



The Lighthouse School **PARENT HANDBOOK**

JUNE 2025



“Lighting the way to a brighter future.”



This is our School
Let peace dwell here.
Let all the rooms be filled with happiness.
Let love live here,
Love of one another, love of humankind,
Love of life itself and all the world.
And let us remember,
As many hands make a house,
So many hearts make a school.

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The Lighthouse School is sponsored by the Coos Bay School District #9

541-267-3104

VISION

For the Lighthouse School to provide the educational and social support to foster student; talents, skills and collaborations as they become life-long contributors to their community.

At The Lighthouse School, parents, teachers, students, and community members have joined together in the pursuit of an innovative educational opportunity. In a small school setting spanning grades PreK through 8, students become more than passive recipients of facts; instead they must engage their mind, their body, and their will, in order to discover and process information. We seek to have every student reach new levels, both academically and socially. Through patience, a deep understanding of child-development, and consistency in structure and rhythm, students are asked to think more critically and creatively each day. Regular opportunities to share knowledge and “re-teach” others serve to enrich understandings along the way. Lighthouse students are challenged and inspired in an environment that allows each one of them to make a unique contribution to the classroom. It is our desire to continue to ignite and sustain a passion for lifelong learning, in a setting known for excellence.

MISSION

Our mission is to provide students and their families with a challenging and creative learning environment dedicated to academic excellence. Utilizing an eclectic approach to holistic education, we create an atmosphere in which children can reach their social, creative, and intellectual potential. The Lighthouse School values and models compassion for all living things, respect for the environment, and an appreciation for a changing and diverse world. We nurture the whole child--head, heart, and hands.

Methodology

1. The Lighthouse School embraces traditional academic subjects while infusing foreign language, music, movement, and the arts.
2. Through an understanding of child development, we seek to engage natural inquiry.
3. Lessons are designed to embrace multiple learning styles and grading is tied to state standards.
4. Teachers remain flexible and innovative with regard to the curriculum and its delivery, and meet regularly to engage in professional development.
5. Self-respect and cooperation are vital to the learning process. Students are expected to behave in ways that enhance both individual and group opportunities.
6. Teachers have the support of parents within the classroom and in the home. Families are asked to volunteer 40 hours each year.
7. The Lighthouse School provides a community-based environment that fosters the development of critical thinkers, creative innovators, and compassionate and responsible citizens.

Transportation

First Student Transportation

541-888-1230 or 541-888-9131

Busing opportunities are available to students of The Lighthouse School through First Student Transportation, however they are limited to specific pick up and drop off locations. This is determined each year by the needs of our community. **Families intending to use buses are expected to transport students to and from these locations.**

Parking is also limited at the school, and traffic is only allowed to flow one way, thereby forcing drivers to turn right onto Highway 101, and drive the loop around Bunker Hill, in order to return to town. This takes a few minutes, and traffic can sometimes become congested. **If you do choose to provide your own transportation, please be prompt.**

If there are any changes to a child's transportation needs, parents must inform the school office two hours before school release. **Children will not be allowed to ride a different bus, or change drop-off locations, if there has not been verbal or written consent from the parent.**

School staff monitor the front doors of the school in the morning to see that students safely enter the building. Lighthouse teachers are on duty at the close of the day to ensure students get to their intended destinations. Discipline while the bus is in route, will be handled solely by the bus driver. Should an incident occur on board, the child will receive a verbal warning. In the case of more severe behavior, a bus citation will be issued. The family will be notified and will receive a copy of the citation. The director will also be made aware of the situation. Students with multiple infractions may be asked to find other modes of transportation. **Safety while traveling is of the utmost importance. Please speak to your children about the need for rules, and the consequences that may occur, should they choose to behave inappropriately.**

Middle grade students involved in Sports through CBSD may utilize bus transportation to practice. If an away game, practice or event require early release, please make arrangements with the CBSD coach. Should a team event cause a student to miss school, parents are required to notify the school office.

The Family - School Partnership

As parents and educators we are joining together in a special partnership for the academic and social growth of your children. From the very start, we feel it is important to communicate our purposes and values, along with our services and systems. If through mutual understanding, we can embrace similar values and practices in school, and at home, we will truly become a community. Most importantly, our work together will let the children experience a reliable and comforting continuity. It is clear; the individual home life of a child is as essential to their academic growth as is the quality of education they receive at school. With this understanding, we hope to work as a team to help your children reach their greatest potential.

Rhythm

Children and adults alike are comforted by routine. Our school has established a definite rhythm and sense of order to each day as provided by the grade level schedules. Most teachers begin by greeting every child at the classroom door. This is their first one-on-one contact of the day, and provides an opportunity to identify emotions or tensions, which may distract the child from the goals they hope to accomplish. Each transition of the day is presented with great care, allowing the children to make necessary adjustments to their actions and minds, while maintaining a comfort level for the entire group. The school day ends with a designated time for closure to signal the transition to home. You can reinforce this sense of continuity and rhythm in your own home through regular routines for meals, behavioral expectations, home study, and bedtime activities.

Academic Support

A powerful partnership grows from understanding the unique curriculum and instructional programs available at The Lighthouse School (see pgs. 11-16.) We hope one of the key reasons for choosing to attend our school is because it offers an agenda different from other public schools, one that has at its philosophical base, the curriculum. On the whole, we believe that families will find our curriculum incorporates the belief that children need to feel, think, and apply their learning through written, spoken, artistic, and kinesthetic means.

The classroom teacher directs the instruction through carefully planned Main Lesson Themes. This type of instruction allows for high-interest and expertise to develop from both the teacher and the students. Lighthouse teachers avoid using a textbook series for planning. Math is the exception, due to the need for effective and numerous examples. Even with this exception, the math textbook is considered a tool in an effort to convey knowledge. Instead, teachers create their lessons from many varied and reliable resources.

Our curriculum aligns with State Standards and “Common Core” goals, yet allows for freedom to monitor individual needs and seek methods or approaches, which will be most effective for all. Of equal importance, we focus on engaging a child’s developmental and intellectual interests, adding depth with “Specialty Teachers”, who teach the skills related to handwork, Spanish, drama, art, music and P.E.

Teams and Committees

Parents are welcome to join Lighthouse Teams and Committees as is applicable by law. At our annual mandatory registration in August and parent nights in September the LPO mans an information booth where they have signup sheets for various activities each year including Teams and Committees. Although, TLS does allow limited parent participation on some teams and committees, these meetings are generally, not open to the public except for the Budget Committee meetings, which are posted on both our website and in the weekly announcements as meetings are scheduled each year. Member rosters, definitions for and meeting dates of Committees and Teams are posted to the School website in September, so that those who signed up have easy access. Parent participation on Teams and Committees is limited and is on a first come first serve basis.

Volunteerism

We respectfully request that all families attempt to volunteer at least 40 hours each year. Studies show students excel when parents are involved in their child's education. Please, make the commitment to serve. Hours should be recorded in the volunteer box located at the office. Any visitors or volunteers must sign in daily, and a background check must be completed by September 30 each year, prior to working in the school. Our office staff is available to assist with this process.

Lighthouse Parent Organization (LPO)

The Lighthouse School Parent Organization is open to all enrolled families. With guidance from administration, this group's primary role is to organize and execute events and activities while nurturing a sense of community.

Basic Structure:

The LPO is not a fundraising committee, but may be involved in fulfilling some fundraising activities. Monthly LPO meetings help facilitate the events and activities, and all parents are welcome to attend. These meetings typically occur once a month and vary between evenings or daytime hours, in the hopes of reaching as many parents as possible.

A volunteer coordinator leads the LPO. All new ideas or proposed events are brought before the school's Director for confirmation and coordination, and if necessary, brought before the Board of Directors for final approval.

The LPO helps...

Families:

The LPO connects families to one another through volunteerism:

They are responsible for organizing many events throughout the school year and need volunteers to undertake a variety of roles for these events to be successful.

The LPO is also concerned with newly enrolled families:

Along with staff and administration it is the LPO's responsibility to welcome and ease newcomers through the transition, answering basic questions and directing new families to resources and people when needed.

Students:

The LPO assists with many student endeavors:

By supporting academics, sports and other social elements of school, the LPO's coordinated volunteerism helps students feel a connection to their school. These opportunities also build a sense of camaraderie among all grades.

The LPO also helps Lighthouse students partake in community opportunities, bringing awareness and coordinating participation in local events.

Staff:

The LPO contributes to staff needs and respectfully offers thanks:

They provide monthly luncheons to staff, and through the organization of so many of our school events, they help to minimize efforts that would otherwise overburden busy staff members.

Notification to Parents:

The Lighthouse School reserves the right to revoke volunteer privileges for any of the following reasons:

- **Violation of program or classroom rules,**
- **If a parent creates a negative impact on other parents, or their own or other people's children,**
- **Concerns for the safety and well-being of others**

Volunteer rights may be revoked by The Lighthouse School Director when a conflict occurs within the school or between other parents. Parents may file an appeal with The Lighthouse School Board if their volunteer rights become revoked.

THE LIGHTHOUSE SCHOOL VOLUNTEER EXPECTATIONS

Employees have the right to choose not to have parent volunteers in their classroom. While many schools encourage parent involvement, it is not mandatory and teachers can decide if and how they want to incorporate parent volunteers, based on their teaching style and classroom needs.

Employees also have the right to determine how often, when, and for what projects they want or need parent volunteers and to choose volunteers whom fit their classroom style.

Because employees have employment rights, schools are not required to have written policies governing parent volunteers.

Below are general expectations of Parent Volunteers at TLS.

Duration: Volunteers should be on campus for pre-determined duration of time with an intended and requested purpose

Servant Attitude: Volunteers should have the ability to follow teacher instructions, guidance on classroom routines, rules, and adhere and uphold classroom management strategies

Respect for Student Independence: Volunteers should encourage students to try tasks independently before offering help

Scheduled times: Volunteer times should benefit the classroom needs, be pre-approved by the teacher and scheduled in advance of showing up at the school (Please check in at the office.)

Things Background Cleared Parent Volunteers can do to help around the school when requested:

- Support small group activities
- Support 1:1 memorization practice i.e. flashcards, poems, etc.
- A parent can be a designated photographer to provide pictures to share for the yearbook
- Help the students make crafts on designated crafting days
- Sign up to be the room parent to assist the teacher in organizing class parties
- Organize bookshelves, play areas, or kitchen spaces as requested by the teacher
- Help with small group activities as requested by the teacher
- Prep activities for the teacher (count out papers, cut papers, etc.)
- Clean counters / student work areas and helps kids organize cubbies / desks
- Make copies as needed for the teacher using the hallway copier
- Weed the garden beds
- Specified tasks pre-approved with director pertaining to specialized knowledge areas
- Accompany classes on both day and overnight field trips

Things Parent Volunteers can do at home:

- Write thank you cards to staff members for teacher appreciation week in May
- Pre-prep craft materials
- Cut out laminated materials
- Hole punch materials that go into binders

Things Parent Volunteers CANNOT do:

- Use the parent Directory contact information for any purpose not related to school business
- Grade student work
- Take home student/teacher files
- Behavior/IEP/504 support
- Coordinate curriculum / lesson plan
- Support playground supervision during recess
- Administer First aide or medications to students
- Be in or use identified staff only areas (below) without pre-approval from the Office;

Employee Lunch room	Cafeteria kitchen	Nurses Bay
Employee Lounge (in gym)	Custodian Closets/Maintenance room	Copier supply room (by office)
Drama room	Archery room	Science / Cooking room

Engaging in any of the above prohibited activities as a volunteer can result in a restriction of volunteer privileges, up to and including trespass from school grounds

Media Influences

At Lighthouse we encourage direct instruction from our educators. We accomplish this by engaging the students' critical thinking and imagination through "real world" hands on opportunities, a well-rounded curriculum, and multifaceted teaching techniques. Although each classroom is equipped with technological tools for instruction, (i.e. projectors, document cameras, and chrome books) the use of these items is limited to necessary times of instruction only.

We ask our families to encourage active play, reading, drawing and other such imaginative alternatives to social media, video games, and television, as these skills will help our students become more creative and self-reliant.

Media Devices

There are times when computer access is offered at The Lighthouse School, but our educators are ever vigilant and thoughtful about it. The use of media devices by students for personal reasons during the school day is prohibited. This includes cell phones and other multimedia devices. All electronic equipment should be turned off and stored securely in student's backpacks. The school will not be held responsible for lost or stolen items.

Not only is technology a distraction to our day, it has the potential to lead to academically inappropriate behavior, such as cheating or accessing adult material. Also, there are students in attendance whose families have requested they not be photographed or have their image displayed without consent. For this reason, we request that adults and students refrain from posting images taken during school-sponsored activities, such as festivals, classroom performances, school parties, etc., unless they have received permission from the individuals involved.

Of equal importance is the reality that cell phones and other media devices can be used to support and greatly advance bullying behaviors. Hurtful and harmful actions will not be tolerated at The Lighthouse School. We believe that restricted media use lessens the opportunities for such inappropriate behaviors.

Enforcement

Recognizing the occasional need for communication, students may use cell phones to contact parents after school hours. In compliance with the rest of the Coos Bay School District (CBSD), our staff will confiscate any media device used during the school day. During the school day, students should come to the school office for assistance or if they need to contact home.

First offense: A staff member will confiscate the device for the remainder of the day and parents will be notified.

Second offense: A staff member will confiscate the device and leave it in the hands of the school Director. The Director will call home and make arrangements for a parent or guardian to come to the school to retrieve the device.

Third offense: The student will be asked to leave the device in the office each school day and may only retrieve it when the school day has ended.

We are concerned about our students academic and school lives. **Please help us teach your child to become a discerning consumer of technology.**

Main Lesson Strategies and Grade Level Themes

As a K-8 public charter school, we have a unique opportunity to serve students and their families. Though we must meet current adopted state standards, just as any school in Oregon, we have the freedom to “think outside the box” and dispense information in new and innovative ways.

Given this, we have worked diligently to seek out how children learn best and how to apply this knowledge in the classroom. In addition, we have sought to include families in the process whenever possible. Though many teaching methods are being explored every day, the following paragraphs explain several key strategies or philosophies which make The Lighthouse School delivery system unique, and which are proving to be our most effective practices.

Waldorf Inspired Education

At the turn of the 20th century, philosopher Rudolf Steiner surmised that most children go through similar and specific stages of development, at which time their minds are more receptive to certain understandings. By providing specific opportunities at a time when a child is most likely to be developmentally ready to accept and apply the knowledge, one can deepen the learning experience.

At Lighthouse, subjects related to these developmental stages are taught through integrated “themes” over lengthy periods of time, allowing for questioning, creativity and deeper connections. These themes are known as “Main Lessons”. Because “The Arts” and foreign languages are equally important to this process, they are also incorporated into the lessons whenever possible.

Along with the belief that mental and physical development play key roles in retention, we acknowledge the ancient Chinese proverb which states:

**“Tell me and I'll forget; show me and I may remember;
involve me and I'll understand.”**

Steiner, along with many other theorists and behaviorists, have come to recognize that when children are involved in the process of learning through questioning strategies and physical movement, a deeper mental connection begins to take place. Therefore, Waldorf education emphasizes students and teachers work together to use their minds, their “spirits” or their “will”, along with physical movement, to study and create on a daily basis. Hence the saying:

“We teach to the whole child - head, heart and hands.”

Steiner also suggested that school environment plays a key role in how an individual learns best. Lighthouse reinforces this theory that children blossom when surrounded by beauty, and are inspired to reflect that beauty back into their work and mental attitude. Therefore, the classroom is considered to be a sanctuary for the children. It is warm, friendly and comfortable. Colors are soft; furniture is “real” and there is a sense of home within the space. This may be in high contrast to many traditional classroom settings one has experienced.

Finally, more important than the “look” of the space should be the “feel” of the space. In Waldorf education, the rhythm of the day is vital to maintaining a sense of security and expectancy, with both established routines and predictable outcomes. Recognition and respect of everyone’s contribution is of utmost importance. At Lighthouse, we strive to keep those aspects of media and social pressures, which may negatively affect the daily process, out of our conversations. Instead, we seek to explore the more natural thoughts, developmental awareness’ and personal needs of the children in our midst. As a Waldorf inspired Public Charter School we offer a unique experience in public education to every child that comes through our doors.

Gardner's Intelligences

At Lighthouse we've also come to approach each child with the understanding that they are unique in their abilities and may therefore require multiple ways of working with new information before it can be fully retained. We have turned to psychologist Howard Gardner and his "Multiple Intelligences Theory", to apply these strategies to the classroom.

Gardner's theory states that not only do human beings have many different ways of learning and processing information, but these methods are relatively independent of one another. Examples of this include: linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal (working with others), intrapersonal (knowing oneself), and naturalistic.

With Gardner's approach, teachers carefully observe and seek out how each student learns best. Using a variety of modalities, new information is presented multiple times throughout the course of a main lesson theme. This allows students greater opportunities to work with and apply this knowledge towards the next concept.

Students learn to work in a way that is easiest for them to access and process, but are equally challenged to stretch their abilities by using that same information within different formats. Being required to use our less adept skills to solve problems is a great way to critically analyze and open our minds to new possibilities.

Not only does Gardner suggest delivery through the use of learning styles, he stresses students working in partnerships with one another. This provides opportunities for each student to restate their own understandings and to learn from one another. Cooperative learning therefore, is a common practice at The Lighthouse School, because it opens us up to new potentials.

Inquiry Method

A final key strategy which helps make Lighthouse learning as effective as it is, is the presentation of information via the "Inquiry Method". This is a student-centered method of education focused on asking questions.

Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers. Teachers are encouraged to avoid giving direct answers in favor of asking more questions. In other words, rather than simply stating facts and asking for memorization and recall, the teacher allows students to experiment with the information and ask questions about it prior to direct instruction - perhaps encouraging a hypothesis. Only then do we bring forth what has been directly tested and understood. By that time however, students are eager for the knowledge because it was brought about through their own personal curiosity and desire to understand. This method was advocated by Neil Postman and Charles Weingartner in their book *"Teaching as a Subversive Activity"*.

The inquiry method recognizes that good learners and sound reasoners center their attention and activity on the dynamic process of inquiry itself, not merely on the end product of static knowledge. This method assumes that all good learners have:

- Self-confidence in their learning ability
- Pleasure in problem solving
- A keen sense of relevance
- Reliance on their own judgment over other people's or society's
- No fear of being wrong
- No haste in answering
- Flexibility in point of view
- Respect for facts, and the ability to distinguish between fact and opinion
- No need for final answers to all questions, and comfort in not knowing an answer to difficult questions rather than settling for a simplistic answer.

In an attempt to instill students with these qualities and behaviors, a teacher adhering to the inquiry method must behave very differently from a traditional teacher. Inquiry teachers have the following characteristics:

- They avoid telling students what they "ought to know".
- They talk to students mostly by questioning, and especially by asking divergent questions.
- They do not accept short, simple answers to questions.
- They encourage students to interact directly with one another, and avoid judging what is said in student interactions.
- They do not always summarize students' discussion.
- Their lessons are not planned to the nth degree. Rather, open elements allow the flow to develop naturally in response to students' interests.
- Their lessons pose problems to students.
- They gauge their success by change in students' inquiry behaviors (with the above characteristics of "good learners" as a goal).

You may have guessed, this type of delivery can be difficult for teachers to master and therefore, the Inquiry Method is not always the focus of our lessons. However, it is one of our goals to help achieve greater depths of understanding, and is encouraged whenever possible.

Using the strategies mentioned above, among others, we believe The Lighthouse School engages and empowers the child in the learning process.

Of course, each teacher within our school brings variety to this process through background experiences and personality. Their understanding of our delivery methods is critical however; therefore, each method is reviewed and developed regularly. Planning and implementation takes a great deal of time and energy. As you can imagine, working with a classroom full of curious, motivated and mobile students is a very different situation than simply dispensing information to a crowd of seated listeners.

We are grateful to all the staff at Lighthouse for their patience, persistence and flexibility. Their efforts prove that these methods are as empowering to the teacher as they are to the student.

Finally, it is the families who truly make or break their child's educational experience. Study upon study show, that when a child's parents are involved in the learning process, their individual potential is truly unleashed. With this in mind, parents are encouraged and requested to volunteer 40 hours of their time at the school each year. This can be completed in a myriad of ways, making it relatively painless for all types of busy lifestyles. Parents are also asked to attend conferences twice a year; maintain connections with teachers via email or phone; share their own experiences whenever possible, as they pertain to learning in the classroom, and join in festivals and celebrations.

Expected Grade Level Themes and Academic Subjects

All national and state standards are met throughout the course of each school year.

Kindergarten:

Kindergarten is the first introduction to Main Lesson. Students participate in cooking, cleaning, gardening and many other activities that guide them towards a sense of responsibility. Emphasis is on the alphabet, (including both naming and phonemic awareness), Math skills include order, (or number sense), skip counting and an introduction of numbers up to 100. Handwriting and other artistic techniques are explored. Reciting pertinent personal information (such as phone number and address); ability to recite up to thirty songs and verses; basic color and shape recognition; and most importantly, gaining the developmentally appropriate skills to become a successful student, classmate and friend, are all themes explored at this age level.

First Grade:

First graders are involved in studies of Social and emotional learning, of their feeling through writing, storytelling and play-acting; all helping to strengthen their language-building capacities. Fairy tales, folk tales and nature stories are of high interest, and are used to introduce the following skills: letter formation and literacy, introduction to the writing process (stories, poetry, letter writing, punctuation and capitalization), qualities of number, introduction to the four processes of arithmetic, fact families, measurement, time, seasons, money, place value, charts/graphs, problem solving, skip counting, pattern recognition and simple plane geometric figure. Science topics may include, but are not limited to: earth elements, insects, rain forest, space, and the varied states of matter, animal studies and dinosaurs.

Second Grade:

Seven year olds take a keen interest in the real world. This includes helpers of humanity: individuals whose actions have impacted human nature and history. Animal fables and tricksters, American folklore, life in the colonial times and American symbols, also make up the bulk of second grade study. Literacy blocks continue to build early skills; reading, story-poetry-journal-letter writing, drafts, the writing process, elements of a story, (setting, plot, character, theme, etc). Continued work with the four processes in mathematics are explored through word problems, place value, number patterns and relationships, measurement, telling time, gathering data and analysis, and plane and solid geometric figures. Science topics may include bees, butterfly life cycle, plant life cycle and nature cycles, wind and clouds, weather, aquatic habitats and beach ecology.

Third Grade:

In general, children at this stage wish to get their hands dirty and understand how things work. Therefore, a study of humankind, including many of the practical arts, is the basis for the third grade year. Agriculture, cooking, habitats and house building, community needs and processes, clothing and culture are developed within themes. Cursive writing is introduced through dynamic form drawing. Literacy continues with ever challenging reading sources and an emphasis on comprehension and fluency. Literacy blocks incorporating grammar and language mechanics, are practiced within the context of writing modes, parts of speech, topic sentences and paragraph structure. Poetry is examined in depth. Mathematics includes multiplication tables, measurement, common fractions and decimals, time and money, redistributing, number patterns, prime numbers, geometry and word problems. Science topics may include: soil, grains, agriculture, carbon, nitrogen, liquid explorations, aquatic habitats, energy, force and motion.

Fourth Grade:

Oregon history, from the time of it's indigenous peoples to the impact of the pioneers and westward movement; local geography and map making (beginning with immediate surroundings and working up to neighborhoods, city, county, state and region), make up a good portion of the fourth grade year. Norse and Finnish mythology and sagas, as well as exploring the Alaskan Iditarod Race (as it relates to man and animal), are other themes. Reading and age appropriate literacy work includes: letter writing, verb tenses, abbreviations, personal pronouns, poetry and alliterations. Math work includes reviewing arithmetic operations, times tables, story problems, long division, averages, fractions, simple factoring, perimeter, area

and volume. Science topics may include: study of the animal kingdom, ecology, human body systems, microscopes, watersheds, magnetism and electricity.

Fifth Grade:

This grade level marks the beginning of a four-year study of mankind throughout history. We begin in the cradle of civilization with myths from Mesopotamia, the Hebrews, Ancient India, Egypt and Greece. These cultures have had a major influence on the history of America, and thus, a study of North America is begun, with an emphasis on botany, vegetation, topography, climate, government and industry. Continued development of writing skills with attention to focus, voice, organization, mechanics and modes are addressed. Math blocks include: multi-digit multiplication and division, decimals, fractions, mixed numerals, ratios and proportions, the metric system, measurement, geometry, estimation, data collection and analysis, bar and line graphs. Science topics include: botany, weather, erosion and dissolving rates.

Sixth Grade:

Beginning in the fall, a study of present day European Geography, places the sixth grade child in a position to understand the cultures they will be studying over the coming school years. History then demonstrates that all roads lead to Rome, with a study of the fall of Troy, the founding of Rome, the Republic, and the rise and fall of the Empire. This flows into a study of early medieval history and the feudal system. Other subjects developed at this time include: geometric drawing, astronomy, geology, European geography, physics (acoustics, thermal, optics), and language arts, which include writing for a purpose and debate. Math work includes: pre-algebra, geometry, and business math, (percentages, interest, discounts, balancing a checkbook, etc.). Science topics include: Earth & Space Systems: Water, rock, heat and weather cycles, erosion, introduction to engineering and technology to minimize human impact(s) on the environment.

Seventh Grade:

The history and geography studied up to this point come full circle, with the study of the Late Middle Ages and King Arthur, the Age of Exploration and the Renaissance and Reformation. Asian, African and South American geography and their cultural history are also explored during this important developmental stage. Language Arts include various forms of writing, (creative, biographies, poetry, research papers, grammar, etc.). Math includes: pre-algebra, geometry, laws of perspective drawing, powers, roots, integers, formulae, probability and a review of business math. Science includes: Physics, (mechanics, optics and thermal), physiology, genetics, nutrition and an introduction to chemistry.

Eighth Grade:

Eighth graders themes include the Industrial, French and American revolutions, along with further studies of world geography. A brief study of contemporary history includes the Civil War and government. Language Arts include various forms of writing with a strong focus on short stories. Math delves into a review of graphing inequalities, data collection and analysis. Science explores ecology, physiology, health and learning to discern media elements, physics (magnetism, electricity, force), and meteorology. Group and individual community service projects help round out the students' experiences as they prepare for life as a young adult.

Specialty Classes, Electives and Other Opportunities

Physical Education

At all levels, physical education is vital to the curriculum of The Lighthouse School. The goals of the program remain that students should have fun and be able to develop skills that will lay the foundation for a lifetime of physical activity.

Movement is critical for primary students, and learning to direct their actions in a positive way, can be confident boosting. Therefore, activities in the early years relate to large and small motor movements. Then between the ages of 8 and 14, students focus on sports, games, and movement to develop spatial awareness. This also improves the capacity to form the many-sided judgments pertinent to critical thinking. All ages are taught both cooperative and competitive play.

Recess

Play, is as important to a child's inner spirit, as P.E. is to their physical fitness. Recess breaks allow freedom and imagination to flourish. While we understand that students need time to unwind and relax, we know that recess can be a valuable time for learning some of life's lessons as well. Therefore, teachers monitor the playground and reinforce both behavior and skills. This monitoring allows us to intervene respectfully, and set a right course for children.

Foreign Language

Students in grades 1-8 receive Spanish instruction at least twice a week, with a Spanish-speaking teacher who incorporates the same basic pedagogical principles as those of the main lesson. Primary students learn through creative movement, songs and recitations. Upper grade student's experiences are of a more academic nature, as they conjugate and dialogue, and are immersed in the language for the entire class session. Eighth graders who are excelling may be advised to enter into Spanish II as freshman in high school.

In kindergarten, Spanish exposure is brief, but students are introduced to basic understandings, such as colors, days of the week, etc. Students in kindergarten are also introduced to a small amount of sign language by their classroom teacher and are expected to use it daily.

Art

The art program at The Lighthouse School often integrates academic main lesson themes. Art classes develop the child's visual and tactile capacities through painting, drawing, modeling, etc. The teacher nurtures the child's aesthetic and spatial awareness, as well as creativity, allowing room for spontaneous self-expression. Though art happens daily within the regular classroom, once a week, a trained art specialist explores specific skills to a greater depth.

Handwork

A main goal in handwork is to help each student make beautiful, handmade, useful items that generates a sense of ability and creative expression. The secondary goal is to develop strong hand-eye coordination and manual dexterity. Ultimately however, it is critical brain development and problem solving strategies that are developed and carried throughout the child's life. Beginning in kindergarten, children explore raw wool fibers and see how they are spun into yarn. The primary grades move through increasingly demanding projects up to fifth grade, and may choose to take handwork as an elective in grades 6-8. All students are presented with opportunities to reach out to the community through charitable projects.

Music

Music is an integral part of every day at The Lighthouse School, no matter what the grade level. Daily singing, rhythm and movement come naturally to children and are elements that we carry with us all our lives. In fact, music is one of the last memories we hold onto as we age. Music helps teach tone recognition, melody, harmony, imitation, manual dexterity, and rhythm, as well as patience, courage and persistence. Moving through the grades, children continue to sing, but are introduced to various musical instruments to captivate their growing interests. Ultimately, our middle school choir stresses teamwork and focus along with presentation skills. All students perform at two festivals each year.

Drama

We are nothing less than dramatic at The Lighthouse School! Students begin learning the art of expression in kindergarten as they recite poems and recall stories through dramatic retellings. Beginning around first grade, each child will experience the skills, cooperation and courage it takes to pull-off a dramatic performance, and at various times, will receive feedback from a live audience.

Electives

In an effort to provide new opportunities, The Lighthouse School offers elective classes for grades 6-8. These classes meet Friday afternoons only and are age-blended by design. Each school year students make their class selections in the fall. This allows them the opportunity to participate in two to six different elective classes depending on their choices.

True to our nature, we offer classes that speak to the whole child, with subjects that vary each year, depending on staff selections. Students can expect to choose from options that challenge their body, mind and spirit.

Sports

Lighthouse students may choose to participate in after school sports. This is an opportunity to not only gain skills, but also to make friends with students that will some day be their classmates.

Primary grades (1-5) have options available through the local Boys and Girls Club teams. These include both fall and spring soccer, winter basketball, and spring softball.

Our middle school Students (gr. 6-8) may participate in all sport offerings in the district within which you live. This includes football, cross-country, volleyball, bowling, basketball, wrestling, softball and track and field. However, there are a few details to consider. If you think you will be sending your child to a high school outside the zone of your home address, you will need to contact the district office there to insure participation. You may need to provide your own transportation to practices or events if there is a conflict with event times or bus availability.

All sports come with a fee, and **middle school students must have had a physical prior to participation.** A doctor must complete a specific form, even before practices begin, and is effective for two years. Academic grades must be maintained in order to participate. See each district's website for more details.

Field Trips

Lighthouse students have many opportunities to attend both local and out-of-town field trips, as they relate to the curriculum. In addition, a limited number of overnight trips are offered in upper and middle school grades.

Every effort is made to keep the cost per student to a minimum on field trips, but occasionally, parents must help cover some expenses. Each grade level is offered opportunities to build up a savings account through proceeds from various fundraising activities. These accounts follow the class through the grades and ultimately helps pay for promotion events as well. No child is ever denied field trip participation due to a lack of family funds.

It's understood that the lessons gleaned from these experiences are bountiful. However, in order for us to continue to offer these unique opportunities, it is important to hold students accountable for their behavior prior to, and during such trips. As representatives of our school, they can impact the experience for their classmates, as well as the entire school community.

Field Trip Behavior Policy

The Lighthouse School policy states that each class may offer field trips each school year. Though the intent is that all students will participate in these trips, it will be at the discretion of the Director to revoke that right. It is expected that students attending field trips will have the ability to present themselves as good citizens as they represent our school and community. Students must demonstrate the ability to work well with others, show respect to adults and peers, and follow directions. If a student's behavior in the classroom or on the playground leads the teacher to believe they will engage in acts that may be detrimental to the safety of others; the teacher may request from the Director the right to restrict the student from attending the field trip.

The decision to keep a child from attending any field trip is not taken lightly. Parents and/or legal guardians will be contacted prior to the event, regarding the child's behavior or interactions in question. However, should a sudden concern arise on the day of the event, a last minute decision can be made to contact parents and end the opportunity for the child. Once a decision has been made to restrict a child, it will become the parent and/or legal guardian's responsibility to keep the child at home for the duration of that particular trip, even in the case of overnight trips. A student's behavior during a field trip will determine if they have the right to attend future trips with their class. Should the conduct become seriously dangerous at any point, it will be the teacher's right to send the student home, immediately. With the director's consent, parents or legal guardians will be contacted and a means of transportation home will be arranged. If warranted, negative behaviors may result in school disciplinary action.

Field trip chaperones

Chaperones are required on all field trips. We need to have one adult monitoring every five students. We ask that chaperones not bring any other children or siblings with them on field trips. These trips are developed for specific age groups and are intended to be academic in nature. All adults in attendance of a field trip will also be expected to maintain a standard of exemplary conduct and behavior. Again, a background check must be completed by September 30 each year in order to be eligible to chaperone a field trip. Chaperones may participate in all events just as the students do, and can expect the school to cover their costs. Our process for choosing chaperones is via a lottery draw. When permission slips return to the school, the office enters each parents name, who indicated they were available to attend the field trip, into a hat. Then names are drawn at random and numbered in the order they were drawn. The office then contacts each drawn name to confirm their availability. Once chaperones have been confirmed attendance is recorded to allow other parents a chance at attending a field trip in the future. This allows more parents an opportunity to attend field trips.

School to Home Communication

Announcements

The office sends home announcements regarding general school information through emails, but hard copies can be made available upon request. It is important to review the school announcements weekly to stay informed about upcoming events and important dates, school closures, and community events. The announcements do not however, include specifics about individual classrooms, so parents should review grade level newsletters regularly.

Newsletters

Each classroom teacher has been asked to provide weekly or bi-weekly newsletters either in an email format or with hard copies. During “Parent Night” each September, teachers will describe the best methods of communication for their classroom. If you do email them with questions or concerns, please know that they will make every effort to get back to you as promptly as possible, though it may not be within the same day.

Communication Folders

Each grade has their own communication folder that typically goes home with students to communicate student specific needs of the classroom (i.e., assignments, field trip slips, or other pertinent information specific to your student). Please make sure to check with your student daily and be mindful of the communication folder.

Conferences and Progress Reports

A healthy school experience relies on the strength of the parent - child - teacher relationship. Our school presents many opportunities for parents to assist with, or visit their child’s classroom throughout the year, but it is through both fall and spring conferences that we can be most effective at setting goals and following-up on observations. We understand it can be complicated to make time for these meetings, but they are truly invaluable to your child’s school experience. The office will arrange the times, making it possible for families with multiple children to finish in one day. If you cannot make the time that has been provided, please contact the office for new arrangements.

Throughout the year, particularly in the upper and middle school grades, teachers send home documentation of progress. This is merely to inform families of missing assignments and test scores up to that point. If there is significant concern on the teacher’s part, they will likely have contacted the family prior to the report. If, for any reason the parent is unsure about their child’s progress, they are welcome to contact the teacher and work towards a more positive understanding.

Being an informed parent is vital to your child’s success.

Grading, Testing and Report Cards

Grading

Report cards are designed to document a student's academic and social development, and are sent home three times each school year. The state of Oregon requires that students meet "standards" for each subject. All grade levels incorporate a narrative section in the report cards, not only for comments about progress, but to prompt new or ongoing goals. Your child's grade level teacher will provide specific information regarding report cards at the beginning of each school year.

Testing

As a public school, we participate in all mandatory district and state testing requirements. Students in grades 3-8 will participate in "Benchmark Tests" provided by the district. The results of these tests offer educators data for progress monitoring. At the end of each school year, The Lighthouse School participates in State Assessments (OSAS) to provide data for school improvement as well as individual student concept mastery.

These test scores are used to report, "Annual Yearly Progress" (or AYP), a federally mandated measure of school success. Though we recognize the importance of such tests, The Lighthouse School continues to recognize and will continue to support our students in their abilities through "applicable opportunities.

As testing approaches, our school educators strive to create a relaxing environment and encourage students to get rest and eat energizing foods, during these more stressful breaks in our daily school rhythm. Parents will be informed via teacher newsletters and daily announcements, as to when their child will be taking state tests.

Report Cards

Report cards generally go home prior to conferences, providing time for parents and students to review and formulate questions for the teacher. When the conference does occur, all involved should come prepared to advocate constructively for the child and hear one another's thoughts. Teachers will have options and ideas at the ready to address any areas of concern, and often times, they will request that students are present to provide immediate feedback.

Homework Policy

Homework is defined as any assigned work to be done at home, this includes on-going projects and work not completed in class.

Homework should not be used to introduce new concepts, but it should enhance what has already been introduced. Assignments should allow for practice and repetition of essential skills. At the same time, assignments should encourage the student's desire to independently expand their knowledge, as well as teach personal responsibility, which will prepare them for higher academic learning.

Though assignments attempt to be challenging and inviting, the type and amount of homework assigned at each grade level must be determined by the teacher in order to accommodate the skills, abilities, and developmental capabilities of the students involved.

Guidelines for staff regarding the amount of time spent on homework each day falls within the following developmentally acceptable ranges:

K – 2	10-20 minutes
3 – 4	20-30 minutes
5 – 6	30-50 minutes
7 – 8	45-80 minutes

Spanish homework will not exceed 20 minutes per week.

Homework will be given Monday through Thursday's only. If homework is given on a weekly basis, the amount of time the student is expected to work will not exceed the maximum time for a four-day week (i.e. 6th grade = 50 min. x 4 = 200 minutes per week). Naturally, if a student does not complete their homework during the week, they will have homework over the weekend. Equally, if an assignment is given with a due date set for many weeks ahead, students may use weekend time to gather materials or work independently.

Every attempt will be made to not assign new homework on a day when the school is sponsoring an evening event for students.

If a student is consistently struggling to complete their homework within the above guidelines, the parent should contact the teacher immediately to discuss the matter, as this is an unintended outcome. If the issue is not resolved, the parent should contact the director, at which point a meeting may be convened with everyone present, in order to devise a solution.

Likewise, if a student is consistently or overly frustrated with their homework each night, or resistant to completing it, the parent should not force the issue, rather, they should try taking a break and having a snack, or breaking the work into realistic portions throughout the evening. When encouragement and change of approach fail to make a difference, seek the teacher's support.

It is expected that most students, by fifth or sixth grade, should be responsible for scheduling, remembering, and turning in homework on time.

If students have an excused absence from school, they are entitled to one day for every day missed, to make up their work. The teacher, prior to sending it home for completion, should review make-up work with the

student, should it include new concepts. **If students know they will be gone from class days in advance, they should let the teacher know and seek to understand expectations before they leave.**

If a parent or student so chooses, they may contact a teacher and discuss the option of providing additional homework, knowing that it may take them beyond the advised number of minutes to complete.

Teachers shall inform parents about homework through newsletters or emails. This information should express how the assignment is to be done, its purpose or context, and how it will be graded. Reference materials, if available, should also be made accessible to students and their families.

Teachers are available for assistance during school hours. Parents should make arrangements ahead of time, if they wish to meet with a teacher to discuss homework.

Dress Code

Part of what makes a Waldorf inspired school special is the attention we put into surrounding our students with mindful intentions regarding not just their academics, but their entire wellbeing and school environment. For this reason, The Lighthouse School wants to come alongside the families to create a modest school culture and therefore clothing must cover all undergarments. Clothing that is suitable for the school should address the needs of all classroom activities, including physical education.

Please be mindful that clothes should abide by the school dress code to include:

- Students are allowed to wear hats while outside, but are not permitted to wear them while inside.
- Shorts, skirts and dresses should be of modest length. Students who wear skirts are encouraged to wear shorts underneath for modesty during physical activity and recess.
- Students should wear athletic shoes. Closed toed shoes are required at all times. Open toed sandals and heels are not allowed. Wheelies or roller skates are also not permitted on campus.
- Shirts should not expose midriff. If a student chooses to wear a halter top (or similar) an undershirt or tank top is required.
- Tanks tops should have a minimum of a three-inch shoulder. Spaghetti straps are not allowed.
- Students are not permitted to wear clothing that advertises inappropriate statements, violence or drug paraphernalia.
- Students should dress according to the weather and bring a jacket when it is cold and/or raining.

Please write the student's name inside their clothing so the school can make all attempts to return them when/if they are left in the lost and found area.

The Lighthouse School reserves the right to decide if any clothing or accessory interferes with the safety of a child, presents a distraction to the academic or creative pursuits, or advertises inappropriate attention. In the event that the student is on campus with clothing that the school deems inappropriate, the office will provide clothing such as sweat pants and plain tee shirts to cover up or replace the student's own clothing, when possible. If these borrowed items go home with your student, please wash and return them so that others can borrow them in the future.

The Lighthouse School also reserves the right to contact parents, if necessary, to see that the student's misjudgment or infraction is understood and will not be repeated. We ask that parents express to your children the need for compliance, so that everyone can focus on their academic lives.

Developing Capable Behavior - The School Discipline Plan

At The Lighthouse School, we believe it is vital that children learn to live and work together respectfully and with reasonable sensitivity to others.

Adults Set the Tone

Teachers bring the children to personal and social harmony through means that are sensitive and effective. The adults responsible for disciplinary methods never intend to shame or demean the child in any way. The Lighthouse School model assumes a partnership between parent and teacher in this endeavor.

Explaining the Boundaries

In the first week of school, classes outline what respectful behavior in a community means. Students and the classroom teacher will implement classroom “norms” which puts into clear language what the expectations will be. This mutual behavior agreement helps set clear boundaries allowing children to live amiably and safely at school. You and your child should discuss why responsible behavior is important in school.

Meeting the Boundaries

The faculty and staff expect the children to conduct themselves within a range of acceptable behaviors for their development. Identifying the school’s expectations provides clarity in order to make wise choices.

Testing the Boundaries

Reminders – Children often need reminding. Learning new behavioral skills is no different than learning academic skills. A few reminders may be expected.

Choices – Offering choices that fit within the boundaries of everyday classroom experiences are often an effective way of enforcing classroom boundaries. As choices are offered, the expectation is that the child will choose an appropriate path of compliance.

Meetings – Teachers might meet with children very briefly, to discuss an interpersonal problem, or a teacher might call upon the entire class to help problem-solve certain situations without pointing any fingers. The development and agreement by a group to solve problems effectively.

Take a Break - Teachers must find a healthy balance between working on interpersonal skills and other curriculum areas. In some instances, they may stop what the class is doing in order to hold a group discussion. The underlying message in this action is that our emotional well-being is important, and it is being disrupted by behavior choices that may affect our intellectual growth. If students cannot understand this, or when reminders and choices do not put an end to an “out-of-bounds” behavioral pattern, we must proceed to the next step of the plan.

Recess Behavior Plan

The playground should be a safe environment. The recess duty person will draw from a consistent set of behavioral expectations in line with The Lighthouse School Discipline Policy. When a behavioral issue arises, this person is expected to remove the child from the situation and allow them to sit outside the play area (perhaps at a picnic table in the garden). This is to help calm the child and allow for reflection. After a developmentally appropriate amount of time has passed, the duty person will address the child and discuss the situation in a calm and professional manner. In return, the child will be allowed to continue to play. The duty person will notify the classroom teacher if the behavior warrants it. If deemed necessary, the director may likewise be informed. If the child does not comply, or the violation is severe, the duty person is required to follow the behavior policy.

Parental Support and Good Communication

Throughout all the steps of the behavioral plan parent involvement is critical. Parental understanding of the situation often goes a long way towards resolving issues before they escalate. These early conversations can indicate possible areas of concern, such as the child's comfort level with school, academics or peer issues. Sometimes, children confide in parents the nature of a problem that has not even become apparent to the teacher.

Likewise, teachers must let parents know as soon as possible, if there is a difficult behavior or problem emerging that they may be unaware of. In the early stages of dealing with severe conflict or inappropriate behavior, the teacher will be expected to observe carefully and keep records of the occurrences, including times and dates. This can sometimes provide clues as to why the behavior is occurring. Teachers may also be able to support efforts being made in the home, just as parents may be able to support goals for change being set at school. With everyone's cooperation, the issues should come to a close.

And if the situation doesn't seem to be improving...?

Sometimes, although things don't seem to be improving, a positive stage has been set. The adults are all following through and working as a team, but the child still doesn't respond to the environment in a way that is healthy or positive. The director and the family must then determine if the school is a good fit for the child, or if there are other avenues to pursue which might resolve the situation.

The more effectively students work together in class or during the school day, the more they can accomplish overall. When the teacher is spending a large portion of the day engaged in disciplinary endeavors, significantly less time is available for the curriculum and academic needs. This is true in all grades, but should be given considerable attention in the kindergarten and early grades, since this time sets the foundation for all work that will be accomplished in the rest of the school years. Please remain informed and willing to assist, should your teacher or child need you.

Discipline

Although there is room for discovery and questioning, teachers lead well-structured, goal-oriented lessons. Timing is limited and there is much to be accomplished each day. Every student is expected to listen and respond through questioning, critical thinking, recitation, and written, physical or visual expression. **To be successful in this kind of instructional setting, a child needs to know: how to get along with a group; how to cooperate; when to listen and when to speak, and how to take responsibility for their choices and actions.** Since children at The Lighthouse School are expected to live amiably with their peer group for up to nine years, it is vital that they learn from the beginning, how to work together respectfully and with reasonable sensitivity towards others. Our discipline policy therefore, is designed to protect the classroom environment, as well as the individuals within it, so that all may feel safe and valued while learning.

You are your child's first teacher and they are never too old to learn the ins and outs of making good behavior choices. We are all faced with social situations daily; your reaction, or non-reaction to your child's decisions or choices, speaks volumes. The Lighthouse School believes that parents know their child better than anyone, so we ask that a student's home support is prepared to hear their concerns with an open mind and support them should an issue arise. In doing so however, don't let your affections get in the way of good judgment. Please, take the time to investigate a situation before jumping to conclusions. In other words, be an informed advocate and try to discuss concerns openly and honestly with those involved. We'd like to see everyone walk away feeling heard, and having learned something positive. In doing so, we are teaching our children what it takes to be mature, responsible, active members of society.

School wide Behavior Plan

Level 1 infractions;

- Classroom disruptions (talking out of turn or arguing with peers or teacher)
- Inappropriate language
 - Use or display of profane or obscene language*(d)
- Roaming without permission
- Recklessness (lack of regard for the danger or consequences of one's actions)
- Other
 - Not using classroom or recess tools appropriately
 - Dress Code violations
 - Plagiarism

Level 2 infractions;

- Continued and blatant disruptive/disrespectful behavior
- Bullying
- Harassment
- (major) Recklessness (lack of regard for the danger or consequences of one's actions)
 - Willful disobedience*(a)
 - Open defiance of the authority of a school employee*(b)
- Other

Level 3 infractions;

- Technology Violations
- Vandalism
 - Willful damage or injury to school property*(e)
- Extreme nonviolent behavior
- Pornography
- Other
 - Theft
 - Leaving or attempting to leave campus without an adult

Level 4 infractions;

- Fighting with major violent behavior
 - Assault of a school employee or another student*(g)
- Weapons
- Possession of drugs or drug related items
 - Possession or distribution of tobacco, alcohol, drugs or other controlled substances*(c)
- Threats of violence, written or spoken
 - Use of threats, intimidation, harassment or coercion against a student or a school employee*(f)
 - Intentional attempts, by word or conduct, to place a school employee or another student in fear of imminent serious physical injury*(h)
- Other
 - Sexual threats
 - Premeditated acts of violence

Suspension / Expulsion

In accordance with state law - ORS 339.250

Duty of student to comply with rules; policies on discipline, suspension, expulsion, threats of violence or harm, firearms and physical force; student handbook or code of conduct; enforcement of policies.

(1) Public school students shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers' authority.

(2) Each district school board shall adopt written policies for the discipline, suspension or expulsion of any refractory student. The policies:

(A) May allow discipline, suspension or expulsion for conduct that includes, but is not limited to:

- (a) Willful disobedience;
- (b) Open defiance of the authority of a school employee;
- (c) Possession or distribution of tobacco, alcohol, drugs or other controlled substances;
- (d) Use or display of profane or obscene language;
- (e) Willful damage or injury to school property;
- (f) Use of threats, intimidation, harassment or coercion against a student or a school employee;
- (g) Assault of a school employee or another student; or
- (h) Intentional attempts, by word or conduct, to place a school employee or another student in fear of imminent serious physical injury.

(B) Must require consideration of the age of a student and the past pattern of behavior of a student prior to imposing the suspension or expulsion of a student.

(C) Must limit the use of expulsion to the following circumstances:

- (a) For conduct that poses a threat to the health or safety of students or school employees;
- (b) When other strategies to change student conduct have been ineffective, except that expulsion may not be used to address truancy; or
- (c) When the expulsion is required by law.

(D) In addition to any limitations imposed by paragraph (c) of this subsection, for a student who is in fifth grade or lower, must limit the use of out-of-school suspension or of expulsion to the following circumstances:

1-4

- (a) For non-accidental conduct causing serious physical harm to a student or school employee;
- (b) When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students or school employees; or
- (c) When the suspension or expulsion is required by law.

(E) When an out-of-school suspension is imposed as provided under paragraph (d) of this subsection, must require the school district to take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student's academic instruction is minimized.

Article I: Narrative

Being a Public Charter School within the Coos Bay School District boundaries, The Lighthouse School believes that all students deserve the right to a Fair Appropriate Public Education. In most cases minor infractions can be remediated within the classroom. However, when a student's behavior impacts their education or the education of other students then administrative discipline becomes warranted. When student behaviors do not match the expectations of the Lighthouse school-wide Behavior Plan, The Lighthouse School Director shall impose the following Board process before an Expulsion will be recommended.

Having its own School Board and Director, an expulsion from The Lighthouse School is not district-wide and does not prohibit a student from enrolling at or attending other Coos Bay School District schools. The decision to accept enrollment of an expelled Lighthouse student is the sole discretion of the Coos Bay School District.

Article II: Process

The Lighthouse School recognizes that students of all ages face different behavioral challenges and therefore require different strategies of discipline. When administrative discipline is required, The Lighthouse School offers each student a tiered plan to conform to its rules and expectations with consistent consequences. The following process has been developed based on these expectations.

Article III: Violations of the Policy

Level 1 infractions;

- Written citation
- Phone call home
- Follow up email

After 9 violations Director will call an SST meeting to develop a parent engaged plan

Level 2 infractions;

- Removal from class
- Room clear
- Student Support Team (SST) meeting
- Written citation
- Phone call home
- Follow up email

After 6 violations Director will call an SST meeting to develop a parent engaged plan, in which the initial warning of temporary removal is a possibility

Level 3 infractions;

- Temporary Suspension from school
- After 3 suspensions students can be recommended for expulsion
- Written citation
- Phone call home
- Follow up email

After 3 violations Director will call an SST meeting to develop a parent engaged plan, in which the initial warning of temporary or permanent removal is a possibility

Level 4 infractions;

- Temporary or permanent suspension from school
- After 3 suspensions students can/will be recommended for expulsion
- Written citation
- Phone call home
- Follow up email

After 1 violation Director will call an SST meeting to develop a parent engaged plan, in which the initial warning of permanent removal is a possibility

At any time, the Director may implement a Student Safety Plan under *(A) or (B)

- After 6 violations in level 1 or 2 infractions (in any four-week period) Director may choose to exit a student on a temporary basis
- After 3 violations of level 1 through 3 infractions (in any three-week period) Director will call a SST meeting to develop a parent engaged plan AND may choose to exit a student on a temporary basis
- After 6 violations in level 1 through 3 infractions Director will call a SST meeting to develop a parent engaged plan, in which the initial warning of permanent removal is a possibility
- After 3 violations in level 3 infractions Director may choose to exit a student on a permanent basis for *(A), (B), (C)
- Director may choose to exit a student permanently for level 4 infractions;
 - *(A) for non-accidental conduct causing serious physical harm to a student or school employee;
 - *(B) when a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students or school employees; or
 - *(C) when the suspension or expulsion is required by law.

Attendance, Accountability and Tardiness Procedures

Students who attend school on a regular and timely basis have greater opportunities for increased learning. **Teachers work hard to help absent students make up the work, but this is time consuming for everyone, and reviewing what was missed is never the same as having been in class to experience it firsthand.**

Absences

- **Illness:** Parents are expected to notify the school of a student's absence by 8:30 am the morning of the absence. If this call is not received, The Lighthouse School will contact the family in order to maintain a level of safety regarding the child's whereabouts.
- **Planned Absences:** The Lighthouse School calendar provides ample opportunities for families to enjoy extended vacations. Parents should make every effort to arrange vacations during these designated times. If a student must miss school, a parent should notify the school office at least two weeks prior to the planned absence in order to arrange an Independent Study Plan (ISP.)
- **According to state law, no student may miss more than 10 consecutive days of school or they will be withdrawn from the school's rosters.** At The Lighthouse School, that would mean allowing the next student on the waiting list to take the open position in order for us to continue to receive funding. This then forces the absent student to re-enroll, keeping in mind that if the classroom is full, the child might remain on a waiting list for some time. Also, when deemed necessary, the school will contact social services about any continuous absenteeism.
- **Make-up Work:** It will be the parent's responsibility to see that the school office is contacted to arrange make-up work with main lesson teachers. If this does not occur, and/or the schoolwork is returned and does not meet the teacher's academic expectations, further efforts will need to be made through a meeting with the teacher and director.

Tardiness

At The Lighthouse School we do not want any child to miss the opportunity to greet the day with their class, nor do we wish the classmate's time together to be interrupted unnecessarily. Therefore, **classes start promptly at 8:00 am.** Any child who is late for school must have a parent accompany the student to the school office to sign in. Tardiness is monitored and will be documented on all student report cards. Repetitive tardiness will generally prompt a discussion between the teacher, director and the family.

Early release

Please refrain from removing your child early, as they will be missing key elements of instruction or class discussion opportunities. Early release days allow for meetings or parent conferences. Always check the "Daily Announcements" sent via email, for specifics regarding any scheduling changes.

School Closures Due to Weather Conditions

The Coos Bay School District (CBSD) will decide when weather impedes school functions. Inclement weather can delay school start times or close school due to dangerous conditions. Families should listen to the radio or watch the local news, for specific information and updates. The Lighthouse School will follow any instructions dictated by CBSD and, when possible, will announce the delay via RoboCall and email to our families. In the event that the school Internet is down, please **follow the instructions for Coos Bay Schools on other media sources.**

Academic and Social Services

Academic Resources

Coos Bay School District (CBSD) and South Coast Education Service District (SCESD) coordinate to serve all of our students who qualify for an Individual Educational Plan (IEP.)

Students who need academic interventions will begin with a Student Success Team (SST) meeting. Parents and/or Teachers can request a SST Meeting based on classroom observations, parental input, environmental or health related input, and other forms of data collection. A SST meeting may begin discussions towards an accommodation and intervention plan. SST meetings occur in 4 to 6-week frequency for progress monitoring.

When it is deemed that additional services or assessments may be required, the Student Success Team will meet with CBSD and SCESD to determine whether or not a child qualifies. If a child is on an IEP, meetings are coordinated by CBSD for annual review, or as requested by the Student Success Team.

Students on a 504 plan will meet annually with the school director and Student Success Team to review accommodations and qualification.

Grade Level Retention

It shall be the general practice of The Lighthouse School to prevent the need for student retention. However, individual circumstances must be taken into account; therefore, retention may offer a positive opportunity for student growth. By offering this process to children and their families, we are allowing them a little more time to reach their full developmental potential. It should be noted however, that retention could be damaging to a child, both emotionally and socially. Bearing this in mind, The Lighthouse School will be cautious when considering such an outcome. Parents will be involved at the earliest possible point and will meet with the school director and teachers for progress monitoring and re-evaluations by the teacher, performed at each trimester, will express to parents how their child's academic status is developing. The teacher, director, and parent of a student for whom retention is being considered, will then meet before the end of the school year to discuss what progress has been made.

If retention is recommended and the parent does not concur, the following notation will be made on the permanent record card, and the child will be promoted as usual:

“Retention recommended, parent(s)/guardian(s) did not concur.
(Child's name)_____ promoted to Grade ____.”

No student will be retained without the concurrence of the school director, and The Lighthouse School shall incur no expenses regarding special testing for retention.

Social Services

At The Lighthouse School we are concerned about all our students' wellbeing; therefore, a local counselor is contracted with the school to visit with students whose families have elected to participate. Both long-term and short-term experiences can be designed for students or whole families, based upon need. When in any given year a counselor is not available at the school, the school shall provide parents community contacts to seek social services for their student and family.

Health & Safety

Healthy Eating Habits

Along with physical movement, healthy eating habits begun as a child support the likelihood that individuals will choose wise habits. We wish to remind students that healthy food choices can have a positive impact on academics.

Studies show that sugar can have mental and physical effects, which may be highly disruptive to our systems. So, non-sugary foods, fruits and vegetables in their natural form, low-sugar dairy products, and whole-grains are our preference.

Although the district's meal program provides breakfast and lunch foods each school day, Lighthouse provides a little time for students to have a short mental break and re-energize with a healthy snack.

Therefore, we ask that our families send a snack with their student. Kindergarten and other primary grades may request a monthly snack donation schedule insuring that all students get something to eat if they wish to partake.

We recommend families discuss hazardous foods with their children specific to food allergies, so that students will know what to avoid, and bring their own personal snack to school each day to minimize the risk of dangerous reactions.

Respect and Privacy

Please be conscious of using respectful language when at school. Adults are under the scrutiny of children who may mimic their behaviors. If you notice any adults using disrespectful language or behaviors, please kindly bring it to their attention, or to the attention of the classroom teacher or school director.

Of equal importance is respect for student privacy. When volunteering in a classroom, parents will not be permitted to grade papers, but may be provided with an opportunity to work with small groups and assist students in need. Please be mindful to avoid judgement of students and avoid comments that might be taken in a negative light. Remaining positive and limiting discussions to an academic nature is suggested. If a student divulges information that concerns you, please speak with the classroom teacher and let them handle the situation. The same respect comes into play when discussing student progress or abilities. Volunteers may be removed from classroom participation in the event that student privacy is impacted.

Child Abuse and Neglect

Any school employee having reasonable cause to believe that a student has suffered abuse, or that any adult whom they have come in contact with has abused a student, shall report it immediately to the school director and the Department of Human Services - Child Protective Services. Staff members are not allowed to inform parents of such reports. School staff will be expected to fully cooperate if a child abuse investigation is then conducted by DHS or law enforcement agencies.

Communicable Diseases

The Lighthouse School and the Coos Bay School District, has the responsibility to safeguard the health of all students and employees as it pertains to communicable disease (one that can be transmitted easily from one individual to another). The prevention of communicable disease is accomplished through education, health appraisal, environmental control, sanitation and immunization. Control consists of early detection, diagnosis, adequate isolation and treatment.

Therefore, if a child becomes ill at school with symptoms such as vomiting, fever, or diarrhea, the school will call the parent, or emergency contact person, to pick up the child as soon as possible. Children with symptoms of other contagious diseases, including strep throat, conjunctivitis, or impetigo will be excluded from school until 24 hours after prescribed treatment has begun. **Please do not send your child to school if they have had a fever, symptoms of vomiting or diarrhea within the past 24 hours.**

Medication Procedures

When medication must be administered at school, school personnel will comply with state and federal regulations. These laws make a distinction between over-the-counter and prescription medications. In all cases, written parental permission must be on file for any medication to be dispensed, and a physician's instructions must be on file for any prescription medications.

Our school office personnel are trained, when it comes to medication administration. Please bring in any medications you would like your child to take while at school, and we will make every effort to administer the correct dose, at the correct time of day. If a student is unwilling to take a medication dose, school officials cannot force a student to do so. In these cases a phone call home will be made to the parent so they are aware of the circumstances. **All medicines (including over the counter medications: Tylenol, cough medications, cortisone creams, allergy pills and the like) must be in their original containers and submitted to the office. Prescription medicines must be prescribed for the child who is to receive the medicine and in the original prescription packaging. Only the dosage listed on the package/prescription will be administered. There are no exceptions to medicine handling procedures unless submitted in writing by the child's physician.**

Safety Team

Our safety team meets regularly to help ensure campus is safe for all stakeholders.

Security

Please DO NOT DROP YOUR CHILD OFF AT SCHOOL BEFORE 7:35 am as we do not have staff available to supervise children before this time. Also, unless students are engaged in an after-school activity supervised by an adult, all students are expected to be off school grounds by 3:15 pm. Parents are expected to make arrangements for children in order to comply with this rule. If you become unexpectedly delayed in picking up your child, please call the office and your child will remain in the building until you arrive.

If your child is to go home with someone other than the people listed as your emergency contacts in your enrollment paperwork, **you must notify the office.** We will not allow children to go home with people we do not recognize. If your child has a play date with another family after school, please let the office know about the change in plans, as soon as possible.

Exterior doors are closed and locked during the school day. Please ring the bell to enter. Visitors and volunteers must check in at the office and wear a badge while on school premises. Please do not enter in any other way than the main front doors.

The Lighthouse School will honor a parent or guardian's request for student privacy from identification and/or publication of student information through printed and/or photographic material. Each year during the registration process, the parent/guardian has the opportunity to note their request on the student registration form. Staff will be informed of the student privacy list and every effort will be made to honor the wishes of the parent/guardian when journalists or photographers visit. Parents can also choose to have their child's privacy protected from the following mediums: newspaper, website pictures, class or school pictures, and interviews with media.

Emergency Procedures

We will call 911 in the event of an emergency. If a child is involved in an emergency the parent will be notified by telephone. If we are unable to reach the parents, we will call the emergency contact numbers provided during the enrollment process. Please be sure to keep the office updated on any changes with student information.

If a student, parent, or staff member has a serious injury or medical condition on site, office staff will assess the scene and call 911, if necessary. The office staff will appoint someone to wait in the parking lot to direct medical personnel to the scene. If the emergency occurs in the classroom, the teacher will ask parents and students to vacate the room in a calm fashion. All will be asked to respect the confidentiality and dignity of the injured or ill person. Only adults with medical training may remain in the room.

In the case of catastrophic emergencies, The Lighthouse School has plans for preparedness and evacuation. We have a reasonable amount of food and water stored for student/adult use should we need to remain on the campus for a period of time. Parents are asked to provide snacks, a family photo, and a letter of assurance to each classroom for the purpose of creating “emergency kits” for the students. If we were to be cut-off from families for a period of time, these kits could be quite valuable in helping to calm and remind your child that you are with them in their hearts. The Lighthouse School will defer to any emergency agency on site, and will communicate with parents as soon as possible, depending upon the conditions and needs posed.

The staff members and administration wish families to know that we will do everything in our power to protect and aid the children in our care.

In accordance with [Oregon Revised Statute 336.071](#) and [Oregon Administrative Rule 581-022-2225](#), all schools are required to instruct and drill students on emergency procedures and maintain a comprehensive safety program for all employees and students that includes plans for responding to emergency situations.

The Lighthouse School will conduct the following drills with students:

- **Fire Drill** (monthly) - is a method of practicing how a building would be evacuated in the event of a fire or other emergencies. **Fire drills are conducted monthly with a minimum of 9 per academic year.
- **Earthquake Drill** (one per year) - is a drill used to practice in preparation for an earthquake, practicing how a building would be evacuated in the event of an earthquake.
- **Tsunami Drill** (one per year) - is a drill used to practice in preparation for the specific actions one would take during a tsunami warning or actual tsunami event.
- **Safety Drills** (two per year):
 - **Shelter in Place** – is an emergency protocol that requires students and staff to remain in whatever location they are at the time it is called. Classes may continue on with their normal activities, but must lock doors and windows and pull blinds. Shelter in place is called when there is activity in the area of the school.
 - **Lock Down Drill** - is an emergency protocol that requires staff and students to turn off lights, lock doors and windows and hide or stay out of sight. Lock Down is called when there is an immediate threat on campus.

TLS adheres to state required school district standards of monthly evacuation drills. The school works with the safety team to develop a plan to ensure that staff exit the building safely while Administration is clearing the building of all staff and visitors. In order to test and enhance our evacuation skills there may be times where there are simulated hazards in the way as staff and students try to exit. In these cases re-route yourself to the next closest exit. Please review the following steps in order to get prepared for drill evacuations.

Before

- Make sure you review the emergency exit plans
- Ensure that your work space is free from trip hazards for quick exit
- Make a plan for where you would exit based on your location

During

When the alarm sounds or warning is announced:

- Grab your emergency back pack and walkie talkie
- Walk calmly and quickly to the nearest exit
- Students should face away from the building
- Classrooms should report to their designated areas as indicated on the building map
- Roll should be taken during each event, whether real or simulated
- If you are missing a student you should use channel 3 to report this immediately and hold up the red sign from the safety envelope
- If you have all your students accounted for you should hold up the green sign in the safety envelope
- Do not return to the building until the all clear has been given

After

Consider your actions at the drill:

- Identify if you need to make adjustments to your classroom procedures.
- Do you need additional information from the safety team to exit safely?
- Was there a barrier to exiting safely that the safety team needs to address?

Active Shooter Drill- These drills **simulate a real-life scenario, practicing the steps staff take to address** one or more individuals actively engaged in killing or attempting to kill people in a school. Staff are trained bi-annually on active shooter drills. Trainings are conducted by the Coos Bay Police Department. TLS does not conduct active shooter drills with students present.

This document is not intended to be all inclusive.
Please refer to The Lighthouse Schools internal safety plans for each drill.

The Lighthouse School Behavior Agreement

This is our school.
Let peace dwell here.
Let all the rooms be filled with happiness.
Let love live here,
Love of one another;
Love of human kind;
Love of life itself and all the world.
And let us remember,
As many hands make a house,
So many hearts make a school.

Children, their families and classroom teachers at The Lighthouse School shall agree to participate in a daily effort to carry out the mission of the school. This includes engaging in behaviors that hold in highest regard, the endeavor to instill respect for self, others, and the broader world of human kind and nature.

Student Agreement:

I promise to do my best to help make The Lighthouse School a happy and growing place. I will work hard to show respect to all who come here, and to make them feel welcome. I understand that the school has rules and I will be expected to learn and follow them to the best of my ability.

Student signature: _____ Date: _____

Parent and Teacher Agreement:

I promise that I will support my child/students in the effort to be respectful every day. I understand that the school has rules, and I will take the time to talk to my child/students about them, and to approach concerns through a positive lens.

Parent signature: _____ Date: _____

Teacher signature: _____ Date: _____

Parent Handbook Agreement

It is essential that parents participate in the school lives of their children. Your commitment and understanding of our procedures and philosophies will go a long way in helping your child get the most out of their experiences at The Lighthouse School.

Please make the commitment to support your child. If after viewing this handbook you feel you can embrace the ideas and processes described within, sign the form below and return it to the school with your completed orientation paperwork. If you have any comments or questions, please contact our director for clarification director@thelighthouseschool.org.

You and your child are important to us. We look forward to the years we may spend together, and hope to establish not only a committed working relationship, but a sense of community among all our members.

We sincerely thank you,
The Lighthouse School

I have read and understand the information presented in the parent handbook and will do my best to support the school in achieving their mission and philosophies.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: ____/____/____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____