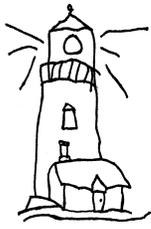


This is our school
Let peace dwell here.
Let all the rooms be filled with happiness.
Let love live here,
Love of one another; love of humankind,
Love of life itself and all the world.
And let us remember,
As many hands make a house,
So many hearts make a school.



The Lighthouse School **Parent Handbook**



“Lighting the way to a brighter future.”

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Shawna Johnston	Brett Pruess

Vision

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 K-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 Statement

Our mission is to provide students and their families with a challenging and creative educational environment dedicated to academic excellence and preparation for lifelong learning. 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 daily: compassion for all living things, respect for oneself, one’s community and 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 national and 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.

The Lighthouse School

* Daily Schedule*

(Subject to change!)

Times:	PRIMARY (GR. K-4)	UPPER (GR.5-8)
7:45-7:55 7:55-8:10	Early Morning Recess Breakfast	Breakfast Early Morning Recess
8:15-9:00	Morning Circle	Morning Gathering
9:00-10:00	Main Lesson/Specialty	Main Lesson/Specialty
10:00-10:15 10:15-10:30	K-1 Recess/Gr. 2-4 Snack Break K-1 Snack Break	Upper Snack Break
10:15-11:00	Main Lesson/Specialty	Main Lesson/Specialty
11:00-11:15	Morning Closure	Morning Closure
11:15-11:40 11:45-12:10	Primary Lunch Recess Primary Lunch	Upper Lunch Upper Lunch Recess
12:15-12:45	Read Aloud/Core Subjects/Specialty	Silent Reading/Core Subjects/Specialty
12:45-1:30	Core Subjects or Specialty	Core Subjects or Specialty
1:30-1:45 1:45-2:00	Recess Break Kinder Snack Break	Passing Break
1:45-2:30	Core Subjects or Specialty	Core Subjects/Specialty
2:30-2:50	Closure	Closure

Transportation

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.** Carpooling is suggested. Students involved in sports may also need to find transportation, should an "away" game or meet require an early release (see "Sports", p. 21).

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.** You may wish to refer to pg. 5 for the daily schedule, p. 38 for our "Tardiness and Early Release" policies, and pg. 43 to understand the importance of "Security" within the school.

If there are any changes to a child's transportation needs, parents must inform the school office before 2:30 pm of that day. **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.** We also strongly discourage students from making "play dates" or last minute plans during the school day. Allowing students to call home to confirm these impromptu plans is under the discretion of the secretary or office manager.

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 will 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.**

First Student Transportation is also used for field trips, both locally and outside the community. A certain number of chaperones are allowed to ride with the students, but other adults in attendance must provide their own transportation. Please keep in mind, no one is allowed to participate on field trips without a completed background check having been approved and filed with the Coos Bay School District.

The Family - School Partnership

As parents and teachers we are joining together in a special partnership for the academic and social growth of our children. From the very start, we feel it is important to communicate to you 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 (see pg. 5). Most teachers begin by greeting every child at the classroom door with a handshake. 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 verse or song 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 pages 12-21). **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 and pedagogy of Rudolf Steiner's Waldorf schools.**

Onto that foundation, we have added instructional methods based on the latest research into how children learn best. We also attempt to provide a culturally inclusive curriculum. Because we are a public school, we must include different forms of testing and follow certain state specified procedures. On the whole however, you 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", which focus on a single subject for several weeks at a time. Other subjects are integrated into the process as they relate to the theme, making learning meaningful. 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 merely considered a tool in an effort to convey knowledge. It does not "drive" the curriculum. 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.

Volunteerism

We respectfully request that **all families attempt to volunteer at least 40 hours each year.** Studies show students excel when parents are involved. Please, make the commitment to serve. Hours should be recorded in the volunteer box located in the office. **Any visitors or volunteers must sign in daily, and a background check must be completed through the North Bend School District prior to working in the school.** Our office manager is available to assist with this process.

Media Influences

Another powerful link between school and home is the judicious use of electronic media. In our school, we make a conscious, thoughtful choice to limit the use of mediated tools of instruction during the younger years, (i.e. overhead projectors, document cameras, VCR's and computers). In place of this, we encourage direct experiences. We accomplish this by engaging the students' critical thinking and imagination through "real world" opportunities, a well-rounded curriculum, and multifaceted teaching techniques.

Current research indicates a direct adverse effect on brain development from watching television or playing video games. Due to society's dependence on electronic media, schools are witnessing an increase in many types of attention deficit disorders and other puzzling learning disabilities; we see the powers of imagination and wonder fading. Equally, the content of most television programs, games and movies show a glaring disregard for what childhood is meant to be.

For these reasons, we ask you to protect your children from over exposure to electronic and commercial media. Encourage active play and other such imaginative alternatives that will help your child become more creative and self-reliant. **Please, help us teach your child to become a discerning consumer of technology.**

Media Devices

There are obviously times when computer access is offered at The Lighthouse School, but our staff is ever vigilant and thoughtful about it. **The use of media devices by students for personal reasons during the school day however, 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 surfing 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. During the school day, they are encouraged to use a phone in the office.

In compliance with the rest of the Coos Bay School District, our staff will confiscate any media device used during the school day.

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. We haven't the time to be on "phone patrol", and feel we have more important details to worry about. Please, teach your children what is appropriate in terms of technology use, and support our efforts for the greater good.

Discipline

Maintaining discipline is never a simple process, yet it remains the most important understanding we can have within the home/school partnership. So much so, that it is noted in our mission statement...**"The Lighthouse School values and models daily: compassion for all living things, respect for oneself, one's community and the environment..."**

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 (see pages 30-36).

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. Because you know your child better than anyone, be 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.

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 man events and activities while nurturing a sense of community.

Basic Structure:

The LPO is not a fundraising committee, but may be involved in executing 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 their responsibility to welcome and ease newcomers through the transition, answering basic questions and directing them 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.

Main Lesson Strategies and Best Practices

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 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.

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.

Conclusion

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 required 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:

Kindergarteners learn through play and exploration. 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), and numbers 1-20. Other 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 still very egocentric. The world revolves around them. Therefore, an involved study of their feelings, hope and interests inspires a great deal of 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: insects, butterfly life cycle, 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, plant life cycle and nature cycles, wind and clouds, aquatic habitats and beach ecology.

Third Grade:

In general, children at this stage of development have outgrown their egocentric ways, and are excited to build, make and create. They 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 its 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, 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.).

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.). Science includes: Physics, (mechanics, optics and thermal), physiology, genetics, nutrition and an introduction to chemistry. Math includes: pre-algebra, geometry, laws of perspective drawing, powers, roots, integers, formulae, probability and a review of business math.

Eighth Grade:

It is time for the Age of Revolution! Eighth graders developmentally appreciate these studies, as they begin in their own lives, to challenge much of what is brought before them. Themes of this year include the Industrial, French and American revolutions, along with further study 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. Science explores ecology, physiology, health and learning to discern media elements, physics (magnetism, electricity, force), and meteorology. Math delves into a review of graphing inequalities, data collection and analysis. Group and individual community service projects help round out the students' experiences as they prepare for life as a young adult.

2016-17

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 will learn 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 generate 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 festivals. Small groups or specific grade levels may participate in special events, which will be announced as we go.

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. Although this progresses with each grade level, older students are specifically instructed in drama each year, beginning around third 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.

Technology

Although technology takes a back seat to face-to-face interactions, The Lighthouse School recognizes the needs it supports. Older students particularly require the use of technology as a tool for research, presentation, and creativity. Therefore, keyboarding is introduced in the spring of fourth grade and reviewed in greater depth in fifth. Internet research skills, presentation formats, spreadsheets and data analysis are introduced in middle school, as needed, along with discussions regarding the societal implications of technology as a whole. Students are taught to use basic calculators in the upper elementary grades, and more complex, scientific calculators in middle school.

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 selection in the fall and are expected to remain in a course throughout the entire year. This allows them the opportunity to participate in three different elective classes prior to graduation. They may also repeat a favorite elective once, if they so desire.

True to our nature, we offer classes that speak to the whole child, although subjects may vary 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. In fact, we encourage all students to join an athletic team at some point before they enter high school. 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.

Your middle school child (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, although it will be considered effective for two years. Also, 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. The teachers select the sites and organize the itinerary, often with the help of parents.

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. (Please read the "Field Trip Behavior Policy", on page 23 for further information.)

Every effort has been made to keep the cost per student to a minimum on field trips, but often times, 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 graduation events as well. No child is ever denied field trip participation due to a lack of family funds. Please contact your child's teacher or the school Director for assistance in the case of a hardship.

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 and filed with the Coos Bay School District for this to occur. Chaperones may participate in all events just as the students do, and can expect the school to cover their costs. Any other adults wishing to attend such trips must provide their own transportation and pay their own expenses.

Field Trip Behavior Policy

Lighthouse school policy states that each class may offer up to five field trips per school year. Though the intent is that all students will participate in these trips, it will be at the discretion of the teacher and/or administrative director to revoke that right.

It is expected that students attending field trips will have the ability to present themselves as good citizens and represent our school and community in the best possible light. Students must demonstrate the ability to work well with others, show respect to adults and peers, and follow directions. However, 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 has 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. Documentation will be required by the teacher, which indicates that the student is at risk of losing their opportunity to attend. Parents and/or legal guardians will be contacted prior to the event, regarding the child's behavior or interactions in question, and discussions will take place between the teacher, parent and director. However, should a sudden concern arise on the day of the event, and the teacher and director agree that there is cause, a last minute decision can be made to contact parents and end the opportunity for the child even without prior documentation. 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.

Also, student 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 immediately be contacted and a means of transportation home will be arranged. If said behavior warrants it, suspension and/or disciplinary action will ensue.

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.

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. Occasionally we make changes to the overall look of our report cards in an attempt to better convey necessary information. The state of Oregon requires students meet "standards" or specific goals for each subject. In the primary grades, a scale reflects the stages of learning from beginning to mastery. As students enter middle school, the homework expectations, grading and other academic responsibilities will more closely match those found at the high school level. This is as it should be, as students begin to make the transition towards becoming responsible for their own academic lives.

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

Since its inception, The Lighthouse School has made adequate, if not exceptional progress in the area of state testing. As a public school, we must of course participate in all mandatory district and state testing requirements. Students in grades 3-8 will participate in "Benchmark Tests" provided by the state. The results of these tests offer us one way to determine how our student's knowledge and skills compare with students in other Oregon public schools. This is clearly not the only way Lighthouse staff determines success or failure. These test scores however, are used to report, "Annual Yearly Progress" (or AYP), a federally mandated measure of school success. Not meeting the AYP standards, including participation in the tests, carries a series of penalties. Though we recognize the importance of such tests, we work very hard at Lighthouse to make students aware of their abilities through more "real-life" opportunities on a daily basis.

As testing approaches, students will spend more time on computers practicing the procedures and becoming comfortable with the technology. Staff members 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.

Conferences and Other Forms of Communication

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.

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.

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.

The office sends home announcements regarding general school information through emails, but hard copies can be made available upon request. These do not however, include specifics about individual classrooms, so review your grade level newsletters regularly. Being an informed parent is vital to your child's success.

Dress Code

Safety

At The Lighthouse School, students should wear clothing that is safe in active environments and appropriate for a variety of weather conditions.

We strive to balance the academic and artistic pursuits of our students with lots of fresh air and plenty of exercise. If there were ever a catastrophic emergency, we would expect everyone to be prepared for any necessity. Therefore, we expect shoes to have low heels and closed-toes. This will lessen the likelihood of sustaining an injury. Also, as weather conditions often change, layers of clothing are recommended. Keeping a sweatshirt, a pair of sweatpants, or even socks and underwear in your child's locker for emergencies is recommended. Please label everything with your child's name and check our lost and found area frequently. We donate items to charity that have been sitting for a long time in the lost and found zone.

Modesty

Part of what makes a Waldorf school special is the attention to surrounding students with beautiful things. Beauty is then reflected within the child, and is encouraged to grow and flourish. For this reason, some of our clothing guidelines are different and more specific than those of other schools.

There is no school uniform. Parents are free to dress their children as they see fit, provided they are in clothing that is clean and well cared for. This helps instill a child's respect for self and others.

Clothing must cover undergarments. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards exist.

Hats, scarves, gloves and mittens can also become distracting while in the classroom and are not necessary to the student's comfort level there. If they become a problem, the teacher will hold onto them until the end of the school day. These items are however, very helpful on chilly days and may be used as intended on the playground.

Media

Looks can often be deceiving. We wish to impart, that it matters more how you choose to behave and what you are like on the inside, than what you wear on the outside.

Therefore, we ask that students refrain from wearing clothing that boldly advertises commercial products or personalities, or items that use language to imply or make inappropriate statements. Attire that exhibits violence, gore, or sexual content is inappropriate for our learning environment.

Although sports-themed shirts could be considered media-related, as long as images are not considered overwhelming or distracting, they will be allowed. (Please see the section entitled "Media", on pages 8 and 9.)

Enforcement

The Lighthouse School staff reserves the right to decide if any clothing or accessory interferes with the safety of a child; presents a distraction to academic and/or creative pursuits; or advertises inappropriate commercial content.

If possible, the office will provide more appropriate clothing, such as sweat pants and plain tee shirts, to cover up or replace the student's own clothing. If these borrowed items end up in your home, please promptly wash and return them so that others may use them in the future.

We also reserve the right to contact parents, if necessary, to see that the student's misjudgment or infraction is understood and will not be repeated.

Again, we do not wish to spend our time being the "clothing police", please express to your children the need for compliance, so that everyone can focus on their academic lives. We have no wish to embarrass or harass anyone; we simply wish to maintain safety and a more focused, productive environment while your children are in our care. Freedom of expression is important to us, but we haven't the time, and it isn't fair, to let one student distract us from our academic goals. We sincerely thank you for your support.

Developing Capable Behavior: The 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. Teachers take great care to present disciplinary measures in a relaxed physical state, emphasizing a calm, kind, firm demeanor. The Lighthouse School model also 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, their parents, and the classroom teacher will be asked to sign a "Behavior Contract", which puts into clear language what the expectations will be, (see example on pg. 36). You and your child should discuss why responsible behavior is important in school. When someone puts his or her name to something, it strengthens the commitment to honor it. This mutual behavior agreement helps set clear boundaries allowing children to live amiably and safely at school.

Meeting the Boundaries

The second step in the school's plan is to define specific guidelines and the boundaries that govern the expected behavior. 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

What happens when children are making choices that don't work at school? The teachers have a number of options they may exercise. Some examples are:

Reminders – Children often need reminding. Learning new behavioral skills is no different than learning academic skills. A few reminders may be expected, though constant reminders are not part of an effective process.

Choices – "You may clean up now, or you may clean up during recess time." 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 a problem is much more effective than ultimatums handed down from the adult.

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.

Discipline Progression: THE NEXT STEP

The following plan outlines sequential consequences for a child who repeatedly exceeds the boundaries of acceptable behavior:

LEVEL 1 – Inappropriate behavior or breaking of a classroom/school rule:

1. Warning; verbal or visual/tactile warning to identify unacceptable, disruptive, non-violent behavior.
2. A second offense on a given day could result in the loss of participation in desirable activities, or the loss of privileges (i.e. recess).

LEVEL 2 – Persistent inappropriate behavior in a given day:

1. Removal to the hallway, if deemed appropriate. As soon as possible the teacher should meet with the child and address the situation in a calm and professional manner. If desired, a child and/or teacher may meet with the director.

LEVEL 3 – Continuation of disruptive, non-violent behavior and intentional violent behavior:

1. Removal to the office to speak with the director. A mandatory call will be placed to notify the parent of the circumstances, and the situation will be documented. Consequently, the student may be sent home for the remainder of the day. If the Director is unavailable, the teacher will follow through with the process and the child will remain in the office until they can be released.

2. A parent/teacher/Director conference will occur if problems persist. A behavioral contract will be written which clearly outlines expectations and a timeframe for improvement.

LEVEL 4 – Multiple “Level 3” offenses and/or weapons violation and/or extreme violent behavior:

1. After the second “Level 3” offense, the child will be suspended for up to ten days as per the Director’s discretion. The child will not be allowed to return to the school until a conference between school and family has been completed, and a plan has been developed to address the issue.
2. With regard to continuation of disruptive, non-violent behavior, a student may face expulsion after the second suspension.
3. In the case of weapons violation and/or extreme behavior, the child will be suspended for up to ten days, and may face expulsion, depending on the severity of the offense.

(Note: Refer to the definitions regarding suspension and expulsion on pages 33-34.)

4. Parents may be asked to seek outside guidance and help for the student if the difficulty lies outside the appropriate capacities of the school program.

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 through with a "level 3 or 4" set of consequences.

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.

Conclusion

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.

Suspension or Expulsion

Suspension or expulsion, as defined and outlined below, may be needed to gain a student's attention to the persistence or severity of the problem.

Suspension is defined as one of the following:

1. A temporary exclusion from school for a period not to exceed ten calendar days in a school year.
2. Exclusion in cases being investigated pending expulsion.
3. Exclusion in special circumstances, which continues until some specific pending action occurs such as physical or mental examination or incarceration by court action.
4. Exclusion from school after investigation and expulsion recommendation by an administrator, until The Lighthouse Board of Director's or The North Bend School District Board of Director's hearings officer has taken official action.

Expulsion is defined as a release of a student from attendance for a period of time as prescribed by state and/or federal law and requires a hearing before The Lighthouse Board of Directors, or The North Bend School Board of Directors.

The following misconduct may result in an immediate suspension or expulsion:

1. Violent actions which physically hurt another person or deliberately destroy property.
2. Theft or willful damage or destruction of school or personal property.
3. Willful disobedience, open defiance of a teacher's authority, or the use or display of profane or obscene language.
4. Use of threats, intimidation, harassment, and hazing or any other acts of coercion against any fellow student or school employee.
5. Disruption of the school.
6. Bringing cigarettes, alcohol, or illegal drugs to school or school functions.

7. Possession, handling, or transport of any dangerous weapon on school grounds or at any school sponsored activity, function or event. A dangerous weapon is defined as any weapon, device, instrument, material, or substance animate or inanimate, which under the circumstances in which it is used, attempted to be used, or is threatened to be used, is readily capable of causing death or serious physical injury, or is possessed in a manner in which another person could reasonably consider it to be a dangerous weapon. Dangerous weapons include, but are not limited to, guns and other firearms, knives, metal knuckles, straight razors, explosives, noxious and irritating gases or chemicals, poisons, drugs, or any other items determined by the school director or designee to be fashioned with the intent to use or sell or harm, threaten or harass students, staff members, parents or patrons.
 8. Bringing any gun or firearm to school warrants, in addition to immediate suspension, immediately contacting the police and releasing custody of the student to the police.
 9. Making threats upon the life or physical safety of another student, teacher, or other member of the school community is grounds for immediate suspension and notification of police.

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: _____

Attendance, Accountability and Tardiness Procedures

It only makes sense that students who attend school on a regular and timely basis have greater opportunities for increased learning, but this is especially true for students at The Lighthouse School. Unlike settings where reading excerpts from textbooks and completing worksheets make up the bulk of the day, learning at Lighthouse is actively engaging and builds incrementally. The students themselves create their main lesson pages and impact daily discussions through dynamic give and take. **Teachers work hard to help absent students make up the work, but this is time consuming for everyone, and as you can imagine, reviewing what was missed is never the same as having been there 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 well ahead of the planned absence.

According to state law, no student may miss more than 10 consecutive days of school or s/he is 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 main lesson teacher is contacted to determine what the make-up work will be for an absent child. 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, and perhaps a family meeting with the teacher and director would be more productive.

Tardiness

At The Lighthouse School we begin each day together thoughtfully and lovingly. The rhythm of the day is set with this all-important start. 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, **it has been stated in this handbook and in other pertinent materials that classes start promptly at 8:15 am.** Any child who is late for school must first come to the 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 and the family. If necessary, the director will be asked to take part in this discussion.

Early release

All classes are involved in a variety of academic, artistic, or physical pursuits during the school day. Please refrain from removing your child early, as they will likely be missing key elements of instruction or class discussion opportunities. There are a few days each year, where the school day ends just after lunch. This is typically to 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

Occasionally, weather impacts our schedule. The Coos Bay School District superintendent makes the decision as to whether or not school will be delayed or closed due to dangerous conditions. Families should listen to the radio or watch the local news, for specific information and updates. Lighthouse will follow any instructions dictated for the Coos Bay Schools. If possible, we will post a delay or closure on our LPO Facebook page, and send an email to our families, but in the off chance the Internet is down, follow the instructions for Coos Bay Schools on other media sources.

Academic and Social Services

Academic Resources

Students attending The Lighthouse School have the same opportunity to utilize special services, as do all Coos Bay District students. Students with needs, or those currently on an IEP (Individual Education Plan), will either continue on the plan or will have one established for them accordingly.

Teachers typically make the first move in the process, as they observe and work with students. Documentation begins, and only through testing, daily observations, parental input, and other forms of data collection, can staff members come to the resource team with a candidate's information.

When it is deemed that services are required, modifications may be made to accommodate the child's needs within the classroom, and/or the student may be "pulled out" to receive services from a resource specialist. As the year progresses, highly specific and timely assessments will be completed, as well as sequential meetings with parents and the resource team. Meeting on a regularly scheduled basis allows for modifications or new goals to be set. Parents should direct any concerns regarding their student's IEP to the director and/or resource team.

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 we concede that 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.

In such cases, it will be the role of the teacher to assess the student's achievement, maturity, and attendance, then to consult with the Director to determine jointly what the best educational program for that particular individual might be. Parents will be involved at the earliest possible point. Follow-up with 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’ well being; therefore we have elected to provide services to those individuals who may be feeling emotionally fragile. That might mean that they are feeling too weak to control a situation in their lives, or that they are simply unable to manage their emotions or behaviors in a social setting. A local counselor comes in occasionally to visit with students whose families have elected to follow through with this process. Both long-term and short-term experiences can be designed for students or whole families, based upon need.

Health, Safety and Medication Procedures

The health and safety of students and adults throughout the school day is of vital importance to all of us at The Lighthouse School. We do not take the fact that your children are in our care lightly, and we are routinely engaged in management systems, which should prevent most common injuries or undue emotional stresses. Please review the following elements of our plan. A safety team regularly meets to help the staff and school remain up-to-date. We welcome parent volunteers on this committee.

Healthy Eating Habits

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

What do we mean by “healthy”? 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 around mid-morning for students to have a short mental break and re-energize with a healthy snack. Therefore, please send a snack with your child each day. Kindergarten, and other grade levels that choose to, operate under a monthly snack donation schedule insuring that all students get something to eat if they wish to partake. Be aware however, that these items are typically not created in a certified food-safe kitchen. If this is a concern, please have children bring their own snack.

Many of our students and staff members are allergic to specific foods. We recommend families discuss hazardous foods with their children, so that they will know what to avoid, and bring their own personal snack to school each day, so that the risk of a dangerous reaction is unlikely.

Respect and Privacy

Please be conscious of using respectful language when at school. Adults are always 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. If you volunteer in a classroom, you will not be allowed to grade papers, but you may be employed to work with small groups and assist students in need. Please do not judge these students or make 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. By no means should you speak about it to others outside the school building. The same respect comes into play when discussing student progress or abilities. You will not be asked to volunteer again if we find that you have a difficult time maintaining a respectful level of privacy.

Child Abuse and Neglect

Any school employee having reasonable cause to believe that a student has suffered abuse, or that any adult whom he or she comes 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.

Contagious Diseases

The Lighthouse School, in concert with 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. Children with head or body lice must be treated before they may return, and all clothing and belongings (such as backpacks, coats, etc.), must be sent home for treatment as well. **Please do not send your child to school if they have had a fever, symptoms of vomiting or diarrhea within the past 24 hours.**

Medicine

Ideally, all medication would be given to children at home. However, there are students with chronic illnesses or long-term health conditions, as well as students recovering from temporary illnesses, who need to receive medication in the school setting.

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 however, 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, and keep their skills current, 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 certain they take the correct dose, at the correct time of day. We will also make sure the medicine is not lost or taken accidentally by another child. This includes over-the-counter medicines: Tylenol, cough medicines, or cortisone creams. **All medicines must be in their original containers. 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.**

Security

Please DO NOT DROP YOUR CHILD OFF AT SCHOOL BEFORE 7:30 am! 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. Staff have meetings and plans to complete, and cannot spend time supervising students after that time. 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 been working on plans of preparedness and evacuation for many years. We have a reasonable amount of food and water stored for student/adult use should we need to remain on the campus for some days. 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.

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 as soon as possible. If you have any comments or questions, please contact our director for clarification. If this form is not returned in a timely fashion, we may be contacting you to see how we can work through any concerns you might be experiencing.

You and your child are important to us. We look forward to the years we will 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 Staff and School Board of Directors

(cut and return form)

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.

In addition, I am aware that I will need a background check to serve at the school, and have completed a volunteerism survey. To the best of my ability, I will support the school with 40 hours of volunteer service.

Signature: _____ Date: _____

Parent/Guardian of: _____