



LIGHTHOUSE ACADEMY

A safe harbor creating hope through academic success in spite of life's storms.

PARENT/STUDENT HANDBOOK

Waalkes

1501 Cedar Ave
Grand Rapids, MI
49503



Core Values

Openness – Honesty – Respect – Diverse – Compassionate – Committed – Forgiving

Lighthouse Academy - Waalkes
2021-2022 Calendar

LIGHTHOUSE ACADEMY BOARD OF DIRECTORS

The Lighthouse Academy Board of Directors have been invited to serve and have been approved through an application and ratification process:

Executive Members

Bob Van Wieren
President

Peter VanGeldren
Vice President

Greg Lambert
Secretary

Aaron Toffoli
Treasurer

Additional Members

Dr. Brenda King
Director

Angela Bunn
Director

Todd Penning
Director

EDUCATIONAL SERVICE PROVIDER

Integrity Educational Services (IES) is the education services provider for Lighthouse Academy. The mission is to provide support services for schools that strive for excellent, relevant and inclusive educational services. IES is staffed by the following staff:

Heidi Cate
Superintendent

Amanda Shyne
Grant and Systems Specialist

Leslie Cummings
Executive Director of the School Business Office

Kaylee Mesbergen
Human Resource Generalist

Chip Jenkins
Director of Special Education

Jenna Roberts
Pupil Accounting Coordinator

Holly McCart
Speech and Language Pathologist

Steve Manett
Accountant

LIGHTHOUSE ACADEMY HISTORY

Throughout this community, at-risk teens who are expelled, court involved, or who have special education needs face a bleak and uncertain future in our traditional educational system.

Originally opened in January 2005 as a private program and expanding as a charter school in 2008, Lighthouse Academy is a unique and innovative school reaching out to teens who've run out of educational options. There are no tuition or enrollment fees. Lighthouse Academy is a unique and innovative school of second chances.

Lighthouse Academy's initial student body totaled 17 when the doors first opened in 2005. Since then, Lighthouse Academy has grown from a one-room school to having six campus locations throughout Kent County, educating over 1200 students each year.

Lighthouse Academy graduates go on to enroll in colleges, the military, and/or to obtain self-sustaining jobs.

EDUCATIONAL PHILOSOPHY

Lighthouse Academy believes that students and their families deserve an educational environment that takes into consideration their individual strengths and needs. Teaching will be rigorous, relevant to everyday life, and based on relationships that are built on mutual respect and that foster learning and success.

PROGRAM COMPONENTS

Lighthouse Academy utilizes the following components to educate and support the whole student:

State and Federally Aligned Curriculum
Student Achievement Measured through
Adaptive Assessments
Advising
Tutoring
Job Skill Development
Career & College Counseling
Case Management and Therapy Services

Individualized Student Learning Plans
Holistic Learning Environment
Positive Behavior Intervention System
(PBIS)
Multi-Tiered System of Supports
(MTSS)
Restorative Justice
Trauma Informed School Model

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SECTION I - GENERAL INFORMATION

ANTI-BULLYING POLICY

The Lighthouse Academy (LA) board of directors recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of directors prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior

Thus, Lighthouse Academy has adopted this policy pursuant to subsection (1) of Act 241:

- (a) The LA board of directors prohibits the bullying of any pupil attending the school.
- (b) The LA board of directors prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying.
- (c) The LA board of directors further maintains that all pupils are protected under the policy and that bullying is equally prohibited without regard to its subject matter or motivating animus.
- (d) The LA board of directors identifies the school principal as being responsible for ensuring that the policy is implemented.
- (e) This policy is to be publicized by including information about the policy and anti-bullying programs at the school through school newsletters and parent meetings.
- (f) LA has procedures for providing notification to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying. These procedures include the referral of any acts of bullying to the Responsibility Thinking Advisors, school guidance counselor, and/or school social worker to address the issue.
- (g) If the procedure identified above is not followed properly as stated, a prompt investigation of a report of violation of the policy or a related complaint will be made to the principal or the principal's designee as the person responsible for the investigation.
- (h) Through the annual state behavior and discipline reporting process, LA will document any prohibited incident that is reported and a procedure to report all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the board of directors of the public school academy on an annual basis.

BUILDING STAFF

Administration

Lucas Yax
*Assistant Superintendent of Residential and
Juvenile Justice School Programs*

Matt Milanowski
Interim Building Leader

Teaching Staff

MaryRuth Ciobanu
Science and Special Education

Ernest Moose
Mathematics

Jill Hinsch
English

Lisa Ott
History

Scott Luechtmann
Physical Education

Support Staff

Kaitlyn Zylstra
Paraprofessional

Keri Sovereign
Paraprofessional

Sandra Choffel
Student Advocate

Amy Jackson
School Social Worker

Karen Conover
Office Manager

Nicole Young
Teacher Consultant

Marci Jenkins
Paraprofessional

Tom Standel
Transitions Coordinator

Tammi Walker
Paraprofessional

CONTROL OF CASUAL CONTACT COMMUNICABLE DISEASE AND PESTS

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school’s professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest such as lice. Specific communicable diseases include the following: diphtheria, scarlet fever, strep infections, whooping cough, mumps, pink eye, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will be for only the contagious period as specified in the school’s administrative guidelines and with the guidance of the Health Department.

Parents/guardians are asked to notify the office if their child has contracted a communicable disease. The school is obligated to communicate to other families and students the possibility that they may have been exposed to a communicable disease.

DAILY SCHEDULE

Class Period	Regular Times (M, Tu, Th, & F)	Early Release Times (W)
1st Period	8:00am - 9:00am	8:00am - 9:00am
2nd Period	9:00am - 10:00am	9:00am - 10:00am
3rd Period	10:00am - 11:00am	10:00am - 11:00am
4th Period	1:00pm - 2:00pm	1:00pm - 2:00pm
5th Period	2:00pm - 3:00pm	2:00pm - 3:00pm
6th Period	3:00pm - 4:00pm	No Class; Early Dismissal

The period from 11:00am - 1:00pm does not allow for school interaction with students. School staff use this time for planning and lunch.

DIRECTORY INFORMATION

The Family Education Rights and Privacy Act (“FERPA”) requires that the Academy, with certain exceptions, obtain the written consent of the parent or guardian of a student prior to the disclosure of personally identifiable information from their child’s education records. However, the Academy may disclose appropriately designated “directory information” without written consent, unless you have advised the Academy to the contrary in accordance with Academy

procedures. The primary purpose of directory information is to allow the Academy to include this type of information from your student's education records in certain school publications. Examples include:

- A playbill showing your student's role in a drama production
- The annual yearbook
- Individual or group recognition of achievement and /or accomplishments
- Graduation programs
- Sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want the Academy to disclose directory information from your child's education records without your prior written consent, you must notify the Academy in writing by the end of the first week of the school year. The Academy has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photograph/video/DVD
- Honors, awards, and other recognitions
- Classroom or unit designation

Legal Ref.: Section 9528 of the ESEA (20 USC §7908), as amended by the No Child Left Behind Act of 2001 (PL 107-110); the Education Bill; 10 USC §503, as amended by §554; the National Defense Authorization Act for Fiscal Year 2002 (PL 107-107); Family Education Rights and Privacy Act of 1974, 20 USC §1232g.

EQUAL EDUCATION OPPORTUNITY

It is the policy of Lighthouse Academy to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin while at the Academy or an Academy

activity should immediately contact the Principal. Complaints will be investigated in accordance with the administrative guidelines. Any student making a complaint or participating in an Academy investigation will be protected from any threat or retaliation. The Principal can provide additional information concerning equal access to educational opportunity.

IMMUNIZATIONS

Students must be current with all immunizations required by law, or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waiver, School Leaders may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to a staff member in the school office.

INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the Academy's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is required by Federal (IDEA) and State law. Contact the Principal to inquire about evaluation procedures and programs. The Principal is the Section 504 Coordinator.

INFORMATION PROVIDED TO MILITARY

Two federal laws require that the Academy provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings. If you do not want the Academy to disclose this directory information from your child's education records without your prior written consent, you must notify the Academy in writing by the end of the first week of the school year.

LANGUAGE

Conversations must be clean, non-violent, non-offensive, and not negative toward race, gender, sexual orientation, or appearance as determined by staff.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of an Academy. It is, therefore, the policy of Lighthouse Academy that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the Academy. Parents should contact the Principal to inquire about procedures and programs offered by the Academy.

MANDATORY REPORTING POLICY

Protective Services/DHS

Michigan's Child Protection Law requires that any mandated reporter (which includes Lighthouse Academy staff members) who “has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report to Children’s Protective Services of FIA, in the county in which the alleged abuse or neglect occurred. A written report must be made within 72 hours of the oral report to CPS, using form FIA-3200 ("Report of Suspected Child Abuse or Neglect”).”

MEDICATION

The following definition of “medication” is adopted for use at Lighthouse Academy: Medication includes prescription, non-prescription, and herbal medications that are taken by mouth, inhaler, or injection; applied as drops to the eyes or nose; or applied to the skin. Oral medication may be administered to students by school personnel according to the following conditions: The parent/guardian has submitted a written request to the school to give medication following label directions, and has brought the medication (in original pharmacy bottles) directly to the teacher/social worker. Parent may give permission using the Medication Use Form for student to receive Tylenol if necessary. If student needs to take over-the-counter medication, parent must drop off medication in the school office with a note and pick up medication at the end of the school day. Failure to follow this policy will lead to discontinuation of medication being distributed at school.

Unsupervised use of an inhaler is allowed with physician authorization and parent/guardian permission. These students should be instructed by their parents to notify their teacher each and every time they use their inhaler so that frequent use can be communicated to the parents/guardians.

Parents/guardians of students who need an Epi-Pen must contact the school office at the beginning of each school year to institute a medical plan.

Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan are included under the policy and procedures that govern the administration of medications. Note: The policy and procedures do not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

PARENT AND OTHER STUDENT SUPPORT INVOLVEMENT

Our school promotes a strong partnership with the Student Support Team (SST), which is defined as parents/guardians, probation officers, case workers, or counselors (as applicable). Teachers use a variety of means to connect with the SST in order to assist with any barriers that may come up in regards to communication. For example, mailings are sent every marking period, but the SST is also encouraged to connect with the advisory teacher via e-mail or phone about any concerns or needs. The advisory teacher acts as a central communication link for the SST about the student and his/her needs. Lighthouse Academy also employs other methods to engage parent/guardians, including mail, phone, e-mail, and/or special behavior contracting meetings.

Lighthouse Academy staff recognizes the significance of SST participation in accomplishing high levels of student academic achievement. Staff is committed to fostering and supporting active participation of the SST.

- Our school has established programs and practices that enhance SST involvement and reflect the specific needs of students and families. These include:
- An active parent representation on the School Improvement Team that meets quarterly
- A family handbook that is distributed to all parents
- Bi-annual parent newsletter that details current happenings, as well as information on how to be involved and to support student learning
- Classrooms that are always open for parent visits
- An annual parent survey that gathers information about parent satisfaction and suggestions for improvement

PESTICIDE NOTICE

The Academy is required by Michigan Regulations 637, Rule 14, PA 171 to maintain an effective pest control program for our buildings. As part of an effective pest management program, school buildings and grounds may be treated as needed to control or eliminate pests. The least hazardous methods will always be incorporated to remove pests as per the Michigan Pesticide Control Act. Under most circumstances, chemical treatments will be a last resort. When pesticides are used, a notice will be posted on the front door of the school and in the school newsletter. If you would like to request prior notification of the application of pesticides

or herbicides, please see the school office. However, pesticides may be used in an emergency situation without advance notice. In such a case, we would make every effort to inform all affected parties. If you have any questions or wish to review the school's integrated pest management plan or records of pesticide applications, please contact the Principal.

POLICE INVOLVEMENT

The assistance of police agencies may be requested when a student:

- Is assaultive.
- Refuses to leave the building when requested to do so by school personnel.
- Does physical damage to the environment.
- Commits an apparent illegal act.
- Runs away.
- Is reasonably suspected of having a weapon on his/her person or in his/her vehicle located on the property.

Generally, when police involvement is requested by school authorities, a formal complaint will be filed. Once this action has been taken, the complaint will not be withdrawn. The initiation of police involvement must be approved by the Principal.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

Lighthouse Academy is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the Academy's Preparedness for Toxic Hazard and Hazard Policy and asbestos management plan will be available for inspection at the school office upon request.

SAFETY DRILLS

The school complies with all fire safety laws and will conduct fire, tornado, and lockdown drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who will be responsible for safe, prompt, and orderly evacuation of the building.

SCHOOL CLOSING AND DELAYS

At times, Lighthouse Academy may close or delay school due to inclement weather or on other rare occasions. The decision to delay or cancel school will be posted on the major TV and radio stations in the Kent County area under "Lighthouse Academy." If the school district in which the

student resides has delayed or canceled school, the parent/guardian may call the school office to indicate their student is staying home from school that day, and this absence will be considered excused.

SELECTIVE SERVICE REGISTRATION

Male students age eighteen (18) or older are required by law to register for the Selective Service.

SEXUAL HARASSMENT

The Academy is committed to providing for its students an educational environment that is respectful of human dignity and free from sexual harassment. Abuse of the dignity of any student by means of sexist slurs, or sexually-oriented obscene, lewd, vulgar, unwanted, offensive, or indecent language will not be tolerated. Sexually derogatory or objectionable conduct, including but not limited to unwanted or offensive touching and physical contact will also not be tolerated.

Any student who feels he or she is being sexually harassed by any other student or students shall report such incidents to a teacher, counselor, school psychologist, school social worker, or School Leader. Such reports shall be reported to and investigated by the Principal. Any student who is determined to have committed sexual harassment will be subject to disciplinary action, based upon the severity and frequency of the offense(s).

SPECIAL EDUCATION

If a special education student is recommended for Lighthouse Academy, an Individualized Education Program (IEP) team meeting must be held. A representative from the student's resident district should attend and provide input regarding the student's educational needs. The IEP team will determine whether goals/objectives, accommodations, and/or related service support are needed for the student to progress in the general education curriculum.

STANDARDS OF CONDUCT

All students will be expected to sign a contract upon enrollment and to fulfill the following commitments:

1. I realize that **bigotry and hatred is wrong** no matter to whom it is directed. I agree not to engage in racism either by my actions or by my words while enrolled at Lighthouse Academy.

2. I realize that the **use of alcohol and drugs and non-prescription drugs** will not be tolerated at Lighthouse Academy. I agree not to use any drugs or alcohol before school, during school hours, at lunch, or at any other school events. I understand that it is illegal to smoke less than 500 feet from school grounds. I agree to respect the law and the school grounds by observing this guideline.
3. I realize that **open displays of affection and sexually explicit language** or innuendoes are not conducive to a productive learning environment. I will refrain from such behavior while at Lighthouse Academy or while attending any school functions.
4. I will demonstrate **respect to the faculty** of Lighthouse Academy as indicated by my non-hostile obedience to their directives and requests. I will show **respect to my fellow students** by not fighting or gossiping.
5. I appreciate the organization that owns the **school building and grounds** in which I attend. I will not damage this property in any way. I understand that I am subject to disciplinary action and payment for damages if I do so.
6. I will sincerely attempt to change my **language habits** and reduce my profanity. I understand that the faculty will encourage me to use better language if I swear. I realize that I am subject to disciplinary action if I curse at a staff member or continually exhibit profanity.
7. I realize that **consistent attendance** is necessary for academic progress. Excessive tardiness (including all class periods throughout the day) or absences will require a conference with parents and/or possible disciplinary action. Truancy may be reported to the proper authorities as appropriate and necessary.
8. I have a bright future. I do not want to jeopardize it by a rash and senseless act of **violence**. I realize that if I initiate or perpetuate a fight or other acts of violence, I am subject to discipline. I also understand that bringing a firearm or other weapon to school may result in expulsion.
9. I must **dress appropriately**. No gang-related clothing, no sagging, no hats, no do-rags, no profane or alcohol/drug-related clothing or jewelry, no spikes or studded jewelry, and no chains may be worn. A plain blue or white shirt or Lighthouse Academy logo wear must be worn as the top layer of clothing (shirt or hoodie) at all times. The student ID must be worn around the neck and be visible at all times. Shorts must be mid-thigh. I understand that I will be sent home to change if the faculty determines my dress to be inappropriate.

10. I will exhibit **proper classroom behavior** in order to provide my fellow students and myself the best possible opportunity to learn. I understand that disruptive and inappropriate behavior will not be tolerated. If misbehavior continues, I will be subject to disciplinary measures.

11. I will do all the **work** assigned by my teachers in all my classes. I will complete my work promptly. I will take notes as needed in class and study hard for all my tests. I understand that if I refuse to do my work or turn in below-standard and incomplete assignments, I will be subject to disciplinary measures.

12. I understand that the faculty is here to educate, advocate, and encourage mature and thoughtful behavior. They represent authority in the school setting. I understand that the contents and terms of this contract and the judgment of the faculty in their interpretations are not negotiable.

STUDENT ACCIDENT INSURANCE

Student accident insurance is **not** available. It is recommended that parents carry a family insurance plan.

STUDENT RECORDS

Lighthouse Academy maintains many student records, including both directory information and confidential information. Educational records of students at Lighthouse Academy are safeguarded by policies of federal legislation entitled Family Educational Rights and Privacy Act of 1974 and Michigan law. Parents/guardians and/or students eighteen years of age or older who wish to read the educational record should contact the school office.

When transferring student records, school officials are required to transmit disciplinary records, including suspension and expulsion actions against the student.

STUDENT RIGHTS

The school complies with all fire safety laws and will conduct fire, tornado, and lockdown drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers, who will be responsible for safe, prompt, and orderly evacuation of the building.

STUDENT SUPPORT SERVICES

Student Advocate

Students access the Student Advocate for personal counseling, academic counseling, testing, test interpretation, career information and planning, college applications, and special program opportunities.

Social Work Office

The Social Work Office provides consultation, collaboration, and advisement services to students, their family members, and school staff regarding students' social, emotional, and behavioral status impacting learning, development, mental health, and school success. The Social Work Office is responsible for the identification of issues that may interfere with student development, learning, and school success. Duties may include providing instruction and modeling to student, parent, and school staff in the implementation of effective behavior intervention strategies and techniques. The Social Work Office provides liaison, coordination, and case management services with schools, families, and other resources to influence positive school outcomes for students. Additional services include crisis prevention, planning, and intervention, including assessments of the impact of trauma on development, learning, and school performance.

Transitions Office

Students access the Transitions Office to help identify, prepare, and use the skills to be successful during high school, after high school, and into the workplace. We offer support in attaining job skills, identifying careers, selecting and applying to colleges, and planning for the future. Students can explore vocational training. They receive additional support through the Workforce Investment Act program. We are partnering with local businesses to give students opportunities to learn job skills and to be successful in the workforce.

STUDENT WELL-BEING AND EMERGENCY INFORMATION

Student safety is a responsibility of the staff. All Lighthouse Academy staff are familiar with emergency procedures such as fire and tornado drills, lockdown procedures, and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

All students must have emergency contact information completed and filed in the school office. A student may be excluded from school until this requirement has been fulfilled. If your daytime

phone number changes anytime during the school year, please promptly notify the office. We need to reach you as quickly as possible if an emergency occurs.

SEXUAL BEHAVIOR, COMMENTS, ETC.

No sexually-related behavior or comments will be tolerated. They will be dealt with on an individual basis. No public displays of affection (PDAs). Demonstration of one's affection toward another person has an appropriate time and place. PDAs should be limited to those types of displays that are deemed appropriate by staff as proper decorum in a school setting. Displays of affections such as kissing, extensive embracing, sitting on someone's lap, or any contact that may be considered sexual in nature will not be allowed on Academy grounds, in Academy vehicles, or at any Academy-sponsored event/activity. Excessive displays of affection may result in suspension from school, or possibly expulsion.

TEACHER QUALIFICATIONS

All of the teachers at Lighthouse Academy are properly certified and are teaching in the areas that they are certified to teach. Each teacher holds a minimum of a bachelor's degree and a valid State of Michigan Teaching Certificate. The Lighthouse Academy teachers are all considered highly qualified in accordance to the No Child Left Behind Requirements for Highly Qualified Teachers. Any parent who wants to know the particular teacher qualifications of his/her child's teacher(s) can contact the Principal at any time.

VOLUNTEERS

Volunteers are important to the school. Volunteers of the school are to be treated with the same respect as staff.

WORK PERMITS

Any student wishing to obtain the necessary paperwork to receive a work permit should make a request to the school office.

OTHER INFORMATION

Please contact our main school office if you have any questions or concerns.

SECTION II - ACADEMICS

CLASS PLACEMENT

Class placement is based on the total number of credits a student has earned during high school by the start of the current school year.

Freshman	0 to 4 credits
Sophomore	4.5 to 8.5 credits
Junior	9 to 13 credits
Senior	13.5 credits & above (16.5 total credits needed to graduate)

COLLEGE ADMISSION REQUIREMENT

It is recommended that applicants to competitive colleges successfully complete the following high school program, including as many Advanced Placement (AP) offerings in each subject as possible:

- 4 years of English
- 4 years of Mathematics
- 4 years of Social Studies
- 4 years of Science
- 2 years (minimum) of Foreign Language

CREDIT RECOVERY

Opportunities for credit recovery will be provided on an as-needed basis. These opportunities may include working on past assignments, taking/retaking assessments, or completing projects to prove student understanding of the Michigan Merit Curriculum for their specific course. Please see the Principal for additional information on such options.

COURSE GUIDE

English Language

Middle School Language Arts: Students develop skills in grammar, vocabulary, reading, and writing, including the use of increasingly advanced literature and writing prompts.

Middle School Reading: Students develop skills in vocabulary and reading, including the use of increasingly advanced literature.

Middle School Writing: Students develop skills in grammar and writing, including the use of increasingly advanced writing prompts.

Middle School ELL English: Students' individual needs in literacy are addressed through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Students in this class will develop reading skills to respond to multiple text types, and determine personal and universal themes and offer opinions or solutions; connect personal knowledge, experiences, and understanding of the world to themes; retell through concise summarization grade-level narrative and informal text; analyze global themes, universal truths, and principles within and across texts; analyze the structure, elements, features, style and purpose of informal genre (newspapers); analyze organizational patterns including chronological sequence, compare/contrast and cause/effect; and use structural, syntactic, and semantic analysis to recognize unfamiliar words in context. There would be a large emphasis made on academic vocabulary. They will also know how to: analyze main idea, significant details, fact and opinion, bias, and propaganda, paraphrase a speaker's main ideas, purpose, and point of view.

*READ 180 and System 44 may be used as support materials within this course.

English 9 (A, B): 1 Credit Students strengthen grammar, writing, and vocabulary skills using a variety of literature sources. They explore literature with the goal of increasing their love of it.

ELL English: .5 Credit Students' individual needs in literacy are addressed through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

*READ 180 and System 44 may be used as support materials within this course.

English 10 (A, B): 1 Credit Students continue to build on their skill set developed in English 9 using American Literature sources. They develop their writing skills through a variety of experiences.

English 11 (A, B): 1 Credit Students practice responding to American and World Literature pieces in discussions and writing. They build their skills in pre-writing, editing, and revising skills.

English 12 (A, B): 1 Credit Students continue to use skills developed in English 9, 10, and 11 in this course. They explore literature critically, focusing on social impact and their role as global citizens. In addition to critical reading, students also build on their writing by gaining experience in analysis and evaluation.

Foundations English: .5 Credit Students will develop reading skills to respond to multiple text types, determine personal and universal themes, and offer opinions or solutions; connect personal knowledge, experiences, and understanding of the world to themes; retell grade-level narrative and informal text through concise summarization; analyze global themes, universal truths, and principles within and across texts; analyze the structure, elements, features, style and purpose of informal genres (newspapers); analyze organizational patterns including chronological sequence, compare/contrast and cause/effect; and use structural, syntactic, and semantic analysis to recognize unfamiliar words in context. They will also know how to analyze main ideas, significant details, fact and opinion, bias, and propaganda; paraphrase a speaker's main ideas, purpose, and point of view; respond to multiple text types in order to explore problems and pose solutions supported with evidence; take a stand on an issue and support it, and identify personally with a universal theme; plan, outline and deliver an informational presentation using precise and vivid language; write a historical expository piece (such as a journal or biography) that includes appropriate organization; formulate research questions that demonstrate critical evaluation of multiple resources and perspectives that culminate in a presented final project using the writing process; correctly use style conventions (e.g. Modern Language Associate Handbook) and a variety of grammatical structures in composition including infinitives, gerunds, participle phrases, and dashes or ellipses; apply a variety of pre-writing strategies for both narrative and informal writing; revise drafts for coherence and consistency in word choice, structure and style, and read their own work from another reader's perspective; proofread and edit writing using grade-level checklists and rubrics; exhibit personal style and voice to enhance the written message in both narrative and informal writing; and learn how to find needed

information on the Internet.

Resource Language Arts: Students improve their spelling, reading, and writing skills through small group guided reading, independent reading, weekly spelling lists, writing instruction, and genre studies. Specifically, through different curriculum units, students will use word study to improve reading fluency, apply strategies to help them understand narrative and informational text, use metacognition to improve comprehension, use critical standards to evaluate literature, and develop a positive reading attitude. They will also understand writing genres, personal style, and the writing process; and learn and use correct grammar and usage, spelling, and handwriting. They will also learn and use correct speaking conventions (spoken discourse as well as listening and viewing conventions) to provide responses to text and in discussion.

Mathematics

6th Grade Mathematics: Students build basic math concepts such as whole numbers, decimals, fractions and rational numbers, exponents and roots, and graphing.

7th Grade Mathematics: Students learn basic math concepts such as ratios, rates, and proportions, percent, patterns and rules, and others. Practical application of concepts and processes are emphasized.

8th Grade Mathematics: Students learn skills that prepare them for Algebra in the 9th grade, building on concepts including decimals, equations from geometry, integers, and graphing. Practical application of concepts and processes are emphasized.

Middle School ELL Mathematics: Students learn how to solve linear inequalities; add/subtract/multiply/divide fractions; add/subtract/multiply/divide negative numbers; find the area; find the perimeter; order operations; understand concepts of volume and surface area and apply formulas; understand real number concepts (estimate and solve problems with square roots and cube roots); solve problems using ratio units (e.g. miles per hour); understand solutions; and solve equations, simultaneous equations, and linear inequalities. Students are also exposed to grade level content beyond the foundational math skills.

Algebra 1 (A, B): 1 Credit Students learn fundamental algebraic principles and processes including equation solving, graphs and functions, exponents and exponential functions, and polynomials and factoring. Practical application of algebraic principles and processes is

emphasized throughout the course.

Algebra 2 (A, B): 1 Credit Students learn fundamental algebraic principles and processes including functions, equations, and graphs, matrices, sequences and series, probability and statistics, and periodic functions and trigonometry. Practical application of algebraic principles and processes is emphasized throughout the course.

Calculus (A, B): 1 Credit Students learn limits and continuity, derivatives, definite integrals, improper integrals, infinite series, and other concepts.

Consumers Math (A, B): 1 Credit Students receive a comprehensive review and study of arithmetic skills that apply to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking and home ownership are provided.

Foundations Math: .5 Credit Students learn how to solve linear inequalities; add/subtract/multiply/divide fractions; add/subtract/multiply/divide negative numbers; understand and use the Pythagorean Theorem; find the area; find the perimeter; order operations; understand concepts of volume and surface area and apply formulas; understand real number concepts (estimate and solve problems with square roots and cube roots); solve problems using ratio units (e.g. miles per hour); and understand solutions and solve equations, simultaneous equations, and linear inequalities.

Geometry (A, B): 1 Credit Students explore traditional geometry concepts. Logical reasoning is integrated with measurement and applications to motivate students via real-world connections. Algebra is integrated within coordinate geometry topics, plus probability and statistics connections.

Pre-Algebra (A, B): 1 Credit Students who have completed a middle school mathematics sequence but are not yet algebra-ready will review key algebra readiness skills from the middle grades, and be introduced to basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Precalculus (A, B): 1 Credit Students explore the major ideas of mathematics needed for calculus (elementary functions, with special attention to polynomial, rational, and trigonometric functions, polar coordinates, and complex numbers), along with the fundamental notions of discrete mathematics (recursion, mathematical induction, graphs,

vectors, matrices, and circuits).

Resource Math: Students study numbers and operations, algebra, measurement, geometry, and data analysis. Students will count, write, and order whole numbers by practicing place value, rounding, and number patterns. Students will practice computing with whole numbers by adding and subtracting multi-digit numbers with regrouping, multiplying and dividing basic facts, and solving addition, subtraction, multiplication, and division story problems. They will identify, compare, order, add, and subtract fractions; and will solve fraction story problems. Students will recognize equivalent sets of coins and bills, and tell the amount of money in dollars and cents. They will practice rounding money to the nearest dollar or ten dollars, and solve story problems by adding, subtracting, multiplying, and dividing. Students will use problem solving and estimation in problems involving the four basic operations for whole numbers and fractions. Students will apply skills to solving expressions and equations by identifying an unknown quantity in a problem and representing information using variables. Students will select and use tools and appropriate units for measurement of length, time, weight, volume, and temperature as well as measure the perimeter, area, and volume of a figure. They will apply geometry skills to identify and describe shapes as well as use maps and grids to locate information. Students will also use and construct charts, tables, and graphs to interpret and organize information.

Personal Finance: 1 Credit Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Science

6th Grade Science: Students learn basic physical science concepts, including the metric system; structure of matter; sound and light; and electricity and magnetism.

7th Grade Science: Students learn basic earth science concepts, including minerals and rocks; weathering and erosion; and forces in earth, weather, and climate. Practical application is emphasized with many hands-on experiments.

8th Grade Science: Students learn basic life science concepts, including classifying animals and plants; ecology; the human body; and others. Practical application is emphasized with

many hands-on experiments.

Middle School STEM: Students utilize GTT - Design and Modeling course to refine sketching techniques, learn the principles of descriptive geometry as a component of design, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions.

Middle School ELL Science: Students enrich their science backgrounds with fundamental science skills. This class covers broad topics, including the scientific method; scientific measurement; the microscope and cellular properties; physical and chemical properties of matter; and ecology. Students will learn to use inquiry-based exploration through laboratory activities and demonstrations.

Biology (A, B): 1 Credit Students will learn the skills needed to observe the natural world, answer questions, and solve problems like a scientist. The first half of this course focuses on using the scientific method, understanding the organization and development of living systems, cellular anatomy and function, and genetics. The second half focuses on the theory of evolution, classification of living things, the relationship and interaction of living things and their environment, and the human body. Students will learn to use inquiry-based exploration through laboratory activities and demonstrations.

Chemistry (A, B): 1 Credit Students will learn about the structure and properties of matter, and how to understand scientific measurements and calculations. The first half of the course covers the structure of matter, how to describe the properties of matter, and how matter bonds. The second half of the course covers how matter reacts, and how energy affects matter. Students will learn to use inquiry-based exploration through laboratory activities and demonstrations.

Earth and Space Science (A, B): 1 Credit Students will focus on the forces and conditions that work to shape the Earth's surfaces, oceans, and atmosphere. Students use a range of scientific concepts and disciplines to explore the chemistry of Earth's resources; the physics of plate tectonics; oceanography; meteorology; and astronomy. Hands-on activities and simulations provide concrete models of historical and long-acting forces on the Earth, such as weathering, water and nutrient cycles, and the activity deep within its interior. Students are encouraged to use critical thinking skills to connect current events with a broader picture of how these events impact the Earth.

Environmental Science (A, B): 1 Credit Students in this interdisciplinary course will embrace a wide variety of topics from different areas of study, noticing several unifying

themes that cut across topics. The course emphasizes that science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. The course will cover the following Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change.

Forensics Science (A, B): 1 Credit Students in this multidisciplinary class will explore a variety of scientific disciplines, including life science and chemistry, and will use basic principles from these subjects to exercise their inquiry skills while working through problem-solving scenarios. The course will emphasize legal ethics as it relates to crime scene investigation.

Foundations Science: .5 Credit Students will enrich their science backgrounds by learning fundamental science skills. The class focuses on five (5) core units including the scientific method; scientific measurement; the microscope and cellular properties; physical and chemical properties of matter; and ecology. Students will learn to use inquiry-based exploration through laboratory activities and demonstrations.

Physical Science (A, B): 1 Credit Students will learn about energy storage and transfer in systems. The first half of the course will focus on forces and motion, and the second on how energy cycles through various processes in Earth's systems. Students will understand and explain the energy storage and transfer in Earth's systems. This course will focus

Physics (A, B): 1 Credit Students learn concepts of physics including forces and motion, energy, optics, and electricity. Many hands-on activities and lab experiences are provided throughout the course.

Resource Science: Students will study life, physical, and earth sciences through experiments, differentiated reading assignments, and whole group instruction. In a study of life science, students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce. They will use classification systems to describe groups of living things. Students will investigate and explain how living things obtain and use energy. Students will analyze how parts of living things are adapted to carry out specific functions, and explain how characteristics of living things are passed on through generations. They will explain how parts of an ecosystem are related, how they interact, and how energy is distributed to living things in an ecosystem. In a study of physical science, students will measure and describe the things around us and explain what

the world around us is made of. Students will identify and describe forms of energy. They will investigate, describe and analyze ways in which matter changes, and explain how visible changes in matter are related to atoms and molecules. Students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects. They will relate motion to energy and will describe sounds, sound waves, vibrations, shadows and color. In a study of earth science, students will describe the earth's surface and explain how the earth's features change over time. They will describe the characteristics of water and describe the water cycle. Students will analyze the interaction of human activities with the hydrosphere, and investigate and describe what causes different kinds of weather. Students will compare and contrast our planet and sun to other planets and star systems, as well as describe and explain how objects in the solar system move.

STEM (A, B): 1 Credit Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design, while learning strategies for design process documentation, collaboration, and presentation.

Introduction to Body Systems (7th & 8th grades): 1 Credit Students will engage in an introductory study of the structures and functions of human body systems. Students will understand the relationships between body systems and how they contribute to survival of the human organism. Students will investigate the systems of the body as a whole, look into current medical approaches & technologies, and show the relevance to students' lives. Students will work through interesting real-world cases and how disease affects the human body.

Social Studies

6th Grade Social Studies and Geography: Students learn why history matters today. Writing, reading and vocabulary, critical thinking, and note-taking instruction help students understand world history and geography.

7th Grade Social Studies and Geography: Students learn why history matters today. Writing, reading and vocabulary, critical thinking, and note-taking instruction help students understand world history and geography.

8th Grade Social Studies and Geography: Students investigate important American events that have shaped our world. Students will write, read, learn pertinent vocabulary

words, and think critically and thoughtfully about issues in American History.

MS ELL Social Studies: Students will learn to investigate United States History topics and issue analysis, past and present; discuss current events and major historical events in US History; identify different forms of government (anarchy, monarchy, aristocracy, etc.); explain the historical and philosophical origins of American constitutional government, and be exposed to grade level content beyond the foundational social studies skills.

Civics: .5 Credit Students will learn about government, citizenship, and the American economic and legal systems. Materials are interspersed with interactive technology, study guides, and activity-based resources to motivate students to actively participate in government.

Current Events: .5 Credit Students will critically analyze and debate the importance of current events, and their impacts upon the world and themselves. Students will be taught how to analyze current events from a historical perspective using a variety of methods including news articles, news broadcasts, social media, and historical documents.

Economics: .5 Credit Students will learn about basic economic principles such as how markets function, business and labor concepts, and money and banking. Government, the economy, and the global economy are also covered.

Foundations History: .5 Credit Students will learn to describe the major issues debated at the Constitutional Convention; explain how the Bill of Rights reflects the concepts of limited government and protections of basic freedoms; discuss the Westward Expansion; investigate United States History topics and issue analysis, past and present; discuss current events and major historical events in U.S. History; discuss the institution of slavery and identify like situations around the world; identify different forms of government (anarchy, monarchy, aristocracy, etc.); explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, and Articles of Confederation.

Psychology: .5 Credit Students will be introduced to the systematic and scientific study of behavior and mental processes of human beings. Students are engaged in various topics around subfields within psychology (e.g. developmental psychology and personality). Students will also learn about ethical issues related to the practice of psychology, and methods that are used in the psychology field, including both theory and practice.

Sociology: .5 Credit Students will complete readings, analyze social situations, and research current trends that reflect the increasing influences of social factors on an individual. The students will use learning strategies to expand their knowledge of American society and evaluate how it affects their lives, opportunities, and personal fulfillment.

Street Law: .5 Credit Students will gain a historical perspective on American law today, focusing on the analyzing Supreme Court cases that have had major impacts on American society. Students will debate, analyze, and write about these cases using historical documents, current events, and the constitution as a guide to better understanding. Students will walk away understanding how laws are part of American society, and how to analyze their impacts.

U.S. History (A, B): 1 Credit Students investigate important American issues, analyze a variety of perspectives, and form their own answers to the enduring questions that have shaped our world. Students will write, read, learn pertinent vocabulary words, and think critically and thoughtfully about issues in American history.

World History (A, B): 1 Credit Students use thematic concepts to show students why history matters today. Writing, reading, vocabulary, critical thinking, and note-taking instruction help students understand world history.

Resource Social Studies: Students examine the foundations of America as a nation, as well as American government. Through a variety of reading activities, lectures, discussions, and projects students learn about the beginnings of civilization in the United States, and examine important events in American history that shape our nation today. They learn about the function of each branch of government, evaluating how they work independently of each other, and how checks and balances prevent any one branch from having too much power. They learn about responsible citizenship and money management skills that apply directly to their lives.

Physical Science and Health

Middle School Physical Education: This course continues to emphasize motor skills and foundational fitness skills by increases the level of competition and skill. This course bridges the gap between the motor development expectations of lower level classes and the higher

expectations of upper level classes. Students will continue to use Bal-A-Vis-X and cooperative learning in addition to demonstrating competence in motor skills. Students will continue to develop sports skills as well as an understanding for lifelong physical fitness.

Middle School Health: Students will use critical thinking skills and problem-solving strategies to look at personal health and wellness, developing and practicing personal and social skills (such as communication and decision-making) in order to deal effectively with health risks and to demonstrate protective factors which will influence and enhance healthy living. Students will address social and media influences on their behaviors, and identify healthy alternatives to specific health risk behaviors. An emphasis is placed on critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living. These skills are developed while focusing on behaviors that have the greatest effect on health, especially those related to social and emotional health; nutrition; physical activity and sexual behaviors that lead to HIV and sexually transmitted infections; violence and injury; alcohol and other drug use; and tobacco use, as developmentally appropriate.

Health: .5 Credit Students take an in-depth look at the practice of personal and social skills such as communication and decision making in order to deal effectively with health risks. They will consider social and media influences on student behaviors and identify healthy alternatives. Emphasis is placed on critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living. Focus is on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV and STIs, as developmentally appropriate.

Physical Education: .5 Credit Students focus on becoming physically educated people who participate in health-enhancing behaviors. Students will demonstrate competence in selected motor skills, as well as achieve an assessed level of physical fitness. They will apply cognitive concepts in making wise lifestyle choices, and exhibit appropriate social character traits while participating in a variety of physical activities. Students will learn the importance of lifelong physical fitness, and ways to continue to enhance fitness.

Resource Physical Education: Students participate in physical education activities that have been modified so they are appropriate for students with disabilities.

Visual, Performing, and Applied Arts

Middle School Art: Students practice various visual art forms including sculpting, drawing, and painting. They display their art in an exhibit by the end of the course.

Middle School Choir: Students develop vocal singing skills in this course. Students learn to read and perform music pieces which they present to an audience at the end of the course.

Intro to Art: .5 Credit Students will be introduced to elements of design, form, line, shape, color, texture, value, and space. The uses of paper, pencils, pastels, and brushes are explored. The students are introduced to painting (watercolor, tempera) and basic drawing (still life, landscape, figure drawing). Sculptural crafts that might be introduced are paper making, papier-mâché, wire/paper sculptures, and textile art. Various artists and art styles will be studied.

Basic Art: .5 Credit Students will learn the advanced application of design and composition. Specific drawing compositions dealing with use of the “element of design” and positive/negative relationships are assigned. Printmaking may be explored. Three-dimensional designs may include sculpture, wire and mixed media projects, and collage. Presentations about artists and art styles will be researched and given by students.

Art Appreciation: .5 Credit Students will be introduced to various forms of the visual arts, such as painting, sculpture, and film. Students will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands- on activities, virtual museum tours, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives. Prerequisite: Basic Art

Art History: .5 Credit Students work to understand works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. They explore major forms of artistic expression including architecture, sculpture, painting, and other media from across a variety of cultures. Students will learn about the visual analysis of artworks and the purpose and function of art as they develop their ability to articulate visual and historical art concepts in verbal and written form. Prerequisite: Basic Art

Drawing & Painting: .5 Credit Students will be given individual painting assignments in watercolor, ink, chalk, charcoal, acrylic, etc. Art appreciation is developed, and different painting styles studied. Advanced acrylic, watercolor and drawing compositions are assigned. Portraiture and figure drawing in a variety of materials will be covered. Both realistic and abstract drawings will be explored, as well as a variety of drawing media. Prerequisite: Prior art class.

Resource Art: This course is focused on the creativity and fine motor skills of students with unique needs by providing meaningful art experiences. Processes explored include (but are not limited to) drawing, painting, printing, and sculpting. Students create artwork both independently and collaboratively throughout the year.

Band & Orchestra: .5 Credit Students receive an academic opportunity to participate in instrumental ensemble playing. Attention is given to learning proper tone production, intonation, interpretation, etc. through skill study and participation. Ensembles will have a variety of opportunities to perform at concerts and community events during the school year.

Choir: .5 Credit Students develop vocal singing skills in this course. Students learn to read and perform music pieces which they present to an audience at the end of the course.

Music Appreciation (A, B): 1 Credit Students are introduced to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

*To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and to validate their children's regular participation in the chosen performance practicum.

Yearbook and Publication: .5 Credit Students gain marketable experience in print media publishing. This course solely works toward the completion and sale of a large finished product, the Academy's yearbook. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements, maintain signs, conduct student polls, take photos, and write articles. The course covers many ELA content standards and objectives, as well as objectives of art, business, and computer technology courses. Out of class and after school, students will shoot digital photos, sell and design advertising, and distribute yearbook order forms. Students are responsible for the proper care and handling of the school's digital cameras.

World Languages

Spanish 1 (A, B): 1 Credit Students learn to balance communications and grammar and to integrate language, culture, and technology.

Spanish 2 (A, B): 1 Credit Students continue the concepts and learning of Spanish 1, and delve deeper into the language, culture, and technology.

Electives

Middle School Advisory: Students engage in activities to enhance their emotional intelligence, career exploration, and skills in conflict resolution, note-taking, test-taking, and more, using the School-Connect Curriculum. This is a full year requirement.

Middle School Computers & Technology: Students prepare for high school and the workforce by covering basic computer skills, digital citizenship and safety; possible careers of interest; and the basics of research on the Internet.

Middle School Learning Strategies: Students engage in specialized attention that will enhance their academic skills, including learning and applying various study skills that may have been missed through academic gaps; addressing organization and motivation goals; identifying individual learning styles and using these to advocate for themselves in the classroom; monitoring missing work and progress in other classes; focusing on special education goals (if applicable) or other academic goals; and utilizing occupational therapy services.

Middle School Life Skills: Students participate in activities that will address skills needed for life in the real-world context. Activities include discussions, guest speakers, groups, projects, and tests. Topics include relationships, communication, peer pressure, healthy living, bullying, character, values, life lessons, and how to be a good citizen. Self-reflection is woven through all activities and topics.

Middle School Math Exploratory: Students will exercise their math skills through project-based learning, by demonstrating application of math concepts to projects and small group activities. Math skills will be sharpened daily by practice through hands-on experiences and student-to-student learning opportunities. In addition to application of current skills, students will constantly revisit older concepts to ensure comprehension and develop a sound math foundation.

Middle School Reading Exploratory: Students will focus on reading and writing, including the exploration of classic and modern literature. Discussions, individual exploration, small groups, and projects are just a few of the ways students will dig into the material. Students will also concentrate on Greek and Latin roots and affixes. This approach will help in vocabulary acquisition, reading comprehension, and effective writing.

Middle School Spanish: Students learn to balance communications and grammar, and to integrate language, culture, and technology.

Middle School Science Exploratory: Students will focus on design and engineering. Activities during the course include construction of models, rocket building, and roller coaster construction. Students create complex systems and chart to scale models. Projects are created to help support a science fair during the school year. This hands-on learning opportunity gives students the opportunity to demonstrate knowledge in project-based form.

Middle School Social Studies Exploratory: Students will examine topical global issues. This course is based in research, reading, and discussion, and will emphasize reading comprehension as well as critical thinking skills. Students will write opinion essays on a variety of topics, which will grow their written expression skill base. Topics of discussion will extend from the school to the community, state, nation, and world.

Middle School Accelerated Math: Students will enhance their math skills through the online Accelerated Math program. Students will practice math, receive specific differentiated instruction, have progress monitored, and receive data feedback.

Resource Advisory: Students engage in activities to enhance their emotional intelligence, career exploration, and skills in conflict resolution, note-taking, test-taking, and more, using the School-Connect Curriculum. This is a full year requirement.

Advisory: .25 Credit Students engage in activities to enhance their emotional intelligence, career exploration, and skills in conflict resolution, note-taking, test-taking, and more, using the School-Connect Curriculum. This is a full year requirement.

Computers & Technology: .5 Credit Students will study basic computer skills; use of computers in the workplace; resume and application skills; and field studies of workplaces of interest.

Jobs for Michigan's Graduates (1): 1 Credit A trained Jobs for Michigan's Graduates (JMG) specialist provides individual and group instruction, using the JAG (Jobs for America's Graduates) national curriculum to equip students with a minimum of 37 employability competencies and intensive career exploration/developmental opportunities. Competencies are organized into the following areas: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills.

Jobs for Michigan's Graduates (2): 1 Credit A trained Jobs for Michigan's Graduates (JMG) specialist provides individual and group instruction, using the JAG (Jobs for America's Graduates) national curriculum to equip students with a minimum of 37 employability competencies and intensive career exploration/developmental opportunities. Competencies are organized into the following areas: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills.

Language Acquisition: .5 Credit Students who have recently entered the United States from a non-English-speaking country will learn functional mastery of the English language, with a focus on academic and social vocabulary. This course gives students the oral language skills they need to benefit from their other classes, moving at a fast pace in order to actively engage students. Students who don't speak English will be enabled to master the basics of the English language as quickly as possible.

Language Acquisition Lab: .5 Credit Designed as a supplement for the Language Acquisition course for students who have recently entered the United States from a non-English-speaking country, this course continues to teach functional mastery of the English language, with a focus on academic and social vocabulary. The lab gives students focused time to gain the written language skills they need to benefit from their other classes,

moving at a fast pace in order to actively engage students. Students who don't speak English will be enabled to master the basics of the English language as quickly as possible.

Learning Strategies: .5 Credit Students engage in specialized attention that will enhance their academic skills in ELA, including learning and applying various study skills that may have been missed through academic gaps; addressing organization and motivation goals; identifying individual learning styles and using these to advocate for themselves in the classroom; monitoring missing work and progress in other classes; focusing on special education goals (if applicable) or other academic goals; and utilizing occupational therapy services.

Life Skills: .5 Credit Students participate in activities that will address skills needed for life in the real-world context. Activities include discussions, guest speakers, groups, projects, and tests. Topics include relationships, communication, money management, independent living, healthy living, job skills, character, values, life lessons, and how to be a good citizen. Self-reflection is woven through all activities and topics.

SAT Test Preparation: .5 Credit Students will receive an overview of the redesigned SAT test, practical test taking strategies and an opportunity to complete a simulated full-length SAT test. Students will learn how the SAT test is designed, and how it is scored. This course covers all test areas: English, Math, Reading, and Writing. Students will practice with real questions and useful explanations, with a view to improving their eventual scores on the real test.

Online Education

Edgenuity (E2020) platform

- English
- Mathematics
- Science
- Social Studies
- Electives

DUAL ENROLLMENT

Dual enrollment permits an eligible high school student to take a college class while still enrolled in high school. The college class may be taken for high school credit, college credit, or both. The law that governs the dual enrollment program provides that a portion of the cost may be paid for by the school district. It does not cover fees for books, transportation, parking costs, or activity fees.

Eligible classes at college are generally in academic areas in which the student has exhausted the high school curriculum, or in classes not offered by the high school. The high school administrator must approve all dual-enrollment courses before the student registers. The student must register through the college's admissions office.

Students interested in enrolling in a dual enrollment (MDE, Dual Enrollment, 2007) must meet the following requirements. Please put a check mark by the requirement to indicate the student meets the requirements. When all requirements are met then the student and parent/guardian will meet with the school counselor and transition coordinator.

- Student **meets the testing scores** in the subject area in order to qualify for dual enrollment
- Student is **16 years** of age
- Student is in the **11th or 12th** grade
- Student is enrolled at **both** Lighthouse and post-secondary school, for the time of taking dual enrolled class
- The class is **not offered at Lighthouse** and is not a physical education, religious, or leisure skill class
- Student is taking the course as a post-secondary credit only, for high school credit, or both
- Student understands that post-secondary courses **will not** replace a failing grade
- Student agrees to maintain **regular attendance** at Lighthouse and the post-secondary class
- The student and parents have met with school counselor and transition coordinator
- Each party will sign this form indicating that all requirements have been met

FOUR-YEAR SAMPLE PLAN

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra 1A Algebra 1B English 9A English 9B U.S. History A U.S. History B Biology A Biology B Health	Geometry A Geometry B English 10A English 10B World History A World History B Chemistry A Chemistry B 2 Sections Elective Credit	Algebra 2A Algebra 2B Algebra 2C English 11A English 11B Economics Civics Science A Science B	Math A Math B English 12A English 12B 5 Sections Elective Credit

GRADES

GPA's (Grade Point Averages) are figured cumulatively at the end of each trimester. Credit (CR) and No Credit (NC) are not calculated into the formula for GPA's. The following grading policy has been implemented by the Board of Lighthouse Academy.

Lighthouse Academy will use the following grading scale on all assignments:

97-100%	A+	87-89%	B+	77-79%	C+	67-69%	D+
94-96%	A	84-86%	B	74-76%	C	64-66%	D
90-93%	A-	80-83%	B-	70-73%	C-	60-63%	D-

A grade of 59 or below will result in an F for failure, I for incomplete, or NC for no credit. A grade that is incomplete or no credit may be worked on to receive credit through our Credit Recovery Program.

GRADUATION REQUIREMENTS

The Michigan Merit Curriculum requires students entering 8th grade in 2006 to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, students entering 3rd grade in 2006 (Class of 2016)

will need to complete two credits of a language other than English in grades 9-12, OR an equivalent learning experience in grades K-12 prior to graduation.

Department	Credits	Clarification
English	4.0	Students must take four courses of English.
Mathematics	4.0	Students must take four courses of math: Algebra I, Geometry, Algebra II, and one other math course. One of those must be taken senior year.
Science	3.0	Biology, Physics or Chemistry, and one other science course.
Social Studies	3.0	Students must take Civics, Economics, World History and Geography, and U.S. History and Geography. AP credits can act as substitutes or additional elective credit.
Spanish/Foreign Language	2.0	Two years of a foreign language are required for class of 2013 and beyond. Colleges recommend at least two years.
Visual/Performing Arts	1.0	A least one year of visual arts, choir, or band.
Physical Education/Health	1.0	0.5 credit for each is required
Online Learning		Throughout the high school required course of study, students must use technology as part of a course, as the primary means, or as an integrated learning experience.

Successful completion of these graduation requirements is necessary to earn a diploma from Lighthouse Academy. Students with disabilities are assisted in meeting these graduation requirements as appropriate and as specified in their Individualized Education Program (IEP). Students with disabilities who are unable to meet these graduation requirements, or for whom these requirements are deemed inappropriate, may request a personal curriculum. A curriculum guide is available for parents to read if they have an interest in the courses offered and the descriptions of classes. Also available for parents to read is a binder with information about the sexual education unit offered within the health class.

MMC Subject Area Credit Requirements	Personal Curriculum (PC) Modifications
4 English Language Arts (ELA) Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for ELA (4 credits) 	<ul style="list-style-type: none"> ✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Mathematics (3 credits) Proficiency in district approved 4th mathematics credit options (1 credit) Student must have a math experience in their final year of high school. Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years, or 1.5 credits over 	<ul style="list-style-type: none"> ✓ 1 credit of Algebra II may be modified to ½ credit Algebra II, statistics, or functions and data analysis ✓ A department-approved formal career and technical program that embeds the same content as 1 semester of Algebra II can meet the ½ credit requirement ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
3 Science Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Science (3 credits); Or beginning with the class of 2015: proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal career and technical education program (1 credit) 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
3 Social Studies Credits <ul style="list-style-type: none"> Proficiency in State Content Standards for Social Studies (3 credits) 	<ul style="list-style-type: none"> ✓ No modification of Civics social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program ✓ Additional modifications allowed for students with an IEP and transfer students who have
1 Physical Education and Health Credit <ul style="list-style-type: none"> Proficiency in State Content Standards for Physical Education and Health (1 credit); Or Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit) 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
1 Visual, Performing, and Applied Arts Credit <ul style="list-style-type: none"> Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit) 	<ul style="list-style-type: none"> ✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program ✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school
2 World Languages Credits (Effective beginning with students graduating in 2016) <ul style="list-style-type: none"> Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or Formal coursework or an equivalent learning experience in grades K-12 (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school
Online Learning Experience <ul style="list-style-type: none"> Course, Learning or Integrated Learning Experience 	<ul style="list-style-type: none"> ✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school

GRADUATION TRACKING

To be considered on track for graduation, a student must have the following number of credits at the end of each of the given points in time (based on a standard five period school day).

Tri 1 (9 th)	Tri 2 (9 th)	Tri 3 (9 th)	Tri 1 (10 th)	Tri 2 (10 th)	Tri 3 (10 th)	Tri 1 (11 th)	Tri 2 (11 th)	Tri 3 (11 th)	Tri 1 (12 th)	Tri 2 (12 th)	Tri 3 (12 th)
0.5+	2.5+	4+	6+	7.5+	9+	10.5+	12+	13.5+	15+	16.5+	16.5+

HONOR ROLLS

Honor Rolls are used to identify and celebrate student achievement at Lighthouse Academy. Several lists will be generated at the end of each Trimester based upon student academic achievement, attendance history, and behavior. These lists include:

Honor Roll (Three Levels)

1. Pass All Classes (PAC Club)
2. All A/B Honor Roll
3. All A Honor Roll

Attendance

1. Perfect Attendance for all days in all classes

Rewards will vary upon student achievement, but may include lunch with the board members, field trips, a school t-shirt, etc. The school guidance counselor, along with student advisors and the head of the school, will recommend who is placed on the list per term.

TESTING

All juniors will automatically take the SAT in March as part of the Michigan Merit Examination.

TESTING OUT POLICY

Lighthouse Academy will grant high school credit to any pupil who can demonstrate mastery in the subject area content expectations or guidelines for a course. Teachers will establish the assessment process that measures a student's mastery of the subject area content expectations. To all students who wish to test out of a course, teachers will provide all the learning objectives for that course, a summary of the course syllabus, a sample written examination, and a description of the final assessment required to establish mastery. The teacher will ensure that the assessment

used to determine mastery is comparable to that required of students taking the actual course for credit.

Upon mutual agreement between teacher and student, a student may take a post-test to demonstrate mastery at any time.

The teacher will determine whether sufficient mastery has been achieved on the post-test to grant credit. Mastery can be achieved in the following manner:

- Attaining a grade of not less than 80% on a final exam in the course.
- Exhibiting mastery through the basic assessment of that course, which may include a speech, portfolio, performance, paper, project, or presentation.

The standards must be comparable to the standards used for the regular course.

If a student demonstrates mastery, they will be granted credit for the course upon final approval by administration.

The teacher of record is responsible to update their gradebook and complete a Testing-out Request Form. The teacher will attach the completed assessment with score to the Testing-out Request Form. The completed form should have final approval from the building administration.

In addition, a Transfer Form must be filled out if a student successfully demonstrates mastery on the given assessment. Indicate on the Transfer Form *Tested Out*. The teacher will provide this to the Student Advocate. The Student Advocate will complete a credit check and verify the student's schedule needs and write the proposed next course on Transfer Form. The Student Advocate will submit the Transfer Form to the Principal for final approval. If approved, the Principal will provide a copy of the Transfer Form and the Testing-out Request Form with the test attached with comments "store grade" to the Student Advocate. The Student Advocate will "store" the student's grade in PowerSchool and put the test in the student's permanent file. The Principal will also give the Student Advocate a copy of the approved Transfer Form and the Student Advocate will enroll the student in their new class.

TRANSCRIPTS

A transcript is an official school record of courses taken, grades, credits taken, credits earned, and GPA.

TRANSFER STUDENTS

When students transfer from another school, their previous passing class grades will be added to their transcript at Lighthouse Academy. This means these class grades will be included in the

cumulative high school GPA. If students transfer from Lighthouse Academy sites they will be scheduled in the class they were enrolled in at the previous Lighthouse Academy site.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any classroom. Any parent who wishes to review materials or observe instruction must contact the Principal prior to coming to the school. Parental rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

SECTION III - POLICY AND PROCEDURES FOR STUDENT DISCIPLINE

APPLICATION TO STUDENTS WITH DISABILITIES

Lighthouse Academy complies with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students.

Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education or Section 504 student will be expelled if the student's misconduct is a manifestation of his/her disability as determined through a manifestation hearing. Any student with a disability whose misconduct is not a manifestation of his/her disability may be suspended or expelled pursuant to school disciplinary procedures.

CODE OF CONDUCT

The Student Code of Conduct (see above) establishes the rules governing the most serious and obvious types of student misconduct. The behavioral areas listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the prohibited acts listed in this Student Code of Conduct shall be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in a prohibited act that violates the law may be referred to the appropriate police authority.

The prohibited acts and penalties listed below are applicable when a student engages in a prohibited act:

- on school property
- in a motor vehicle being used for a school related purpose
- at a school-related activity, function or event
- in travel to or from school
- involving another student who is traveling to or from school
- off school premises, which act, in the judgment of the administration, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees or would endanger the proper functioning of the educational process

Damages to Property

Vandalism and disregard for school property will not be tolerated. A student who damages or attempts to damage; or steals or attempts to steal Academy property will be disciplined.

Violations could result in physical or financial restitution, suspension, or expulsion. (Graffiti is considered vandalism.)

Physical Assaults Against Academy Personnel and Students

Any student who commits a physical assault against an Academy employee, volunteer, contractor, or another student on Academy property, in an Academy vehicle, or at an Academy-sponsored event may be suspended by the authorized School Leader or expelled by the Board. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence. This **may** include behavior offenses committed while in route to or from school.

Verbal Assaults

Any student who commits a verbal assault on school property, on a school bus or other school vehicle, or at an Academy-sponsored activity or event against a Lighthouse Academy employee, volunteer, or contractor may be suspended by the authorized School Leader or expelled by the Board.

Verbal assault is defined as a threat of immediate harmful or offensive touching, coupled with an apparent immediate ability to commit same, which puts a person in a reasonable apprehension of such touching; the use of offensive language directed at a person, where such language is likely to provoke a reasonable person (e.g. excessive taunting or teasing, bullying, hazing, or other verbal harassment, or aggressive behavior); or a bomb threat (or similar threat) directed at a school building, other school property, or a school event. A student who encourages others to engage in such behavior also violates this policy. For purposes of this policy, the definition of assault also includes written threats.

Other Prohibited Student Conduct

- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
- Bullying, hazing, or any kind of aggressive behavior, or encouraging other students to engage in such behavior.
- Damaging or attempting to damage another person's personal property.

- Stealing or attempting to steal another person’s personal property.
- Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
- Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to conduct that may reasonably be considered to: (a) be a threat to or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or Academy property.
- Violating any criminal law, including but not limited to assault, battery, arson, theft, gambling, eavesdropping, and hazing.
- Disobeying rules of student conduct or directives from staff members or Academy officials.

CORPORAL PUNISHMENT

The administration or teachers will not perform corporal punishment for any reason. However, the use of reasonable physical force necessary to maintain order and control for the purpose of providing an environment conducive to safety and learning is permitted in the following situations as stated by the Michigan Department of Education:

- “To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.
- “For self-defense or the defense of another.
- “To prevent a pupil from inflicting harm on himself or herself.
- “To quell a disturbance that threatens physical injury to any person.
- “To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.”

All guidelines for the use of seclusion and restraint will be adhered to at all times.

LONG-TERM SUSPENSIONS AND/OR EXPULSIONS

Persistent behavior issues may lead to a meeting with the Principal and possible suspension for up to ten days. Long-term suspensions (defined as those greater than ten days) and/or expulsions will be decided by a disciplinary team consisting of the Principal, one other Lighthouse Academy staff member, and a Board member.

Appeal

If the Principal determines that a long-term suspension or expulsion is warranted, the parents and/or student may appeal that decision to the full School Board in writing within 5 school days of receiving the expulsion notification. The appeal must state why the decision of the Discipline Committee was not justified, and any extenuating circumstances that the Board should consider. The Board will discuss the appeal at their next regularly scheduled board meeting. If the Board decides on expulsion, the student is separated from Lighthouse Academy School District. The School Board's decision is final.

Due Process Rights

All students suspended and/or expelled will be provided notice and an opportunity to be heard in accordance with a student's due process rights under the law.

Exclusion from the Academy

During a suspension or expulsion, a student is not allowed on Academy property, in an Academy vehicle, or to participate in or attend any before- or after-school activities (including, but not limited to, the student's attendance as a spectator of or participant in sport or weekend activities). Once a student has been suspended, s/he is not allowed on campus until his/her suspension has been completed and/or s/he has met with the Principal or school designee.

Impartial Hearing

In the case of long-term suspensions and expulsions, the Discipline Committee appointed by the Lighthouse Academy Board will conduct an impartial hearing in compliance with the Open Meetings Act within 10 school days of the incident. The student will have a reasonable amount of time to prepare for the hearing. The Principal will present the Academy's case against the student. A certified letter to parents about the issue, including the intent to suspend or expel, must be sent within 48 hours of the incident report. This letter sent to the parent and student will indicate the following:

- The alleged misconduct, which must fit within the Parent/Student Handbook discipline policy. (The written charges should be specific and detailed. All possibly violated discipline rules should be listed. If the student is charged with a violation of a Michigan statute which is not specifically stated in the student discipline rules, the pertinent section of the Michigan Code will be cited.)
- Length of proposed long-term suspension and/or expulsion.
- The date, time, and location of the scheduled hearing.

- Students and parents are not required to attend the hearing. If the parent/guardian does not attend, the Discipline Committee will take action based on the information presented at the hearing.
- If students and/or parents attend this hearing, their rights include the right to review the information supporting the charges and proposed penalty; to dispute the information supporting the charges and proposed penalty; to introduce information on the student's behalf; and to be represented by legal counsel. The hearing is not a legal proceeding and will not be conducted according to court rules or rules of evidence. If legal counsel is retained, the Principal must be notified at least 48 hours prior to the hearing, so the Academy can make arrangements to have its own attorney present. The parent and/or student may request that the hearing be conducted in closed session.
- The Principal will present the issues and documentation to the Discipline Committee as the Academy representative. All student names will be disguised for presentation at the hearing. Within the paperwork, all other students involved should be referred to as "another student" or "another male/female student."

The student who violates the law and/or behavior code warranting a recommendation for a long-term suspension/expulsion should not be placed on Homebound Education until the hearing has been held or the parent/guardian and student elect to waive the hearing by contacting the school office after the charges have been filed.

Reinstatement

Parents/guardians may petition the Lighthouse Academy School Board to readmit their student upon expiration of the mandated expulsion period as determined by law. LA follows the Revised School Code as it applies to reinstatement:

1. The expelled student's parent/guardian may initiate a petition for reinstatement at any time after the expiration of 150 school days after the date of expulsion.
2. The expelled student cannot be reinstated before the expiration of 180 school days after the date of expulsion.
3. It is the responsibility of the parent/guardian to prepare and submit the petition. Lighthouse Academy will not provide assistance in preparing the petition.
4. No later than 10 school days after receiving a petition for reinstatement, a school board shall appoint a committee to review the petition and any supporting information submitted by the parent/guardian. The committee shall consist of 2 school board members, 1 school administrator, 1 teacher, and 1 parent of a pupil in the school district. During this time, the Principal may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

5. No later than 10 school days after all members are appointed, the committee shall review the petition, any supporting information, and information provided by the school district, and shall submit a recommendation to the school board on the issue of reinstatement. The recommendation shall be for unconditional reinstatement, for conditional reinstatement, or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement. The recommendation shall be based on consideration of all of the following factors:
 - a. The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel.
 - b. The extent to which reinstatement of the individual would create a risk of school district or individual liability for the school board or school district personnel.
 - c. The age and maturity of the individual.
 - d. The individual's school record before the incident that caused the expulsion.
 - e. The individual's attitude concerning the incident that caused the expulsion.
 - f. The individual's behavior since the expulsion and the prospects for remediation of the individual.
 - g. The degree of cooperation and support that has been provided by the parent or legal guardian and that can be expected if the individual is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.
6. No later than the next regularly scheduled board meeting after receiving the recommendation of the committee, a school board shall make a decision to unconditionally reinstate the individual, conditionally reinstate the individual, or deny reinstatement of the individual. The decision of the school board is final.
7. The school board may require an individual and, if the petition was filed by a parent or legal guardian, his or her parent or legal guardian, to agree in writing to specific conditions before reinstating the individual in a conditional reinstatement. The conditions may include, but are not limited to, agreement to a behavior contract, which may involve the individual, parent or legal guardian, and an outside agency; participation in or completion of an anger management program or other appropriate counseling; submission of negative screen for illicit drugs and/or alcohol; periodic progress reviews; and specified immediate consequences for failure to abide by a condition. The parent/guardian may include proposed conditions in a petition for reinstatement.
8. This section does not diminish any rights under federal law of a pupil who has been determined to be eligible for special education programs and services.

Reporting

Consistent with controlling law, all matters of student out-of-school disciplinary suspensions and expulsions shall be permanently maintained in a student's permanent educational record (CA-60), and shall be transferred to any other private or public elementary school in which the student may seek enrollment. However, such disciplinary records may be deleted upon graduation, except for expulsions for possession of dangerous weapons, arson, criminal sexual conduct, or the physical assault of a staff member, volunteer, or contractor.

Suspension and/or expulsion will be listed as an excused absence within the student's attendance record.

When required by law, the Juvenile Division of the Probate Court will be informed by the Principal that the Academy has expelled the student, and the reason for expulsion. Academy administration and staff will also report and share information with local law enforcement agencies and appropriate Family Independence Agencies or County Community Health Agencies regarding student misconduct which may constitute reportable offenses under the law and local agreement.

PROGRESSIVE DISCIPLINE

Each student behavioral incident is considered unique and will be handled as deemed appropriate by staff. Steps may include: redirection, cool-down time, and/or behavior management plan. This will be determined on a case-by-case basis. Positive behavior will be rewarded.

In cases when a student is refusing to be redirected by staff in class, the staff may deem it necessary that the student have some time away from class to process his/her behavior in order to prepare to re-enter class in a productive manner.