



LIGHTHOUSE ACADEMY

Mission Statement

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

PARENT/STUDENT HANDBOOK-22/23

Ottawa JDC School

12110 Fillmore St,
West Olive MI, 49460

Core Values

Teamwork – Integrity – Respect – Inclusiveness – Growth Mindset – Persistence – Excellence

	Ottawa Co. JDC 2022-2023 SCHOOL CALENDAR & IMPORTANT DATES
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July 1 st	Start of intersession
<i>July 1st- August 6th</i>	<i>Time Sheets (schedule outside of 185)</i>
July 4th	4th of July Vacation- No School
August 1st	Start of the New Trimester
August 3rd	District Professional Learning Day
September 2nd and 5th	Labor Day- No School
September???	District Professional Learning Day
October 6th	Fall Count Day
October ????	District Professional Learning Day
October 31st	Self Care Day- No School
<i>November 7th</i>	<i>Start of the Second Trimester</i>
<i>November 21st-23rd</i>	<i>Intercession</i>
November 24th & 25th	Thanksgiving Break- No School
<i>December 21st- December 29th</i>	<i>Intercession</i>
December 23th-26th	Holiday Break- No School
December 30- Jan 2nd	New Year's Break- No School
February 9th	Winter Count Day
February 17th- 20th	Mid Winter Break (No School)
March 6th	Start of the Third Trimester
March ????	District Professional Learning Day
March 31st	Self Care Day (No School)
<i>April 3rd-April 7th</i>	<i>Intercession</i>
April 28th	Self Care (No School)
May 26-29	Memorial Weekend (No School)
<i>June 12th- June 30th</i>	<i>Intercession</i>

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

Steven Bossenbroek
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
*Compliance Coordinator and
Central Office Assistant*

Leslie Cummings
*Executive Director of the School Business
Office*

Jenna Roberts
Pupil Accounting Coordinator

Chip Jenkins
Director of Special Education

Steve Manett
Accountant

Angela Leuchtmann
Director of Curriculum and Instruction

Hannah Olmos
While Child Coordinator

Ottawa JDC School Staff

Lucas Yax
Assistant Superintendent

Ms Agard
Building Leader

Mr Cramer
Social Students

Mr Hughes
Mathematics

Ms Provost
ELA

Mr Schaaf
P.E.

Mr Boyd
RTA/Para

Name
Parapro

Ms Riquelme
Student Advocate

Julie Slabbekorn
School Social Worker

Lisa Jensen
Special Education

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	Case Management and Therapy Services
Student Achievement Measured through	Individualized Student Learning Plans
Adaptive Assessments	Holistic Learning Environment
Advising	Multi-Tiered System of Supports
Tutoring	(MTSS)
Job Skill Development	Restorative Justice
Career & College Counseling	Trauma Informed School Mode

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.

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, W, Th, & F)
1st Period	8:25am-9:20am

2nd Period	9:20am - 10:10am
3rd Period	10:10am - 11:00am
4th Period	11:00am - 11:50am
<i>Lunch</i>	<i>11:50am-12:10p,</i>
5th Period	12:10p-1:00p
6th Period	1:00p - 1:50pm
7th Period	1:50pm - 2:40pm

Shift Change is from 8:15a-8:25 and 2:40p-3:00p

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.

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").”

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.

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 on rare occasions. The decision to delay or cancel school will be posted on the major TV and radio stations in the Ottawa County area under "Lighthouse Academy."

EQUAL EDUCATION OPPORTUNITIES

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.

SEXUAL HARASSMENT- TITLE IX

The District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

Any person who witnesses an act of sexual harassment is encouraged to report it to a District employee. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Further information can be obtained by reading or requesting the District's Title IX Sexual Harassment Policy from any School Leader or District Leader.

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.

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

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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.

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STUDENT SUPPORT SERVICES

Responsible Thinking Advisor

The RTA will be responsible for providing behavioral and academic support to staff and students in order to enrich education with the use of interventions including the RTP, Restorative Practices, PBIS, and other related school interventions as needed. Subscribe to the vision, mission and values of Integrity Educational Services and the applicable academy.

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.

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.

WORK PERMITS

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

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 (18.5 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.

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.
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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.

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 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.

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.

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.
- 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.

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.