

COOS BAY PUBLIC SCHOOLS
BOARD OF DIRECTORS
Milner Crest Education Center
1255 Hemlock Ave., Coos Bay, OR 97420
March 28, 2016

AGENDA

- 5:30 PM** **SPECIAL BOARD MEETING** — Pledge of Allegiance and Welcome
- 1.** **APPROVE AGENDA**

 - 2.** **WORK SESSION**
 - A. Board Academic Goal for District in Math

 - 3.** **BOARD ITEMS**
 - A. Superintendent Search Screening Committee Selection

 - 4.** **PUBLIC HEARING**
 - A. *Lighthouse Charter School

 - 5.** **ACTION ITEMS TO CONSIDER**
 - A. **Approve Superintendent Search Screening Committee Members
 - B. Adopt Board Goal
 - C. Approve Lighthouse Charter School Agreement

 - 6.** **DISMISS TO EXECUTIVE SESSION:** Based on ORS 192.660(2)(f) to consider information or records exempt by law from public inspection.

 - 7.** **RECONVENE FROM EXECUTIVE SESSION**

 - 8.** **ADJOURN MEETING**

* Available in packet

** Available at meeting

CALENDAR

Visit the District's Webpage at www.cbd9.net

Date	Event
4/6	Facilities Planning Committee @ 5:30 PM at Milner Crest Education Center
4/7	Policy Committee Meeting @ 9:00 AM at Milner Crest Education Center
4/8	Grading Day – No students
4/	Superintendent Advisory Team @ 12:00 noon at Milner Crest
4/11	Regular School Board Meeting @ 6:00 PM at Milner Crest Education Center
4/13 – 4/16	Special Board Meeting with Executive Session – @ 6:00 PM on 4/13 and 9:00 AM – 6:00 PM on 4/14 - 4/16
4/15	Conference Trade Day - No students
4/21	Special School Board Meeting and Executive Session @ 6:00 PM at Milner Crest
4/22	Negotiations with Coos Bay Educators Association @ 4:00 PM
4/28	Negotiations with Oregon School Employees Association @ 4:30 PM

The meeting location is accessible to persons with disabilities. Request for other accommodations should be made to Peggy Ahlgrim at 541-267-1310, 541-269-5366 (fax) or peggya@coos-bay.k12.or.us

Superintendent Search Committee Members

Board Members

James Martin, Board Chair

Sam Aley

Jill Christiana

Adrian DeLeon

Mary Fields

Charlene Moore

Rocky Place

Administrator Representatives

Eli Ashton

Candace McGowne

Greg Mulkey

Jan Schock

Licensed Representatives

Carli Ainsworth

Kayla Crook

Kara Davidson

Josh Davies

Josh Line

Classified Representatives

Teri Jones

Sandy Reiber

Community Representatives

Bill Burgher

Jennifer Groth

Mike Herbert

James LaBine

Meggan McLarrin

Nancy Tedder

Confidential Representative

Peggy Ahlgrim

CHARTER SCHOOL AGREEMENT

BETWEEN THE BOARD OF EDUCATION OF

COOS BAY SCHOOL DISTRICT #9

AND

THE LIGHTHOUSE SCHOOL

an Oregon Nonprofit Corporation

2016

TABLE OF CONTENTS

1. Grant of Charter.
 2. Effective Date; Term; Renewal.
 3. Application is Incorporated; Conflict between Application and Agreement.
 4. Relationship Between Nonprofit Corporation and Charter School.
 5. Grade Range of Charter School; Number of Students per Grade; Minimum.
 6. Enrollment and Admissions.
 7. Special Education Students.
 8. School Year; School Day; Hours of Operation.
 9. Records.
 10. Program, Curriculum, Goals, and Evaluation.
 11. Student Attendance, Conduct and Discipline
 12. School Facility and Transportation.
 13. Financial Matters; Funding; Annual Budgets; Annual Audit.
 14. Governance and Operation.
 15. Employment Matters.
 16. Application of and Compliance with Laws.
 17. Insurance and Indemnification.
 18. Relationship between District and Charter School.
 19. Termination.
 20. Miscellaneous Provisions.
- Exhibit A Insurance
Exhibit B Building Use Agreement

CHARTER SCHOOL AGREEMENT

DATED: MARCH 28, 2016

PARTIES: BOARD OF EDUCATION OF
COOS BAY SCHOOL DISTRICT #9 ("District")

AND: THE LIGHTHOUSE SCHOOL
an Oregon Nonprofit Corporation ("Nonprofit Corporation")

RECITALS

- A. The Oregon legislature in 1999 enacted Senate Bill 100 ("SB 100") (1999 Oregon Laws, Chapter 200), most of which is codified in ORS Chapter 338, for certain purposes relating to charter schools as enumerated in that act.
- B. On March 14, 2016, an application was submitted by the Nonprofit Corporation to the District for formation of The Lighthouse Public Charter School ("Charter School") as a charter school to operate within the District. The Application consisted of a draft of this Agreement and a copy of the Lighthouse School Handbook. The Lighthouse School has been operating as a charter school since 2002 under the sponsorship of the North Bend School District. The Lighthouse School now intends to move to the Coos Bay School District, and terminate the sponsorship of the North Bend School District and move the sponsorship over to the Coos Bay School District.
- C. The District Board held a public hearing on the provisions of the Application and evaluated the criteria set forth in ORS 338.055, and the District has now determined that the Application, as amended by this Agreement, complies with the purposes and requirements of SB 100 and ORS Chapter 338.
- D. By resolution adopted the March 28, 2016, the District Board conditionally approved the Application and agreed to become the sponsor of the Lighthouse Public Charter School contingent upon the negotiation and execution of a contract acceptable to the Nonprofit Corporation and the District.
- E. This Agreement, including the Exhibits, will constitute the agreement between the parties regarding the governance and operation of the Charter School and the legal authorization for the establishment of the Charter School under ORS 338.065(1).

- G. The parties desire that the Charter School be authorized to operate and conduct its affairs in accordance with the terms of this Agreement and Oregon law.

CHARTER AGREEMENT

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, covenants, and payments herein described, the parties agree as follows:

1. Grant of Charter.

The Coos Bay School District Board of Education (referred to herein as either the “District” or the “District Board”) has approved the Nonprofit Corporation’s charter school proposal (“Application”) and is the sponsor of The Lighthouse Public Charter School (“Charter School”) that is to be operated by the Nonprofit Corporation in accordance with the terms of this Agreement.

2. Effective Date; Term; Renewal.

2.1 Effective Date. When this Agreement has been duly executed by both the District Board and the Nonprofit Corporation’s board of directors, this Agreement shall be legally binding on both parties and shall act as the legal authorization for the establishment of The Lighthouse Public Charter School as a public charter school, as provided in ORS 338.065(1).

2.2 Term. The Nonprofit Corporation shall be permitted to operate the Charter School for a term of 5 school years, subject to the other terms of this Agreement, and thus the term of this Agreement shall expire on July 30 following the end of the 2020-2021 school year.

2.3 Renewal.

2.3.1 The term may be renewed upon the authorization of the District Board as provided in ORS 338.065.

3. Application is Incorporated; Conflict between Application and Agreement.

The District accepts the Application of the Nonprofit Corporation, including all the terms and provisions therein, except as modified by this Agreement. In the case of any conflict between any term of the Application and any term of this Agreement, this Agreement shall govern. A failure by the Charter School or the Nonprofit Corporation to perform or fulfill any term or provision of the Application may be determined by the District to be a breach of this Agreement, subject to the provisions of Sections 19 and 20.

4. Relationship Between Nonprofit Corporation and Charter School.

The Nonprofit Corporation, and not the Charter School, is a party to this Agreement. Although many provisions in this Agreement refer to the Charter School and grant rights or impose obligations on the Charter School, it is the Nonprofit Corporation that has the legal responsibility under this Agreement to the District. Therefore, it is the responsibility of the Nonprofit Corporation to ensure that the Charter School fulfills all its obligations under this Agreement, and it is the Nonprofit Corporation that shall be held responsible for any failure of the Charter School to fulfill those obligations. Failure by the Charter School to fulfill its obligations under this Agreement may be cause for District to terminate this agreement pursuant to Section 19 or for District to refuse to renew this agreement pursuant to Section 2.

5. Grade Range of Charter School; Number of Students per Grade; Minimum.

5.1 Maximum Number of Students in Each Grade. The maximum number of students that shall be enrolled in any single grade or classroom shall be determined by the Charter School, but shall not exceed 27 students, without the consent of the District, which shall not be unreasonably withheld. The maximum total student enrollment in the Charter School during this agreement shall not exceed 243 students. Student enrollment in grades K-8 may only exceed this number with prior District consent, which shall not be unreasonably withheld. The Charter School may, during the term of this Agreement, add a pre-kindergarten program subject to the same class size limits.

5.2 Minimum Number of Students in School. As provided in ORS 338.115(5), the Charter School shall maintain an active enrollment of at least 25 students. If student enrollment falls below 25 full-time enrolled students at any time during the Charter School year, the District must be notified. Subject to the limitations of State requirements, and based upon the circumstances of the reduced enrollment, the District and the Charter School will consider what action, if any, will be taken. Action which may be taken may include, but is not limited to, application by the Nonprofit Corporation for a waiver to the state or termination of this Agreement and operation of the Charter School for the current school year only.

6. Enrollment and Admissions.

6.1 Voluntary Enrollment; Who is Eligible. Student enrollment in the Charter School shall be voluntary. All students who reside within the District and meet grade level requirements are eligible for enrollment. Students who reside outside of the District ("Non-Resident Students") are also eligible for enrollment subject to the terms and conditions of this Section 6. A student will be deemed admitted to and enrolled in the Charter School when the student's application has been unconditionally accepted by the Charter School following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied. Enrollment of special education students is governed by Section 7.

6.2 Phased Enrollments; Deadlines. The Charter School may, in its discretion, elect to conduct a series of open enrollments (but not more than three) for each school year, provided the process conforms to this Agreement. Each year, the Charter School will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of the Charter School.

6.3 Application Process; First Phase of Enrollment Process. Beginning January 1 of each year or a date set thereafter by the Charter School, prospective students may apply for admission to the Charter School for the school year that begins the following August. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed for each grade under Section 5.1, then all the applications for that grade will be accepted (including applications from nonresidents, as described in Section 6.8). To illustrate, if the maximum number of students for a grade is 20, and if 15 applications are received, then all 15 applicants will be accepted. The remaining five "available spaces" will be filled in the second or third phases.

If the number of applications received for any grade is greater than the maximum number of students determined in 5.1 for that grade, then the Charter School will conduct an equitable lottery, taking into consideration the criteria in section 6.6, in a

manner determined by the Charter School and consistent with state law to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a grade is 20, and if 35 applications are received, then 20 applicants will be accepted through the lottery process, and a waiting list of 15 can be determined, with order of priority on the waiting list also determined through the lottery process.

6.4 Second and Third Enrollments. If the Charter School receives fewer applications than the maximum number of students determined by 5.1 for any grade, then the Charter School will set a second application deadline. The admissions process will be the same as with the first phase, but will apply only with respect to the “available spaces,” if any, for each grade.

The Charter School may also accept additional applicants in order to create or expand a waiting list for any grade.

If after the second enrollment there still remain “available spaces” in any grade, or the Charter School desires to create or expand a waiting list for any grade, the Charter School may hold a third phase of enrollment, which will end shortly before the school year begins. Students who apply will be enrolled (if space is available) or added to the waiting list in the order the applications are received. Thereafter, including during the school year, additional students who apply will be enrolled (if space is available) or added to the waiting list in the order the applications are received.

6.5 Use of Waiting List; Filling Spaces if No Waiting List. If at any time a student who has been enrolled declines to attend the Charter School, or if an attending student withdraws or is permanently expelled, the Charter School may admit the next student on its waiting list for the applicable grade.

The following provision applies after the final phase of enrollment under Section 6.4 has been completed and during the school year, if there is no waiting list or if all students on the waiting list have already enrolled or have been extended an offer to enroll and have declined: in the foregoing situation, if a space becomes available in any grade, the Charter School may enroll the first student who applies.

6.6 Preferences After First Year. As provided in ORS 338.125(1), in the second and following years of operation, the Charter School may give admissions preference to (1) students (including non-resident students) who were enrolled in the Charter School in the prior year; (2) applicants who have siblings who are presently enrolled in the Charter School and who were enrolled in the Charter School in the prior year; (3) students who are on the waiting list in the previous year and have re-applied for admission without regard to resident status; (4) students who reside within the boundaries of the District but are not eligible under categories 1-3; and (5) nonresident students who are not eligible under subparagraphs 1-3.

The foregoing priority level shall be applied at each phase of enrollment, with students within each level being selected, if necessary, by random lottery.

6.7 Nondiscrimination. As provided in ORS 338.125(3), the Charter School may not limit student admission based on ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level,

6.8 Nonresident Students; Limitations. As provided in ORS 338.125(2), if space is available the Charter School may admit students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District, so long as state law requires such preference. Nonresident applicants may be accepted to fill any “available spaces” (including spaces on waiting lists). The parties recognize that acceptance of a nonresident applicant at the first or second phase could create uncertainty and unfairness because of the possibility that the law requires that a resident applicant who is accepted at a later phase must be given priority and thus could “bump” the previously accepted nonresident. Therefore, the parties agree that once a nonresident is accepted, the nonresident will not be “bumped” by a resident who has submitted an application as part of a later phase of enrollment; if necessary, the parties will work together to seek a waiver of the applicable state law. Students who were enrolled at the time The Lighthouse School changed sponsors from North Bend School District to Coos Bay School District, and their siblings, shall not be considered “non-resident” students to the extent allowed by law. Furthermore, preference will be given to non-resident siblings of students who are currently enrolled pursuant to section 6.6.

7. Special Education Students.

7.1 Special Education Students; IDEA. In this Agreement, the term “special education students” means children with disabilities to whom the Individuals with Disabilities Education Act (“IDEA”) applies.

7.2 Application and Enrollment.

7.2.1 The District and the Charter School recognize that the District is responsible for providing services to all special education students that attend the Charter School. The District will provide the special education services for all students in the Charter School that have an active IEP. The District will monitor and supervise the Charter School’s special education. The Charter School will be compliant with all District’s special education policies and procedures.

7.2.2 The District will request all IEPs and implement the program until a new IEP is developed by the IEP Team.

7.2.3 The Charter School will admit students without regard to their status as special education students. The parties intend by this process to ensure that the Charter School does not unintentionally discriminate against enrolling special education students or otherwise violate applicable laws.

7.3 Child Find: Accepted Students Later Determined to be Special Education Students.

For students enrolled in the Charter School, Oregon’s Charter School Law leaves the “Child Find” responsibility with the school district in which the Charter School is located, regardless of parental resident district.

7.4 Administering the IEPs.

7.4.1 The District in conjunction with the Charter School will be responsible for providing required special education services in the Charter School in a timely and appropriate manner through a continuum of services.

7.4.2 The District in conjunction with the Charter School will schedule and hold all IEP meetings for each enrolled special education student to determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required in accordance with the Oregon Statutes.

7.5 Funding for Special Education Students. ORS 338.165 governs funding relating to special education students stating that the school district in which a public charter school is located:

- A. Shall receive funding from the State School Fund as provided by this section for students who are eligible for special education and related services and who are enrolled in the public charter school; and
- B. Is eligible to receive high cost disabilities grants as provided by ORS 327.348 for students who are enrolled in the public charter school; and
- C. Students who are eligible for special education and related services shall be considered students of the school district in which the public charter school is located for purposes of data collection and reporting.

Any funds received by the District due to a student's status as a special education student shall be retained by the District and shall not be a part of any funding calculations under this Agreement.

If the Charter School enrolls a student who qualifies as a high cost disability student under ORS 327.348(2), the District and the Charter School shall negotiate the allocation of costs for providing services to any such student.

8. School Year; School Day; Hours of Operation.

The Charter School may be flexible in its calendar and in the scheduling of its daily activities, provided it conforms to any requirements of state law. The Charter School anticipates that its school year generally may begin about one week earlier than district schools and may end later than district schools. Whenever possible, the Charter school will work to match up with the district with regard to statewide in-service days, and state holidays. The number of instructional hours during each school year shall comply with requirements of state law.

9. Records.

The Charter School shall comply with all record keeping requirements of federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education. Before the first year of operation, and from time to time thereafter as state requirements change, the District shall provide the Nonprofit Corporation with a list of records and information required for the District to meet its state reporting requirements. The Charter School shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law. All records established and maintained in accordance with this Agreement shall be open to inspection by the District.

10. Program and Curriculum, Goals, and Evaluation.

10.1 Acceptance by District of Program and Curriculum.

10.1.1 The District accepts the curriculum and program design of the Charter School as set forth in the Application and agrees to waive any District program and curricular requirements that are not incorporated into such curriculum design. The District's intent is to allow the Charter School, within the

requirements of state law, to promote and implement new, innovative, and flexible programs, curricula, learning environments, and learning methods.

10.1.2 The parties agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School, and that the Application is not a complete statement of each detail of Charter School's operation. To the extent that the Charter School desires to implement specific programs, policies, procedures or other specific terms of operation that supplement or otherwise differ from those in the Application, the Charter School shall be permitted to implement such programs, policies, procedures and specific terms of operation, provided that they are consistent with the goals, standards and general operational policies set forth in the Application, this Agreement and ORS Chapter 338.

10.2 **Responsibilities of Charter School.** The Charter School is responsible for doing the following in compliance with state law:

10.2.1 Designing and implementing its curriculum and other components of its educational program as set forth in the Application.

10.2.2 Conforming to all state requirements concerning required subjects of instruction, academic content, work samples and curriculum framework, and other educational matters.

10.2.3 Providing required services, if any, to students who are English Language Learners (ELL students) under ORS 336.079 and other provisions of the law.

10.2.4 Providing required services, if any, to academically low achieving students.

10.2.5 The Charter School shall implement all required state and federal assessments for grades three through eight (3-8). The Charter School will participate in District assessments as required to identify students who may need additional services. The Charter School students' academic performance must meet average growth and performance of similar populations of District students when reviewed over a three-year time period with regard to all state and federal assessments and adequate yearly progress standards, when instituted. Both the District and the Charter School recognize that comparisons are best made by looking at an individual student's academic growth from year to year rather than comparing by grade (i.e., this year's third grade with last year's third grade). Furthermore, both parties acknowledge that the Charter School may in fact see an increase in students with special needs as the years progress, and that this can influence overall scores. Valid comparisons between Charter School populations and District populations may be difficult to achieve, as the Charter School will have only one class per grade, and small increases in special needs students can adversely affect overall percentages of students meeting benchmarks. The Charter School shall adhere to regulations and requirements for staff training with regard to testing.

10.2.6 Cooperating with the District in surveying its student population for eligibility for free and reduced lunches under federal and state law.

10.3 Participating in District Extracurricular Activities. Charter School students are eligible to participate in extracurricular activities provided at other District schools at the same cost, if any, that is required of District students. Nonresident Charter School students must comply with applicable OSAA rules before being eligible to participate in extracurricular activities in another District school. The District shall not be responsible for providing transportation for a Charter School student to and from an extracurricular activity.

10.4 Goals and Evaluation. Although the Charter School has many goals, many of which are set forth in the Application, only the specific goals relating to student performance that are set forth in Section 10.2.5 are to be considered in evaluating whether the Charter School has failed to meet the requirements for student performance, (and thus could be considered a basis for termination of this Agreement) under ORS 338.105(1)(b) or non-renewal pursuant to Section 2 of this agreement.

10.5 Annual Report. The Charter School will submit an annual report to the District and the State Board of Education in accordance with ORS 338.095(1) on the performance of the Charter School and its students. This report will include information necessary to make a determination of compliance with the requirements of ORS Chapter 338. This report will include, among other things, information relating to the goals and evaluation described in Section 10.4, and shall also include a report on student attendance and discipline. The annual report shall also include an analysis of student academic performance data, accomplishments of the previous year, academic goals for the coming year, an action plan to achieve those goals, and a plan for evaluation of the goals.

11. Student Attendance, Conduct and Discipline

11.1 The Charter School shall maintain accurate enrollment data and daily records of students' attendance and shall provide this data to the District in writing upon request. Student attendance at the Charter School shall comply with Oregon's compulsory attendance laws.

11.2 Discipline Policies. The Charter School shall maintain a discipline policy that provides an age-specific code of conduct, rules, student rights and appeal procedures that comply with all state and federal laws and are consistent with the discipline and student rights policies of the District. The Nonprofit Corporation will deliver a copy of any amendments to its discipline policies to the District within thirty (30) days of adoption. The Charter School shall notify its students of the student rights and responsibilities and shall keep its discipline, conduct, and students' rights policies in a location accessible to students and the public.

11.3 Discipline involving suspension and expulsion shall be administered according to Oregon Law. All Charter School expulsion proceedings shall be administered according to Charter School policies to age level. Grounds for expulsion from the Charter School shall be consistent with the expulsion policies of the District, as the parties intend and agree that each shall extend full faith and credit to the suspension and expulsion of a student of the other, subject to each parties right to enroll and admit any student expelled by the other on a probationary basis. The Nonprofit Corporation shall be responsible for all costs associated with an expulsion hearing.

Upon determining that initiation of expulsion proceedings is warranted, the Charter School shall provide the District with written notice within three (3) days of such determination and no later than five (5) days following the suspension of a student with a

summary statement of the grounds and evidence warranting suspension. The Charter School shall also promptly notify the District in writing of the disposition of any expulsion appeal proceeding.

12. School Facility and Expenses; Transportation.

12.1 Location; Expenses.

12.1.1 At an agreed upon charge to the Nonprofit Corporation, the Charter School will have the right to exclusively use the Bunker Hill Elementary School, located at 62858 Highway 101, Coos Bay, Oregon, 97420, and its grounds.

For the 2016-2017 school year, the Charter School agrees to pay the District the amount of \$262,000.00 to be paid over ten (10) months at \$26,200.00 per month for rent.

If the Charter School's enrollment falls below 220, as measured by the average daily membership listed in the Charter School's monthly reports to the District under paragraph 13.2.1, then the Charter School may request an adjustment to the monthly rental rate.

The Parties shall negotiate the rental rates for subsequent years and set forth an agreed rate for each year in an addendum to this agreement by no later than May 1 of the preceding school year. Negotiations will be based on funding levels, enrollment, and actual costs of the District and the Charter School. Any disputes will be resolved pursuant to sections 19.2 and 19.3.

If the District decides to sell Bunker Hill during or immediately upon termination of this Agreement, the Nonprofit Corporation shall have a right of first refusal to purchase the property.

Any improvements to the property made by the Charter School that can be removed without damage to the property shall remain the property of the Charter School.

12.1.2 The Nonprofit Corporation agrees to the 95% funding percentage set forth in Section 13.2.2. The District is responsible for providing or paying for all the following costs relating to the Charter School: (a) the facilities described above; (b) customary maintenance, repairs, and painting; (c) custodial services; (d) utilities; (e) lunch for students; and (f) nursing services. All of the foregoing items are to be provided in a manner, scope, frequency, and quality equivalent to what the District provides at other District elementary and middle schools, except that: (1) nursing service may not include regularly staffed health room hours; and (2) "utilities" does not include internet/data or telephone service. During days that the Charter School is operating but the other District schools are not, the District is not required to provide such services for Charter School students.

12.2 Transportation.

12.2.1 The District shall provide two full-size buses serving at least two common pick-up/drop-off sites within the boundaries of the Coos Bay School District. At least one such site shall be close to the city boundary with North Bend, and afternoon bus service shall include a drop-off stop at the Boys and Girls Club of Southwest Oregon. The parties recognize that this is a limited transportation

service and that ultimately it is the responsibility of the parents and guardians of the Charter School students to arrange for transportation of the students to and from school.

12.2.2 Furthermore, during days that the Charter School is operating but the other District schools are not (for example, the two weeks or so before and after the District's school year that the Charter School intends to be operating), the District is not required to provide bus service for Charter School students.

12.2.3 To the extent Charter School students may not be able to use existing District bus routes or in situations where the District is not required to provide bus service for Charter School students, it shall be the responsibility of the Charter School and/or Nonprofit Corporation to provide reasonable advanced notice to parents of Charter School students of when District bus service is not available so the parents and/or guardians of Charter School students may arrange for appropriate transportation of their students to and from the Charter School.

12.2.4 For Charter School field trips and other special events for which it requests the District to provide bus transportation, the District will make reasonable efforts to do so, provided that any additional expenses incurred by the District for such services will be reimbursed (a) by the state Department of Education, (b) by the Charter School, or (c) by a combination of the state Department of Education and the Charter School.

13. Financial Matters; Funding; Annual Budgets; Annual Audit

13.1 No Tuition; Fees. The Charter School will not charge tuition to students. As noted in ORS 338.115(1)(g), the following laws shall apply to the Charter School: ORS 339.141, ORS 339.147, and ORS 339.155. In accordance with state law, the Charter School may charge reasonable fees for the processing of applications, instructional materials, after-school programs, and student activities. The Charter School shall waive all fees for indigent students in accordance with applicable federal and state law.

13.2 Annual Funding,

13.2.1 Keeping Count The Charter School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013. The Charter School shall give written enrollment reports to the District monthly.

13.2.2 Calculating ADMw and Funding For each school year, the District shall provide funding to the Nonprofit Corporation in accordance with ORS 338.155(2), as that formula may be changed from time to time, except as follows: the funding shall be 95% (instead of 80% as provided in the law) of the District's General Purpose Grant per ADMw (as calculated under ORS 327.013) multiplied by the Charter School ADMw.

- (a) The Charter School's ADMw for the period to be covered shall be determined by using the enrollment report feature of Synergy. The Charter School may ask the District Office to prepare this report for

them.

- (b) The calculation of the additional amounts under ORS 327.013(7)(a) shall include, but not be limited to, an additional 0.5 for each student in average daily membership eligible for and enrolled in an English Language Learner program under ORS 336.079 as provided by ODE.
- (c) In addition, the District will fund the “poverty factor” pursuant to ORS 327.013 based on the Students in Poverty ADM provided by ODE.
- (d) This Agreement will be changed to conform to any changes in state law relating to the calculation of ADMw or otherwise that affects funding of charter schools.
- (e) District will provide comparable technical assistance to closely align data retrieved from enrollment information with ODE submission.

13.2.3 Dates of Payments by District to Charter School. Pursuant to ORS 338.155(8), the District shall send payment to the Charter School in the percentages set out below within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095, which payments from the State are due on the following dates:

August 15- 16.67%
October 15 - 8.33%
November 15 - 8.33%
December 15 - 8.33%
January 15- 8.33%
February 15 - 8.33%
March 15-8.33%
April 15 - 8.33%
May 15 - balance

There will be an adjustment with the final (May) payment, as provided in state law, to reflect changes in calculation of ADMw, changes, if any, in the general purpose grant amount, and changes, if any, with respect to funding during prior school years.

Should the Charter School face a negative adjustment of \$10,000 or greater that creates a financial hardship, the Charter School may submit a request in writing to the district for payment options.

13.2.4 End of State Funding. The financial commitment on the part of the District contained in this Agreement is subject to annual appropriation by the State of Oregon, and the District has no obligation to fund Charter School operations other than to the extent that District receives appropriate funding from the State for that purpose during the term of this agreement.

13.3 Initial Budget; Annual Budgets. On or before March 1 of each year, the Charter School shall consult with the District regarding assumptions for school funding for the following year. Based on this consultation, the Charter School will build a preliminary budget. The final budget will be adopted by the Charter School and submitted to the District for review prior to July 1 of each year.

13.3.1 The Charter School shall be responsible for all costs associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in this Agreement.

13.3.2 If the budget adopted by the Nonprofit Corporation for operation of the charter school filed with the District does not balance, the District may declare the Nonprofit Corporation and/or the Charter School to be financially unstable and this may constitute grounds for termination of this agreement as provided in Section 19 herein, or non-renewal as provided by Section 2 herein.

13.4 Fiscal Agent. The Charter School shall act as its own fiscal agent.

13.5 Fiscal Year. The fiscal year of the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

13.6 Financial Records, Audits and Accounting Reports. The Nonprofit Corporation shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. In accordance with ORS 338.095(2), the Charter School shall have an annual audit of the accounts of the Charter School prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990. The annual audit shall be forwarded to the District by November 15, and to the State Board of Education, and the Department of Education by December 31.

13.6.1 The Nonprofit Corporation and/or Charter School will provide the District with copies of its fiscal year annual accounting reports. The Nonprofit Corporation may use the same auditor that conducts the District's annual audit. The Nonprofit Corporation shall pay any costs associated with such audit. Otherwise, the Nonprofit Corporation shall retain a certified public accountant to conduct the annual audit.

13.7 Financial Management. The Nonprofit Corporation shall operate in accordance with Generally Accepted Accounting Practices (GAAP) or other generally accepted standards of fiscal management, provided that the Charter School's accounting method shall comply in all instances with applicable governmental accounting requirements. Subject to this Agreement, the Nonprofit Corporation, through its Board of Directors, shall be fiscally responsible for Charter School operations within the limitations of any funding provided by the District and other revenues derived by Charter School.

13.8 Other Sources of Funds for Charter School; Fund Raising. In addition to the funding under Section 13.2, the Nonprofit Corporation and/or Charter School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9) and ORS 338.185. The District shall also transfer to the Nonprofit Corporation its proportionate share of any federal, state, or other government grants (or other funding) that are made to the District, where the amount of the grant (or other funding) is based solely on the District's ADMw. The Charter School must comply with all provisions for receiving federal, state, or other government grants (or other funding) as well as submit any paperwork required by the entities for expenditures or use of the funds. This provision does not apply to title funds for which the Charter School is not eligible or to federal IDEA 2004 funding. The District may charge the Charter School an administrative or other fee for any grants received by Charter School and administered by the District beyond the general ADMw funding described in Section 13.2, as provided in the grant. The Nonprofit Corporation shall comply with all state and federal laws regarding reporting of charitable contributions. The Nonprofit Corporation shall record all gifts, donations, loans, and grants in the financial records required in Section 13.6. As

provided in ORS 338.125(4), the Charter School may conduct fund-raising activities, but it shall not require a student to participate in fund-raising activities as a condition of admission to the Charter School.

13.9 Refund of Unspent Funds. In the event that this agreement is revoked or is not renewed by the District, the Nonprofit Corporation and Charter School shall refund to the District all unspent District funds. In this event, no unauthorized expenditures of District funds will be made by the Nonprofit Corporation prior to such refund.

14. Governance and Operation.

14.1 Corporate Status; Governing Board.

14.1.2 The Nonprofit Corporation is and will remain an Oregon Nonprofit Corporation throughout the term of this Agreement. The Nonprofit Corporation shall govern and operate the Charter School as set forth in this Agreement, and the governing board of the Charter School will be the board of directors of the Nonprofit Corporation.

14.1.3 At the request of the District, the Nonprofit Corporation will give the District a copy of its Articles of Incorporation and Bylaws. If the Nonprofit Corporation makes any changes to its Articles of Incorporation or Bylaws, it will give copies of the changes to the District. If the District believes that any such changes violate either this Agreement or state or federal law, it will so notify the Nonprofit Corporation. If the Nonprofit Corporation agrees, it will make necessary changes to the Articles or Bylaws to conform to this Agreement or the applicable law; if the parties do not agree, the matter will be resolved under Section 20.8.

14.1.4 The Nonprofit Corporation's Bylaws will include a provision specifying that upon termination of this Agreement or dissolution of the Charter School, the assets of the Charter School that were purchased with public funds shall be given to the State Board of Education, as provided in ORS 338.105(6).

14.2 Exempt Status under Section 501(c)(3) of Internal Revenue Code. As provided in ORS 338.035(2)(c), the Charter School will retain its status as a 501(c)3 organization, and will remain established as a nonprofit organization under the laws of Oregon.

14.3 Nonreligious, Nonsectarian Status. As provided in ORS 338.035(7), the Charter School shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115(4), the Charter School shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.

14.4 Public Meetings. The Nonprofit Corporation and its Board of Directors, when acting as the Governing Body of the Charter School, are subject to the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.690.

14.5 Operational Powers. Subject to applicable federal and state laws and any restrictions in this Agreement, the Charter School shall have authority to exercise independently all powers granted to charter schools under Oregon law.

15. Employment Matters.

15.1 Nonprofit Corporation is Employer. All provisions of this Section 15 are subject to state and federal laws. The District shall not be the employer of any employees of the Nonprofit Corporation or the Charter School. The Nonprofit Corporation may choose to enter into contracts to provide services to the School or to fulfill responsibilities of the Charter School under this Agreement, in which case the people actually providing the services or fulfilling the responsibilities will be employees of such contractor; otherwise, the Nonprofit Corporation will be the employer of the staff at Charter School. The Nonprofit Corporation shall control the selection of employees.

15.2 Staff Hiring, Compensation, Benefits, PERS.

15.2.1 The Nonprofit Corporation governing board, in its sole discretion, has complete authority to hire, evaluate, promote, discipline, supervise, and terminate Charter School employees, and to set all terms and conditions of employment, including all decisions regarding compensation and benefits. However, the Charter School will in good faith consider applications from teachers who are employed by the District and agrees to give preference in hiring teachers formerly employed by the District who have lost their teaching positions with the District due to budget reductions.

15.2.2 A licensed position filled by a person not designated as Highly Qualified must become highly qualified pursuant to state and federal law prior to the third year of teaching. Prior to offering a licensed position the administrator of the Lighthouse Charter School must make the district aware of the qualifications of the person in regard to state and federal law. If the person is not highly qualified, the Lighthouse charter School will provide the needed information to the district so a letter can be written to TSPC requesting approval of an appropriate license.

15.2.3 At least one-half of the total full-time equivalent (FTE) teaching and administrative staff at the Charter School shall be licensed in accordance with ORS 338.135(7). For any individual hired as a teacher, the Charter School shall provide the District with evidence of certification, if any, or other qualification within 60 days after the individual's initial date of hire.

15.2.4 If any Charter School teacher requires a substitute, the Charter School will be responsible for providing substitute teachers.

15.2.5 For any employee of the District who chooses to work for the Charter School, any leave of absence from the District shall be governed by ORS 338.135.

15.2.6 Licensed and classified staff and other employees of the Charter School will not be included in the District's respective bargaining units. Employee membership in a labor organization and collective bargaining shall be governed by ORS 338.135.

15.2.7 Pursuant to ORS 338.135(5), the Charter School shall participate in the Public Employees Retirement System (PERS) for its employees.

15.2.8 The Charter School shall be responsible for paying its employees through their payroll department and for filing all reports required by the State and Federal government. Charter School employees shall not be paid through the payroll

department of District.

15.3 Employee Records. The Charter School shall be responsible for establishing and maintaining personnel records for its employees, and for the maintenance, retention and disclosure of employee records, all in compliance with all applicable federal and state laws. The Charter School shall meet any and all reporting obligations to the Teacher Standards and Practices Commission (“TSPC”) regarding its employees.

15.4 Criminal Records Checks. As provided in ORS 338.115(1)(e), ORS 181.539, 326.603, 326.607, and 342.232 (relating to criminal records checks) shall apply to the Charter School.

16. Application of and Compliance with Laws.

16.1 Compliance with Laws: Non-Exemption from Certain Laws. The Nonprofit Corporation and the Charter School shall comply with all applicable federal, state, and local laws and regulations (including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools). As provided in ORS 338.115(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to the Nonprofit Corporation or Charter School, the following laws shall apply to the Nonprofit Corporation and the Charter School;

- a. Federal law.
- b. ORS 192.410 to 192.505 (Public Records Law).
- c. ORS 192.610 to 192.690 (Public Meetings Law).
- d. ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law).
- e. ORS 181.539, 326.603, 326.607 and 342.232 (Criminal Records Checks).
- f. ORS 337.150 (Textbooks)
- g. ORS 339.141, 339.147 and 339.155 (Tuition and Fees).
- h. ORS 659.150 and 659.155 (Discrimination).
- i. ORS 30.260 to 30.300 (Tort Claims).
- j. Health and safety statutes and rules.
- k. The statewide assessment system developed by the Department of Education under ORS 329.485(1).
- l. ORS 329.045(1) (Academic Content Areas).
- m. Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year.
- n. ORS Chapter 338.
- o. ORS 339.250(12) (prohibition of infliction of corporal punishment).

- p. Any other Board policy or rule later deemed necessary by the District that does not otherwise materially alter the terms of this contract.

16.2 Waiver. As provided in ORS 338.025(2), the Charter School may apply to the State Board of Education to grant a waiver of any provision of this ORS Chapter 338. The Charter School shall give the District a copy of any application for a waiver promptly after submitting it and shall give the District a copy of any grant of a waiver promptly after receiving it.

16.3 Amendment of Agreement to Conform to New and Changed Laws. If, at any time during the term of this Agreement, the state amends existing statutes or develops any new rules, regulations or statutes that may affect the terms of this Agreement, change restrictions or requirements on the Charter School, or otherwise affect the Charter School, the Charter School and the District shall review this Agreement and conform it accordingly.

17. Insurance and Indemnification.

17.1 Insurance. Each party shall, at its own expense, secure and retain and provide to the other party proof of insurance of the types and in the amounts set forth in Exhibit A. Each party shall annually give to the other party proof of the insurance it is required to provide.

17.2 Indemnification.

17.2.1 Charter School Indemnifies District To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act (ORS Chapter 30), Nonprofit Corporation and Charter School agrees to indemnify, defend, and hold the District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use of property of Charter School (including after school use of buildings by outside groups), its faculty, students, patrons, employees, guests or agents; (2) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with Charter School's operations. The Nonprofit Corporation and Charter School agrees to indemnify, hold harmless and defend the District from all contract claims in which the Nonprofit Corporation and/or Charter School has obligated the District without the District's prior written approval. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

17.2.2 District Indemnifies Charter School. Subject to the limits of the Oregon Constitution and the Oregon Tort Claims Act, ORS Chapter 30, District agrees to defend, indemnify, and hold Nonprofit Corporation Charter School, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including without limitation, claims arising from (1) civil rights violation, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner the result of any negligence or intentional acts of the District causing any such liability, claim, or demand. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Charter School or Nonprofit Corporation Board member, officer,

or employee. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act of any District employee working at Charter School whose negligent or wrongful act or omission is caused or directed by Nonprofit Corporation or Charter School. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or this contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

17.2.3 Survival of Indemnification. This indemnification, defense and hold harmless obligation on behalf of Nonprofit Corporation and Charter School and the District shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

18. Relationship between District and Charter School.

18.1 Full Faith and Credit. The Nonprofit Corporation and Charter School agrees that it will not extend the faith and credit of the District to any third person or entity. The Nonprofit Corporation and Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the District. The Charter School's governing board has the authority to approve contracts to which the Charter School is a party, subject to the requirements and limitations of the Oregon Constitution, state law, and the provisions of this Agreement.

18.2 District Disclaimer of Liability. The parties to this Agreement expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the District Board except as required by law or this Agreement, and that the District Board assumes no liability for any loss or injury resulting from:

18.2.1 The acts or omissions of the Nonprofit Corporation and/or Charter School, its directors, trustees, agents or employees;

18.2.2 The use and occupancy of the portions of the building occupied by Charter School; or

18.2.3 Any debt or contractual obligation incurred by the Nonprofit Corporation and/or Charter School.

19. Termination.

19.1 Grounds for Termination. As provided in ORS 338.105(1), the grounds for termination of this Agreement by the District are as follows:

(a) Failure by Nonprofit Corporation or Charter School to meet the terms of this Agreement or ORS Chapter 338.

(b) Failure by Nonprofit Corporation and/or Charter School to meet the requirements for student performance stated in this Agreement.

(c) Failure by Nonprofit Corporation and/or Charter School to correct a violation of a federal or state law that is described in ORS 338.115.

(d) Failure by Nonprofit Corporation and/or Charter School to maintain insurance

as described in Exhibit A of this Agreement.

- (e) Failure by Nonprofit Corporation and/or Charter School to maintain financial stability.

(1)The Nonprofit Corporation and/or Charter School shall be deemed financially unstable upon its failure to pay its debts when due and payable or upon the filing in any state or federal bankruptcy court of any claim for relief from any creditor, or if litigation shall be commenced by any creditor. In addition, a Nonprofit Corporation and/or Charter School may be deemed financially unstable if either fails to maintain its budget in relation to enrollment. A failure, by either Nonprofit Corporation or Charter School to maintain its operating budget in relationship to enrollment shall require reconciliation between revenue and expenses, with expenses not to exceed revenue. If expenses shall exceed revenue, the District may consider the Nonprofit Corporation or Charter School to be financially unstable for purposes of this section.

19.2 Notice of Breach; Opportunity to Cure; Dispute Resolution.

19.2.1 The parties recognize that the grounds for termination in Section 19.1 may involve subjective judgment and may involve disputes between the parties as to whether proper grounds for termination exist, and therefore the following process is agreed to as a means for dealing with alleged breaches of this Agreement.

19.2.2 If the District believes that any breach of this Agreement by the Nonprofit Corporation or Charter School has occurred, it will give the Nonprofit Corporation written notice setting forth the alleged breach.

19.2.3 If the Nonprofit Corporation or Charter School agrees that a breach has occurred, the Nonprofit Corporation will cure the breach within thirty (30) days after the District notice was given. If, however, the breach is such that the Nonprofit Corporation, by acting with due diligence, could not reasonably complete the cure within such time, the Nonprofit Corporation shall not be in default unless the Nonprofit Corporation either (a) fails to commence to cure the breach within such 30-day or other specified period, or (b) fails to diligently prosecute to completion all steps necessary to completely remedy the breach as soon as is reasonably practicable after the District gives such notice.

19.2.4 If the Nonprofit Corporation does not agree that a breach has occurred, the Nonprofit Corporation will give the District a written explanation of the reasons why it believes no breach has occurred. The parties will then attempt in good faith to resolve their differences, and either party may at any time demand resolution of the dispute under Section 20.8.

19.3 Notice of intent to Terminate; Hearing; Appeal.

19.3.1 If the breach by the Nonprofit Corporation or Charter School has not been timely cured, or if it cannot be cured, and if the matter is not being resolved pursuant to the provisions of Section 20.8, then the District may decide to terminate this Agreement, in which case it will give the Nonprofit Corporation 60 days prior written notice of its intent to terminate this Agreement. Such notice shall state the grounds for termination.

19.3.2 The Nonprofit Corporation may appeal the District's decision to terminate this Agreement directly to the District Board. Nonprofit Corporation may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. Nonprofit Corporation has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence.

19.3.3 The Board's decision may only be appealed to the Oregon Department of Education according to ORS 338.105(3).

19.3.4 To the extent applicable, the provisions of Section 19.1 to 19.3 shall also apply to any proposed non-renewal of this agreement.

19.4 Prompt Termination for Health and Safety Reasons.

19.4.1 As provided in ORS 338.105(4), notwithstanding Sections 18, the District may terminate this Agreement immediately and close the Charter School if the Charter School is endangering the health or safety of its students.

19.4.2 The Nonprofit Corporation governing body may request a hearing from the District on the termination of this Agreement under this subsection 19. The District shall hold a hearing within 10 days after receiving the request.

19.4.3 The Nonprofit Corporation governing body may appeal a decision of the District under this subsection 18 to the State Board of Education. The State Board of Education shall hold a hearing within 10 days after receiving the appeal request.

19.4.4 Throughout the appeals process, the Charter School shall remain closed at the discretion of the District unless the State Board of Education orders the District to open the Charter School and not terminate this Agreement.

19.5 Termination by Charter School; Dissolution.

19.5.1 As provided in ORS 338.105(7), the Nonprofit Corporation governing body may only terminate the Agreement or dissolve or close the Charter School at the end of a semester, unless the District agrees to another date. If the Nonprofit Corporation intends to terminate this Agreement or dissolve or close the Charter School, it shall give notice to the District at least 180 days prior to the proposed effective date of the termination, closure or dissolution.

19.5.2 If the Charter School should cease operations for whatever reason, including, but not limited to, the non-renewal or termination of this Agreement, or dissolution of the Nonprofit Corporation, it is agreed that the Nonprofit Corporation governing board shall supervise and have authority to conduct the winding up of the business and affairs of the Charter School; provided, however, that in doing so, the District does not assume any liability incurred by the Nonprofit Corporation beyond the funds allocated to it by the District under this Agreement.

19.6 Effects of Termination or Dissolution.

19.6.1 Until the effective date of termination of this Agreement, the District shall continue to make the funding payments under Section 12. As provided in ORS 338.105(5), termination of this Agreement shall not abridge the Nonprofit Corporation's legal authority to operate as a private or non-chartered public school. Upon dissolution or termination, all permanent records shall be transferred to the District.

19.6.2 As provided in ORS 338.105(6), if this Agreement is terminated or the Charter School is dissolved, the assets of the Charter School that were purchased with public funds shall be given to the State Board of Education. The State Board of Education may disburse the assets of the Charter School to school districts or other public charter schools. Subject to the provisions of Section 13.9, all other assets (including without limitation gifts, donations, loans, and grants from sources other than public funds and property purchased with any of the foregoing) shall be the property of the Nonprofit Corporation.

20. Miscellaneous Provisions.

20.1 Entire Agreement. This Agreement, the attached Exhibits and the original charter application, contain all terms, conditions and provisions of the agreement between the parties relating to creation and operation of the Charter School, and contain the entire understanding and all representations of understandings and discussions of the parties relating thereto. All prior agreements, representations, drafts, statements, understandings, and discussions are merged herein and superseded and cancelled by this Agreement. Neither party is relying upon any statement or representation not embodied in this Agreement or in any other written agreement made concurrently herewith.

20.2 Severability. If any provision of this Agreement is determined to be unenforceable or invalid by a court of law for any reason, the remainder of the Agreement shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Agreement.

20.3 Amendment. This Agreement may be modified or amended only by written agreement between the Nonprofit Corporation and the District Superintendent (or designee) or District Board.

20.4 No Waiver. The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

20.5 Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflicts of law provisions. The parties intend that where this Agreement references federal or state law that they be bound by any amendment to such laws, upon the effective date of such amendments.

20.6 Assignment; Successors and Assigns. This Agreement may not be assigned by the Nonprofit Corporation under any circumstances, it being expressly understood that the charter granted by this Agreement runs solely and exclusively to the Charter School. This does not limit the Nonprofit Corporation's or the Charter School's right to enter into contracts and Agreements to the full extent allowed to charter schools under

Oregon law. Except as otherwise expressly provided in this Agreement, the provisions of this Agreement bind and benefit the legal representatives, successors and assigns of the parties.

20.7 Notice. Any notice, statement, demand, request, consent, approval or other communication (collectively referred to in this Section 20.7 as “notices” or “notice”) required or permitted to be given or made by either party, or its agent, to the other, pursuant to this Agreement or pursuant to any applicable law or requirement of public authority, shall be in writing and given by one of the following methods (with the effective date of the notice to be as set forth below):

- (a) By personal delivery to the person indicated on the execution page of this Agreement (to be effective when actually delivered);
- (b) By facsimile to the facsimile number set out on the execution page of this Agreement, provided that the original notice is sent by one of the other methods described in this Section or by first class U.S. Mail (notice by facsimile to be deemed effective when receipt either is acknowledged by the addressee or its office or is confirmed by confirming transmission equipment (provided this occurs before 5:00 p.m. Pacific Time on a business day, otherwise it will be deemed effective on the next business day));
- (c) By registered or certified mail, postage prepaid, with return receipt requested (to be deemed effective two (2) days after mailing); or
- (d) By nationally recognized reputable overnight courier, prepaid (to be deemed effective on the date that the courier warrants that delivery will occur).

Notice sent by courier or mail shall be addressed to the other party (to the attention of the person identified on the execution page of this Agreement), at the address set forth on the execution page of this Agreement or such other person or address which may be designated by a party in writing.

20.8 Prior Actions. It is expressly agreed and understood that as a condition precedent to this agreement becoming effective on the effective date specified herein, the Nonprofit Corporation and/or Charter School shall have taken, completed, and satisfied on or before the dates specified herein any action or obligation which is required to be completed before such effective date, and failure to do so shall constitute grounds for the District to declare this agreement null and void and of no further force or effect. If all conditions precedent are not completed to the satisfaction of District, and the District declares this agreement null and void, the District shall incur no liability to Nonprofit Corporation or Charter School in any respect whatsoever.

20.9 No Third Party Rights. Nothing in this Agreement is intended to create or confer any rights, claims or causes of action on behalf on any person(s) or entity not a party to this Agreement.

20.10 Dispute Resolution; Mediation.

20.10.1 If any dispute arises between the District and the Nonprofit Corporation concerning this Agreement, including, without limitation, an allegation of any breach or default, either party may request mediation of the matter. The party

requesting mediation shall do so by giving written notice to that effect to the other party, specifying in the notice the nature of the dispute.

20.10.2 If the parties cannot agree upon a mediator, either party may request the Oregon Department of Education to appoint the mediator.

20.10.3 At any time during the mediation process, or if the parties are unable to reach an agreement through mediation, either party may give notice to the other party and to the mediator that it is terminating its participation in the mediation; after that, either party may request a hearing before and decision by the District Board.

20.10.4 The parties shall share equally the fees and expenses of any mediator and each party shall pay its own expenses incurred in any mediation.

20.10.5 As to any dispute that is not being determined through mediation, the Charter School may request a hearing before and decision by the District Board.

20.10.6 The Charter School may appeal to the State Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

20.10.7 Notwithstanding any other provision contained in Section 20 herein, either party may seek a remedy for breach of this agreement in any appropriate form. The parties may also agree to binding arbitration, to be conducted as follows:

Any controversy or claim arising out of or relating to this Agreement, including without limitation, the making, performance, or interpretation of this Agreement or the Agreement documents, shall be settled by arbitration. If the Parties disagree whether either is legally entitled to recover damages under this Agreement, then either party may make a written demand for arbitration. The parties agree to submit their controversy to binding arbitration before a single arbitrator. The arbitrator shall be an attorney licensed to practice law in the State of Oregon. The party seeking arbitration shall give written notice to that effect to the other and shall, in that notice, select an arbitrator. Within 15 days thereafter, the other party shall by written notice either agree to the arbitrator selected or suggest another person to act as arbitrator. If the parties cannot agree within 30 days to the selection of a single arbitrator after the election to arbitrate, either party may request that the selection of an arbitrator be made by a judge of the Circuit Court for Coos County, Oregon. The parties will pay their own costs of arbitration, and, unless costs are awarded by the arbitrator to the prevailing party, each is obligated to pay one half of the arbitrator's fee.

Unless otherwise agreed the arbitration shall be conducted in Coos County, Oregon. If arbitration is commenced, the parties agree to permit discovery proceedings of the type provided for by the Oregon Rules of Civil Procedure both in advance of and during recess of the arbitration proceedings. ORS 183.450(1) through (4), where applicable, shall control the admission of evidence at the hearing in any arbitration conducted hereunder, provided however no error by the arbitrator in application of the statute shall be grounds as such for vacating the arbitrator's award. Each party shall be entitled to present evidence and argument to the arbitrator. The arbitrator shall give written notice to the parties stating the arbitration determination and shall furnish to each party a signed copy of such determination and judgment so the award may be entered in any court having

jurisdiction over the parties.

If arbitration is commenced, this contract shall be governed by and construed in accordance with the laws of the State of Oregon. The parties agree that the arbitrator shall have no jurisdiction to render an award or judgment for punitive damages. The parties agree that the decision of the arbitrator shall be final and binding on the parties and a judgment may be entered on the arbitrator's award. The parties agree that all facts and other information relating to any arbitration arising under this contract shall be kept confidential to the fullest extent permitted by law. Unless otherwise inconsistent herewith, the provisions of ORS Chapter 36 shall apply to any arbitration hereunder. In the event of arbitration under the provisions of this agreement, the prevailing party shall be awarded reasonable attorney fees and related costs, disbursements and expert witness fees as provided for in this Agreement. The duty to arbitrate shall survive the cancellation or termination of this Agreement.

20.11 Attorney Fees. In the event any action, suit, arbitration or other proceeding shall be instituted by either party to this Agreement to enforce any provision of this Agreement or any matter arising therefrom or to interpret any provision of this Agreement, including any proceeding to compel arbitration, the prevailing party shall be entitled to recover from the other a reasonable attorney fee to be determined by the Court or Arbitrator(s). In addition to recovery of a reasonable attorney fee, the prevailing party shall be entitled to recover from the other costs and disbursements, including all costs of Arbitration and the Arbitrator(s) fees, and expert witness fees, as fixed by the Court or tribunal in which the case is heard. In the event any such action, suit, arbitration or other proceeding is appealed to any higher court or courts, the prevailing party shall recover from the other a reasonable attorney fee for prosecuting or defending such appeal or appeals, in addition to the reasonable attorney fees in the lower court or courts or arbitration proceeding, such fee to be determined by the appellate court or lower court or arbitrator, as the appellate court may determine. In addition to recovery of a reasonable attorney fee on appeal, the prevailing party shall be entitled to recover from the other costs and disbursements and expert witness fees as fixed by the appellate court. All costs and disbursements which may be awarded pursuant to this paragraph shall bear interest at the maximum legal rate from the date they are incurred until the date they are paid by the losing party.

20.12 Delegation by District. The parties agree and acknowledge that the functions and powers of the District Board may be exercised by the Superintendent of the District, or by the Superintendent's designee, provided that any ultimate decision regarding renewal, non-renewal, or termination of this Agreement may be made only by the District Board.

20.13 Nonprofit Corporation Authority to Enter Into Agreement. The Nonprofit Corporation expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Agreement on behalf of the Nonprofit Corporation and that the Board of Directors of the Nonprofit Corporation has duly approved of this Agreement. The Nonprofit Corporation shall provide to the District a copy of its written resolution authorizing the Nonprofit Corporation to enter into this Agreement.

20.14 Incorporation of Application and Exhibits. Exhibit A (Insurance, referred to in Sections 17.1 and 19.1) and Exhibit B (Building Use Agreement) are attached hereto and incorporated herein by this reference.

COOS BAY SCHOOL DISTRICT #9

THE LIGHTHOUSE SCHOOL, an
Oregon Non-Profit Corporation

James Martin
Chair, Governing Board

Lisa LaGesse
President, Board of Directors

EXHIBIT A
TO CHARTER SCHOOL AGREEMENT
INSURANCE

1. Commercial General Liability Insurance.

1.1 The Non-Profit Corporation (NPC) shall maintain a commercial general liability insurance policy (occurrence form) with respect to the Charter School facility and the operation of the Charter School, in accordance with Section 17 this Agreement, and if necessary will add the District as an additional insured on any such Non-Profit Corporation policy. The policy shall be in effect no later than when the Charter School, or any of its employees, agents, or subcontractors, enters the School facility to do any work in connection with the School facility. The Non-Profit Corporation shall maintain such a policy thereafter throughout the term of the Agreement, including all extensions and renewals.

1.2 Subject to the following sentence, the limit of the Non-Profit Corporation policy shall be a minimum of \$2,000,000 for bodily injury and property damage per occurrence, \$2,000,000 annual aggregate. The minimum limits of liability may be satisfied by using a combination of commercial general liability insurance and commercial excess/umbrella liability insurance (following form). In addition, the Non-Profit Corporation's policy shall contain coverage for premises medical payments in a minimum amount of \$10,000.

1.3 Such policy shall provide for contractual liability coverage with respect to the indemnity obligation set forth in Section 17 of this Agreement.

2. Liability Insurance for Directors and Officers. The Non-Profit Corporation shall procure and maintain liability insurance for directors and officers in an amount not less than \$1,000,000 each loss, \$1,000,000 each policy year, covering the Charter School, the Non-Profit Corporation, the governing board of the Charter School, employees, and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of this Agreement.

3. Business Auto Liability Insurance. The Non-Profit Corporation shall procure and maintain business auto liability insurance with coverage for all Charter School owned, non-owned and hired vehicles with combined single limits of liability of \$1,000,000 per occurrence for bodily injury and property damage.

4. **Workers' Compensation Insurance.** The Non-Profit Corporation shall procure and maintain workers' compensation insurance pursuant to ORS Chapter 656 on all Charter School employees.
5. **Honesty Bond.** The Non-Profit Corporation shall procure and maintain honesty bond to cover all employees and volunteers of the Charter School. Limits are to be determined by the Charter School governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities.
6. **Policy Requirements.** The insurance policies required by this Agreement (i) shall be issued for periods of not less than one year; (ii) shall be issued by insurance companies admitted to do business in the State of Oregon; and (iii) shall contain a provision that they cannot be cancelled, reduced in amount, substantially modified, or not renewed without thirty (30) days prior written notice to the other party.
7. **Proof of Insurance.** Each party shall deliver to the other party certificates of insurance required by this Agreement. If a party fails to provide such a certificate within ten (10) days after demand by the other party, the other party may purchase the insurance required and bill the party who has failed to purchase the insurance. Each party shall procure and pay for renewals of such insurance prior to the time of expiration of such policies, and each party shall deliver to the other party certificates of such renewal policies before the expiration of any existing policy.

Exhibit B
BUILDING USE AGREEMENT

The parties to this agreement are the Coos Bay School District, hereinafter called "District", and The Lighthouse Charter School, a non-profit corporation, hereinafter called "Charter School".

RECITALS:

1. The District and the Charter School have entered into a Charter School Agreement dated March 28, 2016.
2. Section 12.1 of the Charter School Agreement provides that the Charter School will have the right to use the building and grounds commonly referred to as Bunker Hill School.
3. The District and the Charter School have agreed to implement the provisions of Section 12.1 by entering into this Building Use Agreement, identified as Exhibit B to the Charter School Agreement.

PURSUANT TO SECTION 12.1 OF THE CHARTER SCHOOL AGREEMENT DATED March 28, 2016, THE DISTRICT AGREES TO ALLOW THE CHARTER SCHOOL THE USE OF THE FOLLOWING DESCRIBED SCHOOL ON THE TERMS AND CONDITIONS STATED BELOW:

DESCRIBED PROPERTY: **Bunker Hill Elementary School**

SECTION 1. PROPERTY

- 1.01** Located at 62858 HWY 101, Coos Bay, Oregon 97420. 16 classrooms, 25,224sq ft. 9.8 Acres.

SECTION 2. TERM

- 2.01** This Agreement and the Charter School's rights under the Charter School Agreement shall begin on August 1, 2016, and continue so long as the Charter School Agreement remains in effect between the parties. However, the Charter School may request access to the Property on an occasional basis prior to August 1, 2016. Such access shall be requested of and may be granted by the District's Facilities Manager or designee.

SECTION 3. USE OF THE PROPERTY

- 3.01** **Permitted Use.** The rooms and common areas used by the Charter School pursuant to this Building Use Agreement shall be used for their intended use only and for no other purpose.
- 3.02** **Restrictions on Use.** In connection with the use of the Bunker Hill Elementary School, the Charter School shall:

3.02(a) Conform to all applicable laws and regulations of any public authority not a party to the Charter School Agreement, affecting the use of the elementary school;

3.02(b) Refrain from any use which would be reasonably offensive to the District, or which could destroy or damage the rooms subject to this Building Use Agreement.

SECTION 4. REPAIRS AND MAINTENANCE

4.01 ***District's Obligations.*** Pursuant to Section 12.1.2 of the Charter School Agreement, the District shall be responsible for customary maintenance, repairs and painting, and custodial services.

4.02 ***Charter School Obligations.*** The Charter School shall be responsible for any maintenance, repairs or painting which are not 'customary' and for such maintenance, repairs or painting which becomes necessary solely due to the manner in which the Charter School uses the rooms subject to this Building Use Agreement. Any such work, as well as any modifications to the grounds or structure, shall be performed only after consultation with and the approval of the District's Facilities Manager or designee, which approval shall not be unreasonably withheld.

SECTION 5. INSURANCE

5.01 The Charter School shall provide the liability insurance required by the Charter School Agreement, specified in Exhibit A to that Agreement, covering its use of the Bunker Hill facility.

SECTION 6. ASSIGNMENT

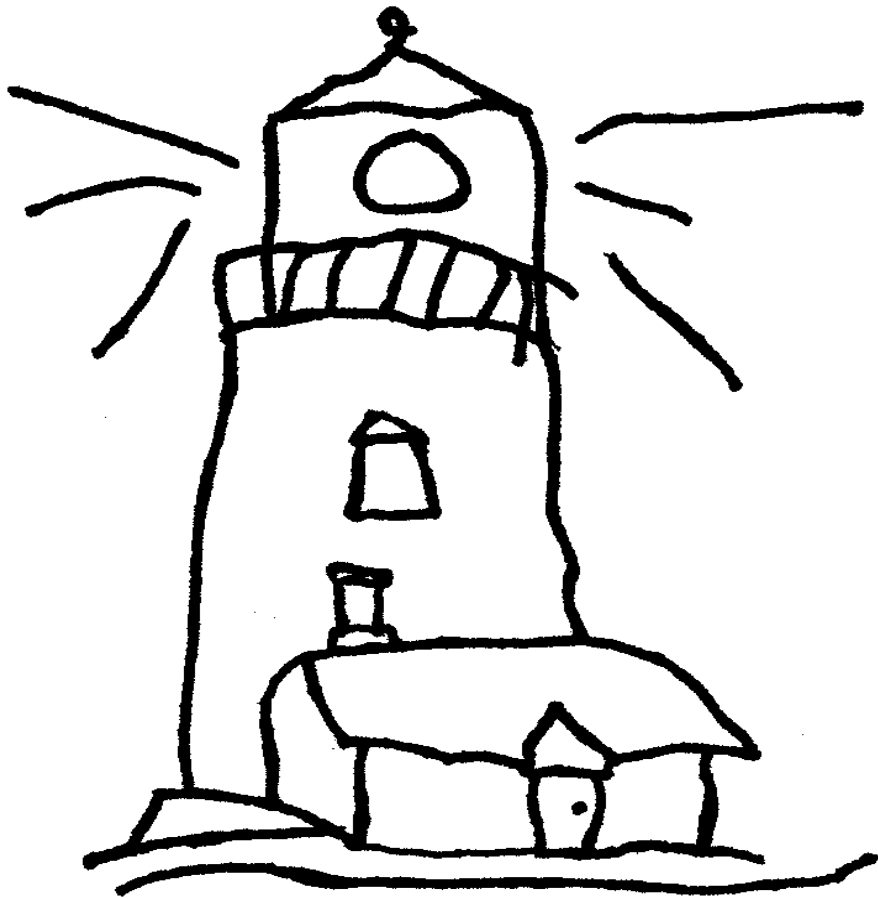
6.01 ***Property Transfers.*** No part of this agreement may be assigned, mortgaged, or subleased, nor may a right of use of any portion of the Bunker Hill School be conferred on any third person by any other means, without the prior written consent of the District. This provision shall apply to all transfers by operation of law and transfers to and by trustees in bankruptcy, receivers, administrators, executors, and legatees. No consent in one instance shall prevent the provisions from applying to a subsequent instance.

SECTION 7. RIGHTS OF FIRST REFUSAL

7.01 If, during the term of this Agreement, the District moves its administrative offices from the Milner Crest Education Center, 1255 Hemlock, Coos Bay, OR, the Charter School shall have a right of first refusal to relocate to that facility. If the District decides to sell Bunker Hill during or immediately upon termination of this Agreement, the Nonprofit Corporation shall have a right of first refusal to purchase the property.

SECTION 8. TERMINATION

8.01 In the event the Charter School Agreement is terminated pursuant to Section 19 of that Agreement, this Building Use Agreement shall likewise terminate, and possession of all property subject to this Building Use Agreement shall immediately return to District.



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.”

Table of Contents

Contact Information	3
Vision, Mission Statement, Methodology	4
School Day Schedule	5
Transportation	6
The Family - School Partnership	7-10
Lighthouse Parent Organization (LPO)	11
Main Lesson Strategies and Best Practices	12-15
Grade Level Themes and Academic Subjects	16-18
Specialty Classes, Electives and Opportunities	19-21
Field Trip Policy	22-23
Homework Policy	24-25
Grading, Testing and Report Cards	26
Conferences and Other Forms of Communication	27
Dress Code	28-29
Developing Capable Behavior and The Discipline Plan	30-36
Attendance, Accountability and Tardiness Policy	37-38
Academic and Social Services	39-40
Health, Safety and Medication Procedures	41-44
Parent Handbook Agreement	45

Contact Information

Coos Bay School District Offices 541-267-3104
Superintendent: Dawn Granger

First Student Bus Company 541-888-9131

The Lighthouse School 541-751-1649
62858 Hwy 101
Coos Bay, OR 97420
www.thelighthouseschool.org Fax 541-751-1659

Director: Wade Lester
Office Manager: Mary Ellen Blake
Curriculum Coordinator: Julie Graber
Bookkeeper: Ginger Johnson

Staff Members:

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Lori Frost, K-assistant	
Anna Villegas, First Grade	lhvillegas@nbend.k12.or.us
Callie Hart, Second Grade	lhchart@nbend.k12.or.us
Erica Murphy, Third Grade	lhemurphy@nbend.k12.or.us
Jim Elwell, Fourth Grade	lhjelwell@nbend.k12.or.us
Amanda Rice, Fifth Grade	lharice@nbend.k12.or.us
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Julie Graber, Handwork	kgrabberj@gmail.com
Theresa Erskine, Drama	
Elaine Olp, Music	lheolp@nbend.k12.or.us
Ody Frangopoulos, Art	lhofrangopoulos@nbend.k12.or.us
Ryan Goll, P.E.	
Debbie Shupe, Math Specialist	lhdsupe@nbend.k12.or.us

Board Members:

Lisa LaGesse, President	Julie Graber
Josie Keating, Secretary	Paula Mosley
Mike Seldon, Treasurer	Karen White
Daniel Pruett	Teacher Rep

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 2015-16

PRIMARY (GR.1-4)

UPPER (GR.5-8)

7:45-8:10	Arrival/Early Recess	7:45-8:00	Arrival/Early Recess
8:10-9:15	Brkfast/Math/Circle	8:00-9:00	Breakfast/Circle/ML Music 8-8:45 (Gr.6) W,TH,F
(8:45-9:15) 9:15-10:40	(Some grades have a Specialty) Main Lesson	9:00-9:45	Main Lesson Continued
		9:45-10:45	Main Lesson Continued Music 9:45-10:45 (Gr.7/8) W,TH,F
(10:15-10:30)	(K Recess)		
10:45-11:10	Primary Lunch	10:45-11:10	Upper Lunch Recess
11:10-11:35	Primary Lunch Recess	11:15-11:35	Upper Lunch
11:35-11:55 (11:40-12:25) Specialty)	Read Aloud (Some grades have a Specialty)	11:35-11:55 (11:40-12:25)	Silent Reading (Some grades have a
11:55-12:45	Core Subjects/Specialty	11:55-12:45	Core Subjects/Specialty
12:45-1:30	Core Subjects/Specialty	12:45-1:30	Core Subjects/Specialty
(1:15-1:30)	(K Recess)		
1:30-1:45	Afternoon Recess Break	1:30-1:45	Upper Lunch Recess
1:45-2:25	Core Subjects/Specialty	1:45-2:25	Core Subjects/Specialty
2:25-2:35 - 3:00	Closure Wednesday	2:25-2:35 - 3:00	Closure Wednesday

Transportation

At The Lighthouse School, two buses are provided for the students. Each of these buses will take students, regardless of their district residency, to The Lighthouse School.

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 2:00 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.

Unless a need arises, the school director will 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. Discipline while the bus is in route, will be handled solely by the bus driver. Should an incident occur students will get a verbal warning, but 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 Bus Company 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.

6

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 truly will**

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.

7

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 because of the need to have effective and numerous examples at the ready. Even with this exception, the math textbook is merely considered a tool in

the 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 and music.

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 Coos Bay 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.

8

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 which 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 for academic reasons, but it is always monitored by staff. **However, the**

use of media devices by students for personal reasons during the school day is prohibited. This includes cell phones and other multimedia devices. All electronic equipment should be turned off and stored securely in student's backpacks. The school will not be held responsible for lost or stolen items.

Not only is technology a distraction to our day, it has the potential to lead to academically inappropriate behavior, such as cheating or 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 North Bend 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.

9

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.

The Lighthouse School Parent Organization is open to all enrolled families. With guidance from administration, this groups 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 “Common Core” standards are met throughout the course of each school year.

Kindergarten:

Kindergarteners learn through play and exploration. Emphasis is on the alphabet and numbers, through recognition and recitation; 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.

First Grade:

Fairy tales, folk tales and nature stories are used to introduce many skills, such as letter formation and literacy; introduction to the writing process (stories, poetry, letter writing, punctuation and capitalization); qualities of numbers, 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, states of matter, animal studies and dinosaurs.

Second Grade:

Animal fables, animal tricksters, American folklore and heroes and North American native legends 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, as well as, plane and solid geometric figures. Science topics may include: bees, plant life-cycle, nature cycles, wind and clouds, aquatic habitats and beach ecology.

Third Grade:

Creation stories from around the world are introduced and become the basis for understanding ancient cultures: agriculture studies, human habitats and house building, community process and participation and clothing and culture. Cursive writing is introduced through dynamic form drawing. Literacy continues through reading, with an emphasis on comprehension and fluency; literacy blocks, incorporating grammar; and language mechanics, as practiced within the context of writing modes, parts of speech, topic sentences and paragraph structure. 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: soils, grains, agriculture, carbon, nitrogen, liquid explorations, aquatic habitats, energy, force and motion.

Fourth Grade:

Oregon history and its development from the time of its indigenous peoples; 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 this year. Norse and Finnish mythology and sagas as well as exploring the Iditarod (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 will include: 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:

Ancient history and myths from Mesopotamia, Egypt and Greece are highlights of this year. Continued development of writing skills with attention to focus, voice, organization, mechanics and modes are addressed. North American history and geography with reference to vegetation, topography, climate and industry are studied. 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 may include: botany, weather and erosion and dissolving rates.

Sixth Grade:

Roman history replays itself with the fall of Troy, the founding of Rome, the Republic, and the rise and fall of the Empire. This leads to medieval history including King Arthur and the feudal system. Other subjects developed at this time include: geometric drawing, astronomy, geology, European geography; physics (acoustics, thermal, optics); and language arts including writing for various purposes and debates. Math work includes: pre-algebra, geometry, business math (percentages, interest, discounts, balancing a checkbook, etc.)

Seventh Grade:

History thus far comes full circle with studies of the Late Middle Ages, Age of Exploration and the Renaissance and Reformation. Asian, African and South American geography and cultural history are explored. Language Arts include various forms of writing (creative, biographies, poetry, research papers, grammar, etc.). Physics (mechanics, optics and thermal are science topics, as well as physiology, genetics, nutrition and an introduction to chemistry. Math curriculum includes: pre-algebra, geometry, laws of perspective drawing, powers, roots, integers, formulae, probability and review of business math.

Eighth Grade:

And here we have it, the Age of Revolution. Eighth graders explore the Industrial, French and American revolutions along with world geography. Language Arts include various forms of writing with a focus on short stories. Science explores

ecology, physiology, health and learning to discern media elements, physics (magnetism, electricity, force) and meteorology. Contemporary history topics include government. Math delves into review of seventh grade math, algebra, geometry, binary opposition math, volumes of solids, laws of loci, graphing inequalities, data collection and analysis. In future, we hope to develop a plan which requires each eighth grader to complete some form of community service project prior to graduation.

Eighth grade families can expect assistance as the year winds down, with regards to high school enrollment, preparations, and scheduling or forecasting classes.

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, a trained art teacher visits the classrooms once a week to expose the students to a greater depth of understanding, helping them to hone their skills.

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 learn details.

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, it is grades 3-8 who experience an actual theater production each year. Whether roles are dispersed among students, or presentations take the form of "Readers Theater", each child experiences the cooperation and courage it takes to pull-off such an event, and receives feedback from a live audience.

Technology

Although technology takes a back seat to face-to-face interactions, The Lighthouse School recognizes its potential for "hooking in" students and its ability to complete specific tasks. There is clearly a need to engage older students in 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 that course throughout the year. This allows them the opportunity to participate in three different elective classes prior to 8th gr. graduation. They may also repeat a favorite 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.

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 also 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 North Bend 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 these 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, mid-trip. 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.

No new homework will be given 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 overly-frustrated with their homework, or resistant to it, the parent should not force the issue.

Rather, 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. Make-up work should be reviewed with the student, and new concepts should be taught by the teacher, prior to sending it home. **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. Currently, the state has "standards" requiring students to meet 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 in the computer lab 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.

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 daily 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 seem to change every five minutes along the coast, layers of clothing are recommended. Keeping one 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 table frequently. We donate items to charity that have sat for a long time in the lost and found zone.

Modesty

Wearing clothing that is modest and "tasteful" lends itself to an atmosphere that promotes academic excellence.

Members of our community, adults and students alike, should wear clothing that does not draw undue attention, thereby creating a distraction. For example, though it may be fine for younger children up through third grade to wear stretch pants, it is not as appropriate for those whose bodies have begun to mature. We respectfully request that students in grades 4-8 not wear yoga pants; "skinny" pants, or pants with a low cut waistline or holes in them above the knee. Shorts and skirts should be no shorter than just above the knee and we recommend wearing shorts or some type of legging under all dresses or skirts. Also, wearing low cut or see-through shirts, a shirt with spaghetti straps, or exposing tank tops is not allowed.

Hats, scarves, gloves and mittens can also become distracting while in the classroom and are not necessary to the student's comfort level there, so they are not allowed. 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.

The Lighthouse School strives to create a physical environment that contributes to a sense of serenity and beauty. Therefore, we ask that students refrain from wearing clothing that boldly advertises commercial products or personalities, or items which use language to imply or make inappropriate statements.

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. 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. 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.

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 Directors or The Coos Bay School District Board of Directors hearing 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 Coos Bay 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 8:00 am for grades 5-8, and 8:10 am for primary students. 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

The Lighthouse School currently extends the school day for one class period each Wednesday afternoon. Classes are involved in a variety of academic, artistic, or physical pursuits during this extension. Please refrain from removing your child early from this, or any school day, as they will likely be missing key elements of instruction or class discussion opportunities. However, as this can be hard on the very youngest children, we will release the kindergarten students at 1:00pm on these Wednesdays. Always check the "Daily Announcements", sent via email, for specifics regarding any scheduling changes.

Academic and Social Services

Academic Resources

Students attending The Lighthouse School have the same opportunity to utilize special services as do all Coos Bay School 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 in the "Resource Room". 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 can 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 once a week 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 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. However, due to food safety laws, we are no longer able to offer homemade items. Food must come pre-packaged. A little time spent reading labels for nutritional value will insure we are still providing worthwhile options.

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 7:45 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 2:45 pm. Parents are expected to make arrangements for children in order to comply with this rule. If you become unexpectedly delayed in picking up your child, please call the office and we will do our best to work with you.

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 buzzer, smile into the camera and state your name if you would like to be let in. 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: _____