course overview above.

Social Studies

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	World History	In this course, students study: Early Human Communities, Ancient Civilizations, Empires in Asia/Africa/America, the Middle Ages, Worldwide Exploration, Industrial Revolution, Global Imperialism, and the Era of Global Conflicts. In each of these units, students are encouraged to use technology and their research skills. Social Studies courses employ the inquiry process and expect students to explore their intellect by reading and writing like an historian. The textbook resource for this class is <i>World History: Human Legacy</i> , and instruction also includes in-depth analysis of primary and secondary sources.

10	<p>Topics in History (Colonial America)</p> <p>and</p> <p>Topics in History (Early US)</p>	<p>In the first of these two consecutive semester courses, students will explore the causes and effects of European exploration and settlement in the Americas and examine the roots of the American nation from the colonial period through the American Revolution. The course will use primary sources to illuminate the political, social, and economic underpinnings of the American Revolution.</p> <p>In the second semester course, students will explore the development of the American nation and the challenges it faced at home and abroad in its early years. Students will examine the many interwoven themes in American society and the inescapable sectional crisis that culminated in the Civil War. The course will use examples from literature, art, and music which signaled the development of a unique American culture. This course will also rely heavily on primary sources as a means to illuminate and contextualize historical study.</p>
11	<p>United States History (1865-today)</p> <p>or</p> <p>United States History AP</p>	<p>This course is a continuation of the study of American history from 10th grade and will begin by tracing the aftermath of the Civil War and Reconstruction, through the turbulent economic and political movements of the late 1800s, to the global conflicts (World War I, World War II, Korea, Vietnam, and Middle East) and societal changes (Great Depression, Baby Boom, etc.) that shaped the course of the 20th Century. The study of geography, religion, art, politics, economics, ethnic groups, and current events are integral parts of this course. Both this course and US History I use Pearson United States History as a core resource, but the significant use of supplemental primary and secondary sources is an equally important element of the course.</p> <p>For those students selecting the US History AP pathway, the course topics will be similar, but greater breadth, depth, and additional outside work will be presumed, and the course will fulfill the requirements set forth by the College Board Advanced Placement program.</p>
12	<p>Economics</p> <p>and</p> <p>Government</p> <p>(or elective)</p>	<p>This course is an introduction to the basic theories of economics that will enable students to better understand the economy of the United States and the world. The concentration for the course will be on the free market / free enterprise economy of the United States and will include topics such as the roles of business, government, banking, and labor, market economics (including supply and demand curves), and the basic theories of other economic systems within the global economy.</p> <p>This course will include the study of general political concepts and explicit case studies within American government and politics. Among the topics discussed will be the Constitutional underpinnings of the US government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government, civil rights, and civil liberties.</p>

Required Elective Courses

Grade	Course Title	Course Overview, Learning Objectives, Strategies
11	Current Events and Global Issues	In this course, students will understand that each member of a community has an integral role to play and that a community can be defined in many ways (class, school, neighborhood, city, nation, etc.) Students will examine national and global issues and conduct inquiry-based research to gain expertise on particular issues and identify ways that community members can address societal problems.
9	Citizenship and Civics	In this course, students will examine the meaning of citizenship and the civic structure of American political society. As part of the course, students will learn the principles of representative government and what it means to be American. This course will include the tenets of American political culture, the roots of American patriotism, and the rights and responsibilities of citizenship as part of active community membership.

Health and Physical Education

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Health and Wellness	This course is a part of a comprehensive health and physical education program which encourages students to take responsibility for their lives by acting with self-discipline and by establishing positive health practices that will support and enhance lifelong wellness.
9-12	Physical Education	Each course in the physical education sequence will present fundamentals and techniques in various phases of physical education. The program is designed to meet the needs of each individual as well as build community and team-orientation. An emphasis will be placed on the development of a positive attitude toward exercise and physical activity. Students will take part in activities from the SPARK program and a variety of additional activities that stress physical fitness and positive decision-making.

Foreign Language (Spanish)

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Spanish I or Spanish II	<p>This course is designed to develop basic reading, writing, speaking, and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain and Central and South America, as well as the geography of these regions, will be discussed.</p> <p>This course is offered in 9th grade for students who have completed the Bronzeville Lighthouse Upper Academy Spanish sequence or equivalent preparation in Spanish language. This course is designed to further the development of reading, writing, listening, and speaking skills. A more advanced program of reading and conversation is utilized to obtain these objectives. In addition, students will learn about the customs and history of Spanish-speaking countries and people.</p>
10	Spanish II or Spanish III	<p>See course overview above.</p> <p>This course develops students' skills in reading, writing, listening, and speaking in a more intense environment. Students continue their study of Spanish grammar and are encouraged to increase their awareness of Hispanic cultures. Selections focusing on modern day vocabulary and themes are used to further develop students' skills.</p>
11	Spanish III or Spanish IV	<p>See course overview above.</p> <p>This course is designed to further the spoken and written Spanish fluency of students who have completed three years or more of Spanish instruction. Emphasis is placed on grammar and vocabulary development, the proper use of idiomatic expressions, authentic pronunciation, reading fluency, and composition.</p>
12	Spanish IV or Spanish V	<p>See course overview above.</p> <p>This course is designed to build upon previously learned language skills and will focus on reading comprehension and intensive conversational Spanish. Important everyday vocabulary will be emphasized and tied to grammar and vocabulary development.</p>

Family Scholar School Compact

When you enroll at Jacksonville Lighthouse Charter School or JLCS-Flightline (“JLCS, JLCS-FL”), you are agreeing to a partnership with the school and are joining a special learning community. This partnership requires all parties to work together and live up to the promises in the best interest of the scholar. We may make additional requests of you once the school year begins and we have a better understanding of your scholar’s needs.

As a school, we agree to:

- Hold a parent/guardian meeting during the school year and this agreement will be discussed.
- Work hard everyday to help scholars get smart and be prepared for success in college.
- Prepare excellent lessons each day that engage scholars actively in learning.
- Expect nothing less than excellence from scholars.
- Communicate with families about the scholar’s work through the scholar’s Weekly Folder sent home.
- Make learning happen every day!

As a scholar, I agree to:

- Come to school each day in uniform, on time and prepared to work hard, get smart and prepare for success in college.
- BEAM in class, do my homework and respect others and myself.
- Do excellent work each day.
- Cooperate with my teacher(s), my fellow scholars and all of the members of the Lighthouse team.

As a parent/guardian, I agree to:

- Attend an orientation meeting to discuss this handbook and my obligations.
- Ensure my scholar is in uniform, on time, attends school each day and does excellent work at school and on homework assignments.
- Sign all of my scholar’s homework assignments, school agendas and other documents requested by the school.
- Attend as many school functions as my work and family schedules allows.
- Attend at least 3 out of 4 parent/guardian teacher conferences.
- Expect my child to work hard to get smart to be successful in college.
- Hold high expectations for my scholar in all aspects of school life.
- Work with my scholar’s teacher(s) to make it happen!

Teacher, Scholar and Parent/Guardian all agree that they met and discussed and agreed to each commitment in this Compact

Parent/guardian name: _____ **Signature** _____

Scholar Name: _____ **Signature** _____

School Staff Member Name: _____ **Signature** _____

Date _____

Forms to be completed by every family

During the orientation program, each family will be presented with several forms and information sheets to review. Some of the forms will require the signature of the parents/guardians. Please feel free to ask any questions or express any concerns you may have. The forms and information sheets will include:

- **Family Scholar School Compact** (attached)
- **Notice Regarding Scholar Records and Scholar Information Form** (attached)
- **The Acceptable Use Policy** (for use of computers and school network) (attached)
- **Recognition of Receipt of Lighthouse Scholar-Family Handbook** and agreement to follow the policies of the school as written in the 2011-2012 Lighthouse Academies Scholar-Family Handbook (attached)

We are looking forward to working with you this year!

Jacksonville Lighthouse and JLCS-Flightline Charter School 2011-2012 Academic Year

NOTICE REGARDING SCHOLAR RECORDS AND SCHOLAR INFORMATION

In accordance with the federal Family Educational Rights and Privacy Act (“FERPA”), School Officials must have written permission from “you”, the parent or guardian or “eligible scholar” (a scholar who is age 18 or over), in order to release any information from a scholar's education record. The School may need to verify your identity before releasing any information to you or to a third party to whom you request information be disclosed.

However, JLCS may disclose records, without consent, to the following parties or under the following conditions:

- JLCS officials with a legitimate educational interest;
- Other schools to which a scholar is transferring or transferred;
- Previous institutions attended by the scholar if JLCS has a question about records received;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a scholar;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities pursuant to state law.

JLCS may disclose appropriately designated "Directory Information" without written consent, unless you have advised the School not to disclose by returning the form below to the School. The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your scholar's role in a drama production;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

The law allows Directory information to be disclosed to certain outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws may require the School to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the School in writing that they do not want their scholar's information disclosed without their prior written consent.

The School has designated the following information as directory information:

- Scholar's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- Scholar ID number, user ID, or other unique personal identifier. (A scholar's social security number, in whole or in part, cannot be used for this purpose.)

Photographs and videos may be used for school or Lighthouse Academies marketing or publicity.

Jacksonville Lighthouse (Main and Flightline Campus) Charter School 2011-2012 Academic Year

FERPA: Directory Information, Certain Use of Photo/Video

If you do not want JLCS to disclose Directory Information from your child's education records without your prior written consent, you must notify the School by 9/1/11. Please complete the form below and return it to the school office. *This form is effective only for the current academic year.*

Please print.

Scholar's Name: _____

Grade: _____ Date of Birth: _____

My child's directory information must remain private.

Check One:

My child's image (photograph or video) may be used in training videos for Lighthouse staff, marketing or publicity for Lighthouse Schools. LHA may post these pictures and videos on its public web site and on an internal website accessible only to LHA staff in schools.

My child's image (photograph or video) may *not* be used in training videos for Lighthouse staff, marketing or publicity for Lighthouse Schools.

Name of Parent/Guardian/Eligible Scholar: _____

Signature: _____

Date: _____

We prepare our scholars for college through a rigorous arts-infused program.

Acceptable Use Policy: Computer, Technology, Internet and PRISM Use For Lighthouse Scholars, Parents and Families

This policy governs the access and use of all means and methods of communications including but not limited to telephone, voice mail, electronic mail, mail, computers, handheld devices, pagers, mobile phones, faxes and the use of the internet, PRISM, sent by or received by a member of community (staff, scholar, volunteer, family member) using Lighthouse Academies communication and computer systems (“Systems”).

The use of these systems is intended for business use only. Use of these systems for any other reason is prohibited. All information transmitted, received or stored using these systems is the property of the School and/or Lighthouse Academies. Lighthouse Academies’ management reserves the right to monitor its systems and the content, including all emails. You should not have an expectation that the information in the system, or in any system at Lighthouse or at all connected to Lighthouse, is confidential or private.

You may not use our systems in any way that may be seen as offensive, harmful, insulting or disruptive. You may not use the systems to send derogatory, threatening, insulting or harassing remarks, sexually explicit messages, cartoon, jokes or other potentially offensive material; access pornography or other offensive sites; gain access to others computers; steal computer files, or to damage in any way Lighthouse Academies systems or any other system or computer; or write personal letters, resumes, junk mail, or other documents not related to business.

You may not access MySpace.com, FaceBook.com or any other social networking site while using Lighthouse Academies’ equipment or while at the school. Additionally, Lighthouse Academies reserves the right to further restrict sites either through content filtering or written notice. We must all respect the privacy and dignity of others. When using a Lighthouse computer, laptop, network or system, you may not post anywhere online, particularly to any social networking site, any name or image or video of another Lighthouse community member.

With the approval of the school leader school events such as sporting events, graduation and school plays may record and broadcast over non interactive media.

Computer software on Lighthouse Academies’ systems may not be downloaded, copied, reproduced, altered or used by an employee without prior authorization. The violation of copyright laws may result in a fine and imprisonment, as well as expulsion from school. Lighthouse and the School will cooperate with software vendors in prosecuting those who violate copyrights Lighthouse prohibits the use of any “pirated” or “bootleg” software on its systems.

The use of personal storage devices such as flash drives, thumb drives, or CDs, or software is not allowed on Lighthouse Academies’ systems. . The use of personal computers/laptops, printers or any other technology device in the school is prohibited without prior written authorization of the Chief Information Officer. No scholar or employee should ever bring a personal device (laptop, PDA, Smartphones, I pads etc) to the school and connect it to the data network for the building. Doing so could create a security risk for the school. Any equipment which is brought to school is done so at the risk of the individual and may be confiscated. Neither the School nor Lighthouse Academies will be responsible for any lost, stolen or damaged personal property.

Failure to follow this policy may result in disciplinary action up to and including expulsion.

Receipt of Acceptable Use Policy

I understand and will abide by the Acceptable Use Policy. Should I violate this agreement my access privileges may be revoked and I will be subject to disciplinary action including termination and/or appropriate legal action.

Scholar Name (Print): _____ **Parent/Guardian Name (Print):** _____

Scholar Signature: _____ **Parent/Guardian Signature:** _____

Recognition of Receipt of Lighthouse Scholar-Family Handbook

My signature below indicates that I have received and reviewed the 2011-2012 Lighthouse Academies Scholar-Family Handbook. I will review the core components of this with my scholar to reinforce what is expected of him or her at JLCS.

Parent/Guardian Name: _____

Signature: _____

Scholar Name: _____

Scholar Grade Level: _____

Date: _____