

Jacksonville Lighthouse Charter School-Main Campus

251 North First Street

Jacksonville, AR 72076

501.985.1200 phone

501.985-1201 fax

Dear Families and Scholars,

On behalf of the Board of Directors/Trustees and staff, I would like to welcome you to Jacksonville Lighthouse Main Campus. Our school is part of a national network of Lighthouse Academies charter schools serving over 7,000 students and families. We are a growing community committed to preparing all of our students for college. We are here to make a transformational difference in the lives of the students we teach.

We understand that the choice to send your child to Jacksonville Lighthouse Main Campus is an important one that demonstrates your high hopes and expectations of your child, yourselves, and us. We share these high hopes and expectations with you, and we are committed to making them a reality as we work together to prepare your child for college.

Every member of our school community- student, parent, teacher, Interim Principal, community partner- has an important role to play in creating a nurturing environment where students can develop the knowledge, skills and values necessary for responsible citizenship and life-long learning.

The Scholar and Family Handbook outlines the responsibilities and expectations that we, as a school community, must honor to ensure your child is well prepared for college.

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 acrowder@lhacs.org.

Sincerely,

Amanda Crowder

Interim Principal

Contacting School Leadership

Role	Name	Phone	Email
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Regional Vice President/Superintendent	Lenisha Broadway	501-374-5001or 501-985-1228	lbroadway@lhacs.org
Interim Principal	Amanda Crowder	501-985-1200	acrowder@lhacs.org
Director of Teacher Leadership	NA	501-985-1200	NA
School Business Manager/Coordinator of Family & Community Partnerships	Kristi McGee	501-985-1200	kmcgee@lhacs.org
Manger of Operations	Laura Sieler	501-985-1228	lsieler@lhacs.org
Culture Coordinator	Tesha Nelson	501-985-1200	kbright@lhacs.org
Homeless Services	Jerry Sundermeier	501-985-1200	jsundermeier@lhacs.org

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

Keri Urquhart

Jacksonville Lighthouse Charter School

251 N. First Street Jacksonville, AR 72076

Email: JLCSboardchair@lhacs.org

Records Access Officers

The Records Access Officers under the Freedom of Information Act (FOIA) for the school are Laura Sieler (lsieler@lhacs.org). Please contact either of them at the school should you have such a request.

School Calendar

Arkansas Lighthouse Charter Schools

July 2016						
Su	M	Tu	W	Th	F	Sa
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November 2016						
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December 2016						
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February 2017						
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March 2017						
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June 2017						
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2016-2017

Date	Event or Holiday
7/19	New Staff Reports
7/26	Returning Staff Reports
7/26-8/12	PDI/Home Visits
8/9	K-8 Parent Meeting/ UA and FL Parent Meetings
8/10	CPA - Grades 9-12 Parent Meeting
8/11	First Day of School (Thursday)
9/5	No School: Holiday: Labor Day
9/23	No School: Professional Development (Full day)
10/10	No School: Columbus Day
10/13	First Quarter Ends (42 Days)
10/21	Parent/Teacher Conference; Early Dismissal (12pm)
11/11	No School: Veteran's Day
11/21- 11/25	No School: Thanksgiving
12/16	Second Quarter Ends (40 Days)
12/19-1/2	No School: Winter Break
1/2	No School: Professional Development (Full day)
1/3	Scholar's Return
1/13	Parent/Teacher Conference; Early Dismissal (12pm)
1/16	No School: MLK Birthday
2/20	No School: President's Day
3/10	Professional Development/Early Dismissal 12pm
3/17	Third Quarter Ends (52 Days)
3/20-3/24	No School: Spring Break
3/31	Parent/Teacher Conference; Early Dismissal (12pm)
5/25	CPA Graduation
5/26	Professional Development/Early Dismissal 12pm
5/29	No School: Memorial Day
6/13	Last Day: 4th Quarter Ends (56 Days)

School Day

The school's instructional day begins promptly at 7:45 AM and ends at 3:45 PM, Monday through Friday, unless the school notifies parents/ guardians of a unique situation. Please do not drop your child off before 7:15 AM as no entry into the building is allowed and no supervision is available for the students. Students will be allowed entry into the building at 7:15 AM through the designated door only.

Dismissal

Students are dismissed at 3:45 PM. We are unable to supervise students left at the school after 4:15 PM. Parents/guardians may be required to reimburse the school for costs incurred for providing supervision to ensure your child's safety. The school may file a report with Child Maltreatment Hotline if an authorized person does not pick up the child, including a student who has lost bus privileges. The police or other appropriate authorities may be called to pick up students who are left at the school repeatedly or for an extended period of time

Absence

Our goal is for every student to attend school every day. Every minute of every day counts and is a learning opportunity. The more time a student is in school the more they can learn. Regular attendance in classes is of vital importance if a student is to succeed in school and be prepared for college. 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. Scholars must be in attendance four hours of the school day in order to be counted present. Attendance will be taken at 7:45 by each Scholar's homeroom teacher. Scholars arriving after this time must check in at the office.

ARKANSAS SCHOOL LAW GOVERNING SCHOOL ATTENDANCE

Ark. Code Ann 6-18-207

Kindergarten Enrollment: Children may enter kindergarten in an Arkansas public school if they will attain the age of five (5) years on or before August 1 of the year in which they are seeking initial enrollment.

A child moving from another state may enter kindergarten upon written request to the school district if the child:

- Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days;
- Will become five (5) years old during the year in which he or she is enrolled in kindergarten, and

- Meets the basic residency requirement for school attendance.

A parent, guardian, or other person residing within the state and having custody or charge of a child may elect for the child not to attend kindergarten if the child will not be six (6) years of age on August 1 of that school year. If an election is made, the parent, guardian, or other person having custody or charge of the child shall file a signed kindergarten waiver form with the local school district administrative office. Upon the filing of the kindergarten waiver form, the child shall not be required to attend kindergarten in that school year.

Out of District Transfer Policy

It shall be the policy of the Jacksonville Lighthouse Charter School District to comply in all regards with the Arkansas Public School Choice Act. Applications shall be accepted from nonresident students in compliance with and under the guidelines as set forth under the Arkansas Public School Choice Act and accompanying rules and regulations as promulgated by the Arkansas Department of Education.

- I. If a student seeks to attend a school in a nonresident district, the student shall submit an application:
 - a. To the nonresident district with a copy to the resident district;
 - i. Applications may be accepted or rejected depending upon the capacity of a program, class, grade level, or school building.
 - ii. Priority will be given to an applicant who has a sibling or step-sibling who resides in the same household, and is already enrolled in the Jacksonville Lighthouse School District.
- II. Nothing in this policy shall require the JLCS District to add any personnel or classrooms or to exceed in any way the requirements and standards established by Arkansas law or regulation.
- III. In considering applications, the JLCS District shall not consider an applicant's academic achievement, athletic, or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings (except expulsion from another district).
- IV. Students seeking to transfer into the JLCS District under the Arkansas Public School Choice Act shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

V. The JLCS District shall:

- a. Accept credits toward graduation that were awarded by another district
- b. Award a diploma to a nonresident student if the student meets the JLCS District's graduation requirements.

VI. A student may accept only one (1) school choice transfer per school year. A student who accepts a public school choice transfer may return to his or her resident district during the school year.

- a. If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

VII. All applications shall be reviewed consistent with the requirements of the Arkansas Public School Choice Act as it is now written or may hereafter be amended and any rules and regulations by the Arkansas Department of Education.

VIII. Any student transferring from home school or a school that is not accredited by the Department of Education to a school that is accredited by the Department of Education shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

Legal Reference: Arkansas Code Annotated § 6-18-1901, § 6-18-1902, § 6-18-1903, § 6-18-1904, § 6-18-1905, § 6-18-1906, § 6-18-1907, § 6-18-1909 as amended.]

Excused and Unexcused Absences

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Under the provisions of Arkansas State Statute 6-18-222, the student's parents, guardians, or persons in loco parentis and the Pulaski County Juvenile Court shall be notified when the student has accumulated excessive unexcused absences equal to (1/2) one-half the total number of absences permitted under the school district's Student Attendance Policy, ten (10) unexcused absences, per semester. Notice to the Pulaski County Juvenile Court shall be by letter to the chairman of Pulaski County Juvenile Court. A FINs will be filed with Juvenile Court when a student misses (6) six unexcused absences.

Excused Absences: AR code 6-18-201 Excused absences are those where the student was on official school business or absent from school with the parent or guardian's permission and knowledge. A parent may excuse a total of four days per semester by contacting the office of

the child's school by a phone call or parent note, provided the note and/or the phone call is made or sent no later than the next school day. AR Code 6-18-222(a)(1)(A)

Other examples of excused absences are: when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent of legal guardian stating such reason.

- Death or serious illness in their immediate family;
- Observance of recognized holidays observed by their faith;
- Attendance at an appointment with a government agency (court or other legal proceedings);
- Attendance at a medical appointment (doctor, dentist, counselor, etc.)
- Exceptional circumstances with prior approval of the Interim Principal
- Participation in a school sanctioned/sponsored activity

Additional excused absences shall be granted to allow a student to visit his/her legal guardian who is a member of the military and been called to active duty, is a leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.

Unexcused Absences: AR Code 6-18-201 an excused absence is defined as one in which the student is absent without the parent/guardian's permission or knowledge. Any absences not defined as excused are unexcused. Other absences considered to be unexcused absences include absences such as:

- Absences as a result of suspension from school
- Absences from which documenting is not provided by the required time frame.
- Absences in excess of the four days, per semester, allowed by parents.

Students in grades 9 through 12 with more than (10) ten unexcused absences in any class during the semester may possibly lose credit in that class. As a preventative measure, parents will be notified and called in for a conference when the students has missed five (5) unexcused days, seven (7) unexcused days and nine (9) unexcused days in any class period. At this time, the parent has a right to appeal the school or district administration before reaching the maximum number of days.

Steps

Scholars with five (5) or more absences-notification in writing will be sent home via certified mail and the school will arrange a conference (Student Support Team Meeting) to discuss the absences with the parents/guardians and to inform them that their child's 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 conduct another conference (Student Support Team Meeting) and at this time an attendance contract is put in place.

Scholars with 9 or more absences- the school will conduct a final conference (Student Support Team Meeting) scholar 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).

Before the truancy officer can be notified the steps for the 5th, 7th and 9th absence must occur by the school.

Course credit will also be denied when a student has 10 or more unexcused absences and when the administrative conference has been held, unless the Interim Principal finds there are extenuating circumstances such that to deny credit would be unfair.

A voluntary withdrawal will occur when a scholar misses 20 total absences excused or unexcused or 10 consecutive days without approval from the Interim Principal.

Please notify the school office via phone, email, voicemail, or letter by 8:30 AM if a student must be absent from school for any reason. Upon return to school, the student must submit to the office 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 may be required. Any absence not documented will be considered an "unexcused" absence.

In the case of an absence in excess of three 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 child may have a contagious disease, 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 or other emergency. The student should 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. If you have questions about absences, please contact Kristi McGee, 501-985-1200

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

Excessive Absences: When a student exceeds the number of unexcused absences allowed according to the district's student attendance policy per semester (10 days), the school district shall notify the prosecuting authority, the Drivers Control Office, the Truancy Officer and the student's parents, guardians or persons in loco parentis shall be subject to a civil penalty, not to exceed \$500 plus court costs and fees. However, excessive absences shall not be a basis for expulsion or dismissal of a student but schools can be report excessive absences to the Child Maltreatment Hotline.

Late Arrivals/Early Departures

All students are expected to be at school promptly for the beginning of classes at 7:45 AM and to participate in learning and school activities until 3:45 PM.

Truancy can result in sanctions and legal prosecution of responsible parents/guardians by state authorities.

School Closing

If the Pulaski County Special School District closes 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 of the Pulaski County Special School District Public Schools or advise otherwise using the school's electronic notification system and the School Website.

Homeschool Participation

Jacksonville Lighthouse JLCS may permit a home-schooled student to participate in an interscholastic activity if:

- The home-schooled student reports to JLCS within the first eleven (11) days of the fall or spring semester of the resident school district; AND
- The home-schooled student or his or her parent advises the Interim Principal of JLCS in writing of the student's request to participate in the interscholastic activity before the signup, tryout, or participation deadlines established for students enrolled in the resident school.

The Interim Principal of the JLCS shall permit a home-schooled student to pursue participation in an interscholastic activity of the resident school if the student or the student's parent:

- Before the signup, tryout, or participation deadlines established for the students enrolled in JLCS school, provides to the Interim Principal a notice of the student's desire to pursue participation; AND
- Informs the Interim Principal in the notice that the student has demonstrated academic eligibility

If a home-schooled student's written request to participate in the interscholastic activity is approved under this section, the student

- Shall have an equal opportunity to try out and participate in interscholastic activities without discrimination; AND
- Shall not participate unless he or she meets the criteria for participation in the interscholastic activity that apply to students enrolled in the JLCS, including:
 - Tryout criteria
 - Standards of behavior and codes of conduct
 - Academic criteria
 - Practice times
 - Permission slips, waivers, and physical exams
 - Participation or activity fees

A home-school student who participates in an interscholastic activity may be:

- Required to be at JLCS not more than one (1) period per school day; AND
- Transported by JLCS to and from interscholastic activities as JLCS district transports other students who are enrolled at the school.

Legal Reference: Arkansas Code Annotated § 6-15-501 through § 6-15-509 § 6-18-202 and Acts 2013, No. 1469, § 1.

Gifted and Talented Program

For the purposes of identification, special programming, and intervention, the Lighthouse Academies of Arkansas's definition of *gifted and talented* is consistent with the state of Arkansas' definition:

“Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability” (Gifted and Talented Rules and Regulations: Program Approval Standards).

Identification of gifted and talented students in the Lighthouse Academies of Arkansas is an ongoing process extending from grades K-12, serving at least 5% of the student population. Written identification and placement procedures for the G/T program are available to all stakeholders. A district parent meeting designed to give information regarding the gifted and talented identification process and the criterion for placement is held annually. As pursuant with state rules and regulations, a public announcement is made notifying stake holders of the nomination process. Nominations are accepted from stakeholders such as parents, school personnel, community members, peers, or by self-nomination. Once a student has been nominated, data is collected in a non-discriminatory manner. Multiple criteria are used to determine placement. Placement is made by at least a five member committee consisting of, but not limited to, a G/T Specialist, a counselor, classroom teachers, and the Director of Gifted/AP Programs. Identification procedures are uniformly implemented across the district. Gifted and talented student records remain on file for five (5) years post-graduation.

Identification for Placement in Pre-AP and AP Program (7-12)

Identification of gifted students in grades 7-12 occurs through Pre-Advanced Placement (Pre- AP) committee meetings. Students are screened separately for Pre-AP and AP classes. Students must be nominated for Pre-AP and AP courses by a classroom teacher, parent, or self. Before students are recommended to take Pre-AP and AP courses, test scores and grades are checked to ascertain strength in the subject areas being considered. Students are not excluded from taking Pre-AP or AP courses, but they are strongly encouraged not to enroll in courses for which they are unprepared. Students are recommended separately for individual Pre-AP and AP courses offered at the junior high and high school level. A placement form is sent home to parents which lists course recommendations. Enrollment in the Pre-AP and AP program is generally higher than that of the gifted program.

Identification and placement procedures for the Pre-AP and AP program are explained to parents during registration and during an annual Pre-AP/AP Parent Meeting. Parents must give written permission before a student may enroll in a Pre-AP and AP course. Parents are encouraged to contact their school counselor or the Director of Gifted/AP Programs if they are unsure of the recommendation/placement process for the Pre-AP and AP program.

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
11. Traumatic brain injury

12. Visual impairment

- A referral may be made to the Interim 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 Interim 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.

DISCIPLINING STUDENTS WITH IDEA DISABILITIES

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.

The Individuals with Disabilities Education Act (IDEA) of 2004 gives students with disabilities special due process rights relative to long-term suspensions or exclusion (expulsion) from school. Students with disabilities are not immune from disciplinary procedures, but neither are those procedures identical with those for students without disabilities. Due process will be extended to parents of and/or students with IDEA disabilities prior to any change in the students' education placement or program. After meeting all procedural safeguards, "exclusion from school-based activities" with the provision of an alternative educational setting, rather than expulsion, may be recommended as a disciplinary action for students with disabilities.

The Office for Civil Rights noted that Section 504 provides that a school district cannot discipline a student with a disability for behavior that is a manifestation of his disability if the disciplinary action is a significant change in placement. In this case, expelling the student and assigning him to an alternative school is a significant change in placement. The school district should have conducted a manifestation determination (MD) before disciplining the student and the manifestation determination should be conducted by a team of knowledgeable individuals.

"It is OCR's policy that when the exclusion of a child with a disability is permanent (expulsion), or for an indefinite period, or for more than 10 consecutive school days, the exclusion constitutes a significant change in placement. A series of suspensions that are 10 days each or fewer in duration may create a pattern of exclusion that constitutes a significant change in placement. The determination of whether the series of suspensions creates a pattern of exclusions

that constitutes a significant change in placement must be made on a case-by-case basis. Among the factors considered in determining whether a series of suspensions has resulted in a significant change in placement are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.”

Lighthouse Academies Dress Code

Directions on where and how to order uniforms will be provided during parent/guardian orientation. If you need any assistance, please call Kristi McGee at 501-985-1200.

Uniform Policy and Procedures

Garment	Females	Males
Tops Upper Academy: 5-8	Navy Blue , Lighthouse polo shirt is required even if sweatshirt is worn. Undershirts must be white. Long sleeve white undershirt is fine.	Navy Blue , Lighthouse polo shirt is required even if sweatshirt is worn. Undershirts must be white. Long sleeve white undershirt is fine.
Bottoms Upper Academy	Solid colored Khaki or Navy Slacks/Capri Pants/Shorts/Skirts. Skirts/shorts worn at waist level and must be no more than 2 inches above the knee. No Cargo shorts/pants (Cargo has large pockets on the sides), no jeans, no stretch, and no spandex/leggings can be worn as pants.	Solid colored Khaki or Navy Slacks/Capri Pants/Shorts. Shorts worn at waist level and must be no more than 2 inches above the knee. No Cargo shorts/pants (Cargo has large pockets on the sides), no jeans.
Tops Lower Academy K-4	Navy Blue , Lighthouse polo shirt is required even if sweatshirt is worn. Undershirts must be white. Long sleeve white undershirt is fine.	Navy Blue , Lighthouse polo shirt is required even if sweatshirt is worn. Undershirts must be white. Long sleeve white undershirt is fine.
Bottoms Lower Academy: K-4	Solid colored Khaki or Navy Slacks/Capri Pants/Shorts/Skirts. Skirts/shorts worn at waist level and must be 2 inches above the knee. No Cargo shorts/pants (Cargo has large pockets on the sides), no jeans, no stretch, and no spandex/leggings can be worn as pants.	Solid colored Khaki or Navy Slacks/Capri Pants/Shorts. Shorts worn at waist level and must be 2 inches above the knee. No Cargo shorts/pants (Cargo has large pockets on the sides), no jeans.
Shoes All levels	Must be black, brown, khaki, white, gray, or navy blue, and closed toe. No Sandals are allowed.	Must be black, brown, khaki, white, gray, or navy blue, and closed toe. No Sandals are allowed.

OUTERWEAR	<p>UA Scholars: Lighthouse sweatshirts (Navy Blue and White) and solid Navy Blue and White sweaters can be worn in the classroom or building. Lightweight jackets can be worn to school but must be placed in cubby or locker unless needed for outside use.</p> <p>Sweatshirts with Lighthouse logos can be purchased in the office, only solid plain sweatshirts with no logo can be worn in replacement of LHA sweatshirt.</p>	<p>LA Scholars: Lighthouse sweatshirts (Navy Blue and White) and solid Navy Blue and White sweaters can be worn in the classroom or building. Lightweight jackets can be worn to school but must be placed in cubby or locker unless needed for outside use.</p> <p>Sweatshirts with Lighthouse logos can be purchased in the office, only solid plain sweatshirts with no logo can be worn in replacement of LHA sweatshirt.</p>
Other	<p>-Hats are not allowed.</p> <p>-Backpacks can be utilized to transport educational items to and from school but cannot be used to carry items between classes.</p> <p>-Large Purses/handbags are not allowed in the classroom.</p> <p>-All leggings must be solid white, black , or navy</p> <p>-In all grade levels, a solid black or brown belt must be worn if the bottoms have belt loops. Belt loops may not be removed from bottoms.</p> <p>-Socks may be solid colors of white, black, brown, or navy blue. Socks must be a matching pair of the same color and length</p>	<p>-Hats are not allowed.</p> <p>-Backpacks can be utilized to transport educational items to and from school but cannot be used to carry items between classes.</p> <p>-Large Purses/handbags are not allowed in the classroom.</p> <p>-All leggings must be solid white, black, or navy blue</p> <p>-In all grade levels, a solid black or brown belt must be worn if the bottoms have belt loops. Belt loops may not be removed from bottoms.</p> <p>-Socks may be solid colors of white, black, brown, or navy blue. Socks must be a matching pair of the same color and length</p>
Spirit Dress Code bottoms (all grades)	Scholars who have earned the privilege of spirit dress may choose to wear the following dress items: Jeans (denim blue, denim gray or denim black) , no holes or embellishments.	Scholars who have earned the privilege of spirit dress may choose to wear the following dress items: Jeans (denim blue, denim gray or denim black) , no holes or embellishments.
Spirit Dress Code Tops (all grades)	Scholars who have earned the privilege of spirit dress may choose to wear the following dress items: Any unaltered JLCS shirt, sweatshirt or hoodie or college themed shirt, sweatshirt, hoodie or jersey	Scholars who have earned the privilege of spirit dress may choose to wear the following dress items: Any unaltered JLCS shirt, sweatshirt or hoodie or college themed shirt, sweatshirt, hoodie or jersey

****School Spirit Tops or College tops are only allowed on Spirit days as deemed by Interim Principal.**

Enforcement

1. **First Level:** Parents will ensure that Scholars are in uniform before entering the building each morning.
2. **Second Level:** Teachers and staff member on morning duty should conduct uniform checks as scholars enter the building.
3. **Third Level:** Teachers will conduct uniform checks between 7:45 – 8:00 before students enter class for first period. Teachers should correct violations and assign demerits to students who come to class out of uniform.

The school administrators will conduct regular uniform checks in hallways and common areas. Teachers are expected to monitor uniforms throughout the day. The Administrative and Support staff will support in hallways. Uniform policy must still be followed in lunchroom. Scholars are allowed to wear coats/sweatshirts when outside but not while sitting in the cafeteria eating.

Bullying, Harassment and Intimidation Policy

All Lighthouse Academies schools will support students who have been the victims of bullying. The Interim Principal, Culture Coordinator, DTL and Regional Vice President are also available to assist students.

Cyberbullying

Complaints under this policy may be filed with:

Amanda Crowder, Interim Principal

(acrowder@lhacs.org)

****The minimum consequence for any discipline can range from parent contact to expulsion.**

Non-Discrimination Policy

All members of the school community deserve to learn or work in an environment in which they are treated with dignity and respect. Harassment has no place in our school or on school grounds. Harassing conduct by employees, students, families and community members, at any level, will not be tolerated.

Every student has the right to learn in an environment that is free from harassment and/or discrimination based on color, ethnicity, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, parental status, marital status, homeless status, or disability. All students are guaranteed equal access to educational and extracurricular programs and activities.

Complaints under this policy may be filed with:

Lenisha Broadway, Regional Vice President

(lbroadway@lhacs.org)

All complaints will be investigated and the parties involved will be informed of the outcome. Knowingly made false complaints may result in legal or administrative action against the complainant. No member of the school community may ever retaliate against a complainant.

[Student Telephone/Cell Phone Use Policy](#)

Students are not allowed to use any telephones except in the case of an emergency. Student cell phones must be powered off during the entire school day. Students may neither receive nor make calls on a cell phone during school hours. Text messaging is strictly prohibited during school hours. Violation of this policy will result in the confiscation of the device and return to a parent/guardian. 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 or guardian of the child. Repeated offenses may result in the student not being permitted to even bring a phone to the school.

School Books and Resources

Your child is loaned textbooks for use at no cost. Other learning tools may be loaned to the student as well. Students may not write in their books unless told to do so. All books, equipment and other loaned materials must be returned in good condition at the end of the year. The child's parents/guardians must pay the replacement cost for any book, computer, or other loaned materials that is lost, stolen, or returned to the school in poor condition. Please see Kristi McGee for replacement costs.

Student Records

Every legal guardian is required to complete and submit enrollment forms as part of the registration process. For assistance in completing these forms call the Kristi McGee.

Enrollment: Date of Birth documentation should be established by providing a birth certificate, registrar statement, baptismal certificate, passport, affidavit, military ID or previous school records. Social Security numbers are not required nor made public and students are given the option to be assigned a 9-digit Arkansas Department of Education assigned number when enrolled.

After-School Academics

Your child's school may offer an after-school program. If the program is offered the following rules will apply: If a student stays after school, it is the parent/guardian's responsibility to provide transportation pick-up at **add time here P.M.**

Saturday SHINE Academy

A scholar may be required to serve Saturday Shine Academy for any behavior that is inappropriate or disruptive to his/her learning of other scholars. All decisions regarding Saturday Shine Academy will be made by the Interim Principal or the Director of School Culture/Shine Coordinator or Designee.

Duration: 3 hours

Time: 7:45am – 10:45 am (designated Saturdays)

Place: JLCS Library

Pick up: Scholar's parent/guardian will be responsible for picking up scholar promptly after Saturday School Academy

The school will notify a scholar's parent/guardian of the date and time Saturday School Academy must be served. Attending the assigned session is not optional. In the event a scholar is unable to attend an assigned session, the parent/guardian must notify the staff member who issued the consequence and the building Interim Principal within 24 hours prior to the session start time.

***If scholar does not or is unable to attend an assigned Saturday Academy session, they will be required to make up the required 3 hours of the session. Make-up sessions will be arranged between the staff member who initially assigned the session and the parent/guardian, and may occur before school, after school, or on a following Saturday.**



Extracurricular Activities

- Sports (Dance)
- Clubs (Student Council, Newspaper, Art,)

Awards and Celebrations

We celebrate the members of our school community in a variety of ways.

List: Town Hall, Academic Recognition Ceremonies, Public Performances

Summer School

We offer a summer program for students who need additional time to master the curriculum. JLCS offers 5th Quarter free of

charge. During the final quarter of the year, families will be notified about mandatory 5th Quarter or other summer school opportunities for their child.

Food Service

We offer a breakfast and hot lunch service. Students who eat breakfast at school should report to the Multipurpose Room upon arrival, but no later than 7:45am.

At the beginning of the school year, an application will be sent home with your student. Applications will be processed as they are returned to the school. For questions about required forms and lunch charges, please contact the Child Nutrition Coordinator.

LIGHTHOUSE ACADEMIES GRADING POLICY

1.02 These Rules are enacted pursuant to the State Board of Education's authority under Arkansas Code Ann. § 6-11-105 and Ark. Code Ann. § 6-15-902 and Act 2152 of 2005.

All grades are based on educational goals only.

Placement

Students admitted to Jacksonville Lighthouse Charter School JLCS (transferred or newly enrolled) from an accredited school will be appropriately placed in the same grade the student would 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 e-School. 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.

In grades 5-8, students at JLCS are taught via the Smart Core curricular programs guided by Arkansas Smart Core standards (Appendix). Due to the unified, common reporting demands from Arkansas Department of Education, JLCS has a grading policy which defines the make-up of each student's grade.

Lighthouse Academies Final Grade Setup

Grading Scale – Letter Grades

A= 100-90 (4 points)

B = 89-80 (3 points)

C = 79-70 (2 points)

D = 69-60 (1 point)

F = 59 and below (0 points)

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.

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) LinkIt Quizzes
 - b. A minimum of 3 Tests and/or Quizzes
 - c. A minimum of one (1) Homework grade/week
 - d. A weekly Participation grade
 - e. Project-based assessment (1)

- f. Mid-quarter Progress Reports should be distributed to parents at the end of the 5th week of each quarter. Report Cards should be distributed to parents each quarter.

Academic Improvement Plans

AIPs/IRIs will be administered to students in grades 1-12 who score below Proficient on state assessments/End of Course exams. These identified students are required to participate in the school based remediation program. Failure to participate will result in the student being retained or loss of course credit. If a student fails a credit course they must participate in one of the credit recovery programs options offered through JLCS.

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.

Scholars who are recommended 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 Interim Principal.
- By February 15, the building level support team, consisting of the Interim Principal, psychologist/ counselor, teacher, and others convene to discuss the recommendation. If retention is being considered, the team must determine that all RTI interventions were in place and the school has been afforded all opportunities to be successful. 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 Interim Principal.
- The Interim Principal makes the decision.
- The parent/guardian is informed no later than May 31.

Scholars who are retained will:

- Be given an opportunity to attend summer school to make up any loss credit due to attendance, discipline or academic performance.
- Have a learning plan developed for the next school year with intensive supports.

Healthy Snack Guidelines

Beverages

- Milk: 1% and fat-free
- Soy Milk: Not flavored
- Juice drinks that are all natural *No sugar added, No other additives
- 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
- Trail Mix Bars: Fruit and Nut
- Fruit Leathers: All natural
- Fresh Fruit
- Granola bars
- Graham crackers
- Peanut Butter and Jelly
- Pita Chips
- Pretzels
- Popcorn
- Fresh Vegetables
- Nuts
- Raisins
- Rice cakes
- Saltine crackers
- Trail Mix
- Oyster crackers
- Multigrain bars
- Non-Fat Yogurt

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.

POLICY ON HOMELESS STUDENTS

1. Any school age eligible child who is a resident of the geographic area that the school is authorized to serve, or is homeless in this area may complete an enrollment form for administration the Jacksonville Lighthouse Charter Schools. If there are no openings at the Jacksonville Lighthouse Charter School applicants are placed on a waiting list in the order in which the enrollment forms are received.
2. When an opening exists applicants are admitted in the order from the waiting list as soon as the required application form is completed and required documents are submitted, except in the case of a homeless student.
3. Homeless students are admitted as soon as an opening exists. The school's designated homeless student liaison¹ will work with the student, guardian or representative to complete the required forms and provide the required documentation. Homeless students are entitled to receive the same programs, services and support as other students enrolled in the school.
4. Should a student become homeless while enrolled in the school, the student will continue to receive the same education program, services and support to the same extent as other students enrolled in the school.
5. In the event of a dispute exists between a homeless student, guardian or representative and the school administration, the education program, services or support as it directly relates to the child being homeless then the following dispute resolution procedure will apply.
6. The matter will be referred to the school's designated homeless student liaison.
 - a. The school's liaison will meet with the student, guardian or representative to discuss the matter.
 - b. The school's liaison will give the student, guardian or representative the Homeless Child Dispute Resolution Form to complete and provide assistance as needed to complete the form.
 - c. The school's liaison will work with other school officials and community agencies to develop alternative solutions and present these to the student, guardian or representative.
 - d. If a solution is agreed to the parties shall complete that section of the form, sign and date it.
 - e. If a solution is not agreed to the student, guardian or representative may appeal the dispute to the state designated agency.

In Jacksonville Lighthouse Charter School, the appeal may be filed with the Board of Directors

¹ The designated homeless student liaison is the Family Coordinator or other person designated by the Interim Principal.

Homeless Child
Dispute Resolution Form

Name of school: _____

School Liaison: _____ Telephone _____ Email _____

Name guardian of representative: _____

Contact information: _____

Homeless Student (s) Name: _____

Describe the dispute in question:

Proposed Solution:

Results of dispute resolution (Check one):

- Proposal is accepted.
- Alternative solution is accepted (Specify).

- No solution has been accepted.

Signature of guardian or representative

Date

Signature of school liaison

Date

Signature of homeless student

Date

SMART CORE/CORE COURSE SEQUENCE

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign the *Informed Consent Form* to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. The signed *Informed Consent Form* shall be attached to the student's permanent transcript. *Informed Consent Forms* are required to be signed prior to registering for seventh grade classes, or if enrolling in the district for seventh through twelfth grade classes. 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.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admissions to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every year to determine if changes need to be made to better serve the needs of the district's students.

Sufficient information relating to Smart Core and the districts graduation requirements shall be communicated to parents and students to ensure their informed understanding of each.

All employees required to be certified as a condition of their employment shall receive training regarding this policy so that they will be able to help successfully implement it. In subsequent years, administrators, or their designees, shall train newly hired employees, required to be certified as a condition of their employment, regarding this policy.

GRADUATION REQUIREMENTS

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation is to be earned from the following categories. A minimum of 22 units is required for graduation for students participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

SMART CORE: Sixteen (22) units

(Act 1280 of 2013)

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so. The form is available and can be picked up in the office.

SMART CORE CURRICULUM

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units

An option is 3 units of math and 1 unit of Computer Science*. However, at least one MATH unit must be taken in Grade 11 or Grade 12.

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
 - Algebra II
- Fourth math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.

Science – 3 units with lab experience

An option is to take 2 units with lab experience and 1 unit of Computer Science*.

- Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)
 - Physical Science, Chemistry, or Physics – 2 units

Social Studies – 3 units

- Civics - $\frac{1}{2}$ unit
- World History - 1 unit
- U.S. History - 1 unit
- Other social studies - $\frac{1}{2}$ unit

Required Courses - $2\frac{1}{2}$ units

Oral Communications – $\frac{1}{2}$ unit

Physical Education – $\frac{1}{2}$ unit

Health and Safety – $\frac{1}{2}$ unit

Economics – $\frac{1}{2}$ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – $\frac{1}{2}$ unit

Career Focus – 6 units

*Computer Science – (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate.

SMART CORE: Sixteen (22) units

(Act 1280 of 2013)

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation may result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. By signing this Smart Core Waiver Form (obtained in the school office), you are waiving your student's right to Smart Core and are placing him or her in the Core Curriculum.

CORE CURRICULUM

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units

(or 3 units of math and 1 unit of Computer Science)*

- Algebra I (or Algebra A & Algebra B - each may be counted as one unit of the 4 unit requirement)
- Geometry (or Geometry A & Geometry B - each may be counted as one unit of the 4 unit requirement)

(All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units

(or 2 units with lab experience and 1 unit of Computer Science)*

• Biology - 1 unit

(All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

- Physical Science, Chemistry, or Physics – at least 1 unit
- Other ADE approved science

Social Studies – 3 units

- Civics - $\frac{1}{2}$ unit
- World History - 1 unit
- U.S. History - 1 unit
- Other social studies – $\frac{1}{2}$ unit

Oral Communications – $\frac{1}{2}$ unit

Physical Education – $\frac{1}{2}$ unit

Health and Safety – $\frac{1}{2}$ unit

Economics – $\frac{1}{2}$ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – $\frac{1}{2}$ unit

Career Focus – 6 units

**Computer Science – (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.*

(Comparable concurrent credit may be substituted where applicable.)

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate.

Parental Involvement Plan Summary

Goal 1: How will the LEA foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement?

The parent involvement program of JLCS shall:

- involve parents, staff and students at all grade levels in a variety of roles
- include a family coordinator
- Recognize communication between home and the District should be regular, two way and meaningful.

Goal 2: How will the district provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement?

- JLCS conduct ongoing site visits to observe parental involvement practices. Kristi McGee CFCP 501-985-1200

Goal 3: How will the district build the school's capacity for strong parental involvement?

- The District and its schools may plan and engage in other activities determined by them to be beneficial in the fostering of effective communication with parents

Goal 4: How will the district conduct, with the involvement of parents, ongoing evaluations of the content and effectiveness of the Parent Involvement Policy as it relates to strategies for increasing parental participation and identifying barriers to greater participation?

- The Jacksonville Lighthouse Charter Schools District shall review and update the District Parent Involvement annually

Goal 5: How will the district involve parents in the joint development of the district Title I Application under section 1112 (ACSIP)?

Parents and family members will be recruited to serve on district ACSIP committee to develop the Title I application and to review the ACSIP parental involvement piece. This group will be led by Lenisha Broadway, Regional Vice President of Lighthouse Academies. A meeting will be held by September 15, 2016 to review and discuss this important information.

Forms to Return to Your School

Acknowledgement of Receipt: Scholar and Family Handbook

My signature indicates that I have received and reviewed the Lighthouse Academies Scholar and Family Handbook.

Scholar Name (Print):

Scholar Grade Level:

Scholar Signature:

Date:

I have reviewed the Lighthouse Academies Scholar and Family Handbook with my child and will reinforce what is expected of him or her at school..

Parent/ Guardian Name:

Parent/ Guardian Signature:

Date:

Receipt of Technology Acceptable Use Policy

As a student user of the Lighthouse Academies' electronic communications systems, I understand and agree to fully abide by the Technology Acceptable Use Policy found in this booklet. Should I violate this agreement, I understand that I may be subject to disciplinary action and/or appropriate legal action and my access privileges may be revoked.

Scholar Name (Print):

Scholar Signature:

Date:

I have reviewed the Technology Acceptable Use Policy with my child and understand that my child and I may be held responsible for violations. I accept responsibility to assist in conveying the standards for students when using Lighthouse Academies' electronic communications systems.

Parent/Guardian Signature:

Date:



LHA 2016-17 School Compact Receipt

My signature indicates that I have reviewed the Lighthouse Academies School Compact of the Scholar and Family Handbook and agree to be a partner with Lighthouse Academies in upholding the details of the agreement.

Parent/ Guardian Signature:

Date:

Scholar Signature:

Date:

On behalf of the staff,

Interim Principal Signature: *Amanda Crowder*

Date:

FERPA: Directory, Information, Certain Use of Photo/Video

: Lighthouse Academies Academic Year

If you do not want the school to disclose Directory Information from your child's education records without your prior written consent, you must notify the School.

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:

Scholar's Date of Birth:

Scholar's Grade:

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 website and on an internal website accessible only to LHA staff in schools.

OR

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 or Eligible Scholar (18 or older):

Signature:

Date:

Appendix

SMART CORE INFORMED CONSENT FORM

Name of Student: _____

Name of Parent/Guardian: _____

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- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II
- Fourth math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics,

Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

- Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

• Physical Science, Chemistry, or Physics – 2 units

Social Studies – 3 units

• Civics - ½ unit

• World History - 1 unit

• U.S. History - 1 unit

• Other social studies - ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

***Computer Science – (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer**

Science may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing the Smart Core Curriculum for my child.

Parent/Guardian Signature: _____ Date: _____

School Official Signature: _____ Date: _____

Arkansas Department of Education— May 19, 2015

