

LIGHTHOUSE COMMUNITY CHARTER SCHOOL



STUDENT/FAMILY HANDBOOK
Essential Information for all Parents/Guardians
2008-09

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Dear Families –

Welcome to the Lighthouse Community Charter School! We are thrilled that you have chosen Lighthouse as the school for your child. At Lighthouse, we are focused on ensuring every child graduates prepared for college and a career of their choice

What follows in this document is essential information that every parent and student needs to know to have a successful school year. Please refer to it throughout the year, as your questions come up.

At Lighthouse, we believe that parents play the most vital role in their child's success in school, regardless of their age. We will expect great things from your student and we expect you to stay informed and be involved in the education of our child. In return, you can expect our entire staff of teachers, aides, and administrators, to be focused on providing the best possible education for your child.

It's going to be a great year!
Your Administrative Team

THE MISSION AND VISION OF LIGHTHOUSE COMMUNITY CHARTER SCHOOL

History of Lighthouse

Lighthouse Community Charter School was founded in the fall of 2002 by a team of educators and parents to serve the diverse community of Oakland and to ensure that all children and youth – regardless of ethnicity, first language, or income, have access to a college preparatory education. After taking two years to carefully plan the school’s design and ramp up for opening, the school opened in a renovated storefront with 92 students in Kindergarten and 6th grade. Each year, the school has grown by about 100 students each year and now in 2008, we complete our growth, serving 620 students in K – 12. In the spring of 2009, our first graduating class – many of whom have been at Lighthouse since 6th grade – will don caps and gowns to collect their diplomas on their journey toward college.

Mission

The mission of the Lighthouse Community Charter School is to prepare a diverse K – 12 student population for college and a career of their choice by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

Vision

In order to achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best be able to achieve our mission. They are the vision that guides us in our work.

SCHOOL CALENDAR NOTES

Mandatory Events for Families

Parents are required to attend the events listed below.

Mandatory Orientations	August 4, 5, 12, or 14, 2008
Back to School Night	September 10, 2008
Individualized Learning Plan Meetings (ILP)	October 16 or 17, 2008 (sign-ups provided)
EXPO of Student Work	December 17, 2008
Individualized Learning Plan Meetings (ILP)	January 8 or 9, 2009 (sign-ups provided)
Individualized Learning Plan Meetings (ILP)	March 31 or April 1, 2009 (sign-ups provided)
EXPO of Student Work	June 17, 2008
Passage Presentation for Grades K,2,4,6,8,10,12	June 18 – 23, 2008 (times provided)

The school reserves the right to change these dates and add additional mandatory meetings/events dependent on school news, happenings, or events.

Events Strongly Encouraged for Families to Attend

With the goal of creating a strong community of families working together to achieve the mission of Lighthouse, there are several events that parents are strongly encouraged to attend throughout the year. They include:

All-School Picnic	August 23 at Dimond Park from 12 – 2 p.m.
Back to School Night	September 10, 2008
Family Learning Nights	Throughout the year
7 th Annual Walk-a-Thon	June 6, 2009

Intersession Weeks

There are three weeks throughout the school year during which school will not be in session. A limited number of childcare spots will be available and families will need to pay for childcare those weeks. Sign-ups for childcare will occur as the dates approach. The three intersession weeks are:

- October 13 – October 17, 2008
- January 5 – January 9, 2009
- March 31 – April 3, 2009

Report Cards & Progress Reports

It is our goal to keep you informed of how your child is doing in school. To that end, you will receive at least two report cards (includes grades/narratives) & two progress reports (includes only grades) that describe how your child is doing in their classes. You will receive report cards or progress reports at approximately the following dates (subject to change):

- October 15, 2008
- January 7, 2009
- March 27, 2009
- July 6, 2009

School Hours

		345 12th Street (Grades K-6)	1600 Broadway (Grades 7-12)
M, T, Th, F	Regular Instructional Day	8:30 – 3:30	8:30 – 3:45
M, T, Th, F	After School Program	3:30 – 6:00	3:45 – 6:00
W	Minimum Day for Students	8:30 – 1:30	8:30 – 1:30
W	After School on Minimum Days	1:30 – 6:30 p.m.	1:30 – 6:30 p.m.

STUDENT POLICIES

UNIFORM POLICY

We believe that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. Dress code is important to school safety since students are often outside of the school facility and students in uniform are easily recognized to all school community members. The LCCS dress code is simple:

LIGHTHOUSE COMMUNITY CHARTER SCHOOL (K-8) UNIFORM		
	Boys	Girls
TOP	LCCS Shirt: Forest Green Polo-style shirt or T-shirt with LCCS logo If T-shirts are worn underneath, they must be white.	LCCS Shirt: Forest Green Polo-style shirt or T-shirt with LCCS logo If T-shirts are worn underneath, they must be white.
BOTTOM	Khaki (cotton twill) Pants or Shorts	Khaki (cotton twill) Pants, Skirt, Jumper, Shorts
SHOES	Rubber bottom, flat soled shoes	Rubber bottom, flat soled shoes

LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL (9 –12) UNIFORM		
	Boys	Girls
TOP	LCCS Shirt: White T-shirt with LCCHS logo, or Black Downtown High shirt Sweatshirts can be black or gray or white.	LCCS Shirt: White T-shirt with LCCHS logo or Black Downtown High shirt Sweatshirts can be black or gray or white.
BOTTOM	Black or Blue Jean Pants (no patches, pajama pants, no sagging, or other lettering)	Black or Blue Jean Pants (no patches, pajama pants, no sagging, or other lettering)
SHOES	Rubber bottom, flat soled shoes	Rubber bottom, flat soled shoes

- All other clothing items are to be made of plain material and are not to have any words or decorations other than school logo
- The uniform must be worn throughout the school day - Student MAY NOT wear other clothing over their uniform.
- Students are to enter and leave the school in uniform
- Changing clothes at school, unless for a school sponsored activity, is not allowed. No sweat pants.
- No head wear of any kind, including hats (unless outside for sun protection), headbands, and handkerchiefs for both genders.

Uniforms must be kept neat and clean at all times and must fit appropriately. Specific suggestions are listed below:

- Pants must be appropriate size
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist – No Sagging.
- Shirts must fit appropriately--neither too small or too big.

Uniforms can be purchased at the school on certain days and times throughout the year.

Consequences for Being Out of Uniform (K – 6)

Parents will receive an “Out of Uniform” notice if a child does not adhere to the uniform policy. The notice should be returned to the school with the parent’s signature. The student will be required to put a green shirt on from “lost and found.”

Consequences for Being Out of Uniform (7 – 12)

Students will be assigned to In-School Suspension (ISS) all day. If parents/guardians are able to bring the uniform to school then the student will be able to go to class. Or, if the student is only missing a Lighthouse shirt they can choose to buy one and then go to class. Cash is required, no IOUs.

If parents find abiding by the LCCS dress code is financially difficult, financial aid is available. Please contact a School Director if you need more information about dress code financial aid.

Free Dress Days

On occasion, students will be given “free dress passes” or the entire school may have a free dress day. You will be notified by phone or in writing if there is a free dress day.

ABSENCES AND TARDIES

Philosophy

At LCCS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child’s learning, but also can create poor learning habits. In addition, a child’s poor attendance is detrimental to the school. For everyday a child does not attend, LCCS loses vital state funds that help to run the educational program at school. A child is considered absent when he/she is not in school.

We also believe that a child is sick and cannot operate at school or has a communicable illness, that it may be best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

Absences Policy

Excused Absences

Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation,

i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below).

A parent or caring adult must notify the school the **same day** of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform of us an absence by 8:30 a.m. If the school is not notified or the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

If a child exceeds ten excused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school.

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Keeping Your Child Home When They are Sick

Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice
- Has a severe cough

Unexcused Absences

There will be a limit to the number of unexcused absences allowed. Consequences for unexcused absences are detailed below.

<i>Unexcused Absence Number</i>	<i>Consequence</i>
Ten (10)	Official Notice From the School
Fifteen (15)	Official Notice From the School
Twenty (20)	Student will be retained at their current grade level for the following year or will be dismissed from the school

Total Absences

While reasons do exist for being absent, excessive absences (either excused or unexcused) inhibit learning. Therefore, a student will be retained at their current grade level for the following year or dismissed from the school if the student is absent for more than thirty six (36) days in any year.

Tardy Policy

School begins at 8:30 a.m. each day at both campuses: 345 12th St. and 1600 Broadway. All students are expected to arrive at school on time. A student is considered tardy if he or she is late to school. A student must report to the office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from the doctor.

There will be a limit to the number of unexcused tardies allowed.

<i>Unexcused Tardy Number</i>	<i>Consequence</i>
Ten (10)	Official Notice From the School
Fifteen (15)	Official Notice From the School
Twenty (20)	Student may be retained at their current grade level for the following year or will be dismissed from the school.

Short-Term Independent Study (STIS)

We do not recommend that you take your child out of school for any reasons, but if you must take your child out of school for something like an extended trip or a prolonged illness, we strongly recommend you put your child on Short-Term Independent Study. The length of STIS may be from one day to no more than four weeks.

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occasionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies, etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

Any student who participates in STIS must complete the appropriate school assignments, and meets with the supervising teacher upon return will be counted present at the school for the STIS period. The student's parent or guardian must fill out the application and agreement for STIS and must supervise the student's work during the student's participation in STIS. Average Daily Attendance (ADA) while on STIS is accrued to the school.

In order to fully complete STIS, a student must complete the following hours of home work:

- Kindergarten: 2 hours of homework per day (10 hours per week)
- Grades 1 – 5: 3 hours of homework per day (15 hours per week)
- Grades 6 – 12: 4 hours of homework per day (20 hours per week)

If the student does not complete their Agreement according to the terms for a portion or all of the time enrolled in STIS, the student will be marked absent for the corresponding days. The consequences of such absences (partial or the entire period) shall be the same for any other student. This could result in disenrollment from the school.

If your child requires STIS, please inform the school **at least one week in advance**. See the School Secretary for application forms.

School Norms & Student Discipline

The aim of student discipline at Lighthouse is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and school norms at Lighthouse are the school's guiding principles of *RESPECT, RESPONSIBILITY, AND COMPASSION*. These are character traits that are required for achievement of our mission and success in college, and beyond.

We have ten guiding principles that we expect all adults and students to model on a daily basis. They are:

- **Respect**
- **Responsibility**
- **Compassion**
- **Persistence**
- **Integrity**
- **Curiosity**
- **Communication**
- **Collaboration**
- **Courage**
- **Reflection**

Common Behavior Modification Practices

We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for “teachable moments” for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting.

In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community’s norms
- Adults will give students a warning and time to correct their behavior
- Students will have time, when necessary, to reflect independently upon their behavior. In K-5, this takes the form of a “time out” and in 6-12 as a “refocus.”
- Adults will give students one-on-one attention when necessary, to support them in re-entry to the classroom.

Should a child’s behavior reach one of the following points, an office referral may be written and the child may be sent to the office:

- When the students actions cause great danger to the physical and/or emotional well-being of other students
- When multiple attempts at behavior modification have been made, without result
- When the actions of the one student is greatly inhibiting the learning of the other students

The Use of Consequences

At times students will continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students’ negative actions within the following parameters:

- Consequences must be logical, predictable, and consistent. Examples include the warnings and time-outs mentioned earlier, as well as loss of playtime or phone calls home.
- Consequences, whenever possible, are logical and linked to the action. For example, a student who tags in the bathroom will clean up their tagging and spend an afternoon or more working with the janitorial staff to clean the building.

Office Referrals

If a student violates any behavior expectations, they may be referred to the office with an Office Referral at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student’s behavior, a student may remain in the office for a “time out” period, and an appropriate consequence will be devised. Depending on the violation, a student’s parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up.

There are a series of consequences/events that occur if a student accrues several office referrals due to misconduct or violation of school norms.

Office Referral #3: A special meeting will be conducted with parents, administrators, and teachers

Office Referral #4: The student will be suspended

Office Referral #8: The student will be suspended and placed on conditional enrollment

Office Referral #12: The student will be suspended

Office Referral #16: The student will be recommended to the Board of Directors for Expulsion

Conditional Enrollment

Historically at Lighthouse, there are always a handful of students for whom discipline is a consistent issue. If a student receives 8 office referrals throughout the course of a school year, the student may become subject to conditional enrollment, meaning they can stay enrolled at Lighthouse if certain conditions are met. Each conditional enrollment case is student-specific and can look

differently depending on the special situation a student has. Conditional enrollment criteria are developed and shared with families by the school directors with teacher and school counselor input. Examples of conditions of enrollment may include:

- A shortened or lengthened school day
- Counseling for student
- Counseling for families
- Removal from classroom setting to an independent study setting
- Removal from certain times of the school day

Other special situations may warrant a student being placed on a special behavior plan. This can be devised by the teacher or with an administrator.

The ultimate goal is to serve all of our students to the best of our ability, yet we also realize that some issues students present are outside the realm of our expertise. It is then that we will work with the family and outside partners to find the best solutions. This may or may not include finding a school placement other than Lighthouse for the student.

Suspension Policies

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language
- Violating the Walking Policy or any Field Trip policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done **in school or at home**. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and when the suspension is to take place. The student will be required to return home for the remainder of the day on which the violation is made and may be suspended from school for one or more days. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

Upon a student's eighth office referral or 2nd suspension in one year, the student will be referred to the Directors for Conditional Enrollment. The parent/guardian will be required to meet with the school director to revisit the Student Success Plan and set forth the terms of conditional enrollment.

Upon a student's fourth suspension in a twelve-month period, the student will be referred to the LCCPS Board of Directors for an expulsionary hearing related to his/her behavior.

Expulsion Policies

Students may be referred directly to the Board of Directors for an expulsion hearing for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause extreme physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be expelled for misconduct not specified above.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of an Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Board of Directors shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

LCCS RETENTION POLICY

Acronym Key:

- JB = Just Beginning (to meet grade-level standard); also is 1 on a 4 point scale, with 1 being the lowest possible score.
- AP = Approaching (grade-level standard); also is 2 on a 4 point scale with 4 being the highest possible score.
- IEP = Individual Education Plan (term for educational plan for students with special needs) – not to be confused with ILP (Individualized Learning Plan that each LCCS student has)
- SST = Student Study Team is comprised of teacher and other experts. SSTs meet if a student is thought to have special needs or is in need of additional supports

Retention Criteria

Grounds for retention **in grades K-4 may be** one or more of the following:

- Student is more than one semester behind in reading, writing, **and** mathematics (does not meet previous semester benchmarks*
- Student is more than one year behind in **reading** (does not meet benchmarks for end-of-previous-grade) **and** has not made at least one year's progress.
- Student has been absent 20 days or tardy 36 days in the current academic year. Student's social/emotional development lags considerably behind his/her same age peers.

Grounds for retention in **grades 5-12 may be** one or more of the following:

- In **grades 5, 7, 9, and 11**
 - The student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks; receives an overall grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
 - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives an overall grade of JB or JB/AP), **and** has not made at least one year's progress in this area.
- In **grades 6, 8, 10, and 12**
 - The student's passage portfolio does not meet loop-level passage requirements; and/or
 - the student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks and/or does not meet grade-level passage requirements; receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
 - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives a grade of JB), **and** has not made at least one year's progress in this area.
- Student has been absent 20 days or tardy 36 days in the current academic year.

In all grades, retention/promotion decisions for **students with IEPs** will be made in accordance with the requirements laid out in that students' IEP.

Process

At each reporting period (October, January, March, and June), teachers inform the Director of Elementary or Director of Secondary Programs of any students who may be at risk of retention. As

soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps must be taken:

- Refer student for an Student Study Team (SST) as soon as possible, and begin implementing modifications/supports to help student accelerate his/her progress.
 - SST has a preliminary meeting, discusses student progress; possible modifications, and whether or not retention is an appropriate option.
 - Teacher has a meeting with parents to discuss modifications and interventions, and to inform them that their child is being considered for retention.
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Director on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed no later than the January ILP meeting. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, in grades 1-10 the final decision to promote or retain will be made by the Director. In Kindergarten, a recommendation for retention may be made by the Director, but must be approved by the student's parent/guardian.

If a parent/guardian does not agree with the decision of the Director, he/she may appeal the decision in writing to the LCCS Board of Directors. The Board of Directors must review the appeal within 60 days or prior to the start of the next school year, whichever comes first.

Placements for Following School Year

LCCS will guarantee space for up to 3 retained students in grades 1-4, and up to 4 retained students in grades 5-12. If more than this number of students are retained, additional students will be placed at the top of the waiting list, according to a random lottery. Every child who is re-enrolled at Lighthouse will have a retention support plan to track their progress over the next year.

*Benchmarks may include report card benchmarks, reading level benchmarks, passage benchmarks, or any other measures of academic progress established by LCCS.

LOGISTICS

Parking

There is no parking lot associated with our school buildings, but there is an abundance of parking meters around the school. Please be aware of minute limits – we don't want anyone to get a parking ticket!

Double Parking in Front of the School – DON'T DO IT!

People who double park on 12th St. or Broadway create an incredibly dangerous situation for pedestrians, your child, the children of others, and other cars. In addition, tickets for double parking start at \$300. If you double park, the school administration will call the Oakland Police to give you a ticket.

Pick-Up and Drop-Off

Pick-up and Drop-off Procedures

Drop-Off

- Students may be dropped off at school beginning at **7:45 a.m.** All students are to report to the designated waiting areas. Students will not be allowed to enter classrooms unless requested or allowed by a teacher. Students may not exit the building once they have come in.

Pick-Up

- Students are to be picked up at 3:30 or 3:45 respectively, depending on if they attend school at 345 12th Street or 1600 Broadway. If students stay for the After School Program, they must be picked up by 6:00 p.m. on Monday, Tuesday, Thursday, and Fridays and by 6:30 on Wednesdays.
- Only designated adults may pick up your children. If someone new is picking your child up from school, please call the main office of the school to inform the secretary of the change.

Getting to and from School on Public Transportation

There are several ways to get to school on public transportation. The 12th Street BART is two blocks away from 345 12th Street and four blocks away from 1600 Broadway. In addition, the following buses pick up and drop off near each of the schools: 15, 40, 40L, 43, 88, 82, and 82L.

Breakfast & Lunch

This year, we are thrilled to be able to serve breakfast and lunch at BOTH locations through a partnership with Revolution Foods and Whole Foods. Students will be served healthy, organic lunches five days. Lunch costs are as follows:

- Free to students who qualify for FREE MEALS
- \$0.65 per day for students who qualify for REDUCED MEALS
- \$3.20 per day for students who do not qualify for free or reduced lunch

Breakfast will also be served at 8:00 a.m. and ending by 8:20 a.m., breakfast costs are as follows:

- Free to students who qualify for FREE MEALS
- \$0.55 per day for students who qualify for REDUCED MEALS
- \$2.05 per day for students who do not qualify for free or reduced lunch

Please fill out appropriate paperwork at registration if you want your child to participate. You will be asked to provide income information. Inform the school if any of your income information changes. Please make us aware immediately if there are any food allergies. Families who do not qualify for free lunch will be billed monthly for their meals expenses.

Tuesday Envelope (K – 6 ONLY)

Your child will receive an envelope EVERY Tuesday. Please carefully read the contents of the envelope each week. Sign and return the envelope each Wednesday.

Bi-Monthly Mailer (7 – 12th ONLY)

You will receive news from the school every two weeks in the mail. Please carefully read the contents of the mailer each week. Sign and return the mailer as needed.

Phone Messages

In order to ensure you get important information and announcements in a timely way, we will use a phone messaging service that calls your home with information about once per week. This message will be no longer than 60 seconds and will serve as an important reminder of upcoming events, etc. The system will also be used in the case of an emergency closure or other such situations.

SUPPLIES YOUR CHILD NEEDS FOR SCHOOL

One step to creating a college-going mindset in your student is making sure they are prepared for school each day with supplies used in class. Please make sure your child comes prepared with the supplies each day. Teachers may provide more detailed lists of supplies at Back to School Night and throughout the year.

In addition, this year, the state budget is tighter than ever and we have needed to make cuts to our budget and will have less funds for supplies that students should be providing.

K – 4th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack to transport homework, communication
- One box of Kleenex and one roll of paper towels for use in the classroom
- Pencils, Scissors, crayons, glue, and colored pencils
- Homework supplies (to be kept at home)
 - Pencil, Glue Stick, Scissors, Crayons, Pencil Sharpener

5th and 6th Grade

- Assignment Notebook
- Thermos or water bottle for drinks
- Uniform
- A Backpack
- One box of Kleenex and one roll paper towels
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Two pencils
- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

7 – 12th Grade

- Assignment Notebook
- Thermos or water bottle for drinks
- Uniform
- \$10 Flash drive – this is a memory device for students to save their computer work. They can be purchased at Office Depot, Office Max, Best Buy, or Radio Shack.
- A Backpack
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Two pencils
- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

FAMILY INVOLVEMENT AT LCCS

At Lighthouse Community Charter School, we believe that families are an essential part of their child's education. After all, you are your child's first and most important teacher!

THE MOST IMPORTANT WAY YOU CAN BE INVOLVED: **Be engaged in your child's education.**

- Reinforce the idea that school is a place to work hard and get smart.
- Let your child know that you believe in them, that getting smart will take hard work, and that you and the school are there to support them every step of the way in preparing for college.
- Create a quiet environment at home for studying and homework with no TV.
- Read with your child each night. If your child is older, have a home reading time when everyone reads each night. Turn off the TV, computer, and cell phone.
- Come to all required meetings.
- Read all communications from the school.
- Talk to your student's teachers.
- Monitor your child's homework (**Students in grades K – 12 will have homework almost every single day**) Check over it and discuss it with your student daily.
- Carefully read and respond to their progress reports and report cards.
- Have a computer available for your child to use to do homework, research, etc.

We hope and expect that you are fully involved with the school in many ways.

Here are some sample ways for you to get involved in the broader life of the school

- Become a Room Parent (K – 6) by organizing other parents and helping the teacher.
- Volunteer in your child's classroom. Talk with your child's teacher to arrange this.
- Chaperone fieldwork trips.
- Help in the office.
- Attend parent workdays.
- THE POSSIBILITIES ARE ENDLESS AND WE VALUE ANY CONTRIBUTION YOU CAN MAKE!

Mandatory Expectations

All parents must attend Three Individualized Learning Plan Meetings throughout the year in the months of October, February, and June (to be scheduled with your teacher or crew leader)

- Back to School Night in September
- Winter and Summer EXPOS of Student Work
- Mandatory Community Meetings throughout the year, as scheduled

Getting Involved *Satisfaction Surveys*

Each year, we ask parents to take satisfaction surveys to inform of us of how we are doing. If you have a concern, do not hesitate to contact your child's teacher or an administrator.

Lighthouse Parent Advisory Committee

The Lighthouse Parent Advisory Committee (LPAC) is a group of dedicated parents who meet monthly to address family concerns, plan events, and shape school policy. You are welcome to come to any meeting that you like. **It is open to all parents every month. All parents** are welcome to attend any meeting.

LPAC meets the first Wednesday of each month at 6:15 p.m. Light refreshments, Spanish translation, and childcare are provided. The meeting location alternates between buildings. The schedule is as follows:

Month	Location
September 3, 2008	345 12 th St.
October 1, 2008	1600 Broadway
November 5, 2008	345 12 th St.
December 3, 2008	1600 Broadway
January 14, 2009 * <small>Special date due to Winter Holiday</small>	345 12 th St.
February 4, 2009	1600 Broadway
March 4, 2009	345 12 th St.
April 15, 2009 * <small>Special date due to Spring Holiday</small>	1600 Broadway
May 6, 2009	345 12 th St.
June 3, 2009	1600 Broadway

Fundraising

One way that families help the school is to participate in fundraising events and to donate to the school. Our goal for the 2008-09 school year is have families raise \$20,000! Last year, we met our goal and we can do it again this year! Here are all the ways you can make donations to the school (only do whatever you can, whenever you can!):

- Donate \$5.00 per week to the school in the Tuesday Envelope
- Attend fundraising events like the Winter/Spring Potlucks
- Participate in annual fundraising events like Cinco De Mayo, Dia De Los Muertos, etc.
- Enroll in E-scrip
- Use the Target Red Card and register Lighthouse as your chosen place of donation
- Assist your child in collecting pledges for the Walk-a-Thon, scheduled for June 6, 2009
- Have your employee match your donation
- Schedule an automatic donation withdrawal from your checking account

Family Learning Nights

Lighthouse will have at least two Family Learning Nights during which we will have important workshops for parents and family members of Lighthouse students. Topics at Family Learning Nights have included:

- Helping your child learn to read
- Math strategies to use in your home
- Getting Your Child Ready to Apply for College
- Saving up for College

COMPUTERS AT HOME

We live in a day and age of technology. In order for your student to become prepared for college and a career of their choice, they must be know how to use a computer. College applications are only found on-line now. Students must be able to use and have access to a computer.

To that end, we are piloting an exciting new partnership with the Oakland Technology Exchange (OTX) and **strongly advising all families with students in grades 6 - 9 and requiring all families with students in grades 10, 11, and 12 to have a computer at home for their student to use.**

Put OTX info here!

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

Lighthouse is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigrant status. In June of 2008, the Lighthouse Community Charter School Board of Directors approved a policy stating its commitment to immigrant children. The policy is stated below:

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

WHEREAS, the City of Oakland, like many other major cities in the United States, is the home and workplace of large immigrant communities with both "legal" and "undocumented people;" and

WHEREAS, in 1982, the United States Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to elementary and secondary public education; that undocumented children have the same right to a free public education as citizens of the United States and permanent residents; and

WHEREAS, there are no numbers of how many undocumented children are enrolled in Lighthouse Community Charter Public Schools, however, approximately 76% of the students are English Language Learners;

WHEREAS, since the massive immigrant rights and civil rights marches and student walkouts in 2006, federal, state and local government officials throughout the country have proposed or passed laws and ordinances that aim to stem the tide of undocumented immigrants by cutting off opportunities for government benefits, including education, thereby increasing tensions in immigrants communities; and

WHEREAS, recent reports that United States Immigration and Customs Enforcement Office (ICE') has conducted raids in Oakland and other Bay Area cities have caused immigrant communities to fear sending their children to school and leaving their homes;

WHEREAS, on May 15, 2007, the Oakland City Council passed a resolution affirming Oakland's City of Refugee ordinance forbidding city resources from being used to enforce federal immigration laws or to gather or disseminate information regarding the immigrant status of residents of the City unless such assistance is required by federal or state statute, or regulation or court decision,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Charter School, in solidarity with immigrant community organizations and consistent with the Oakland City Council's designation of Oakland as a City of Refuge, in light of the increasing tensions in immigrant communities, and the possible chilling effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances, restates its position that all students have the right to attend school regardless of the immigration status of the student or of the student's family members; and

BE IT FURTHER RESOLVED that the Board of Directors further states that all students who register for school services and meet the federal and state criteria, are entitled to receive all school services, including free lunch, free breakfast, and educational services, even if they or their family are undocumented and do not have a social security number and that no school district staff shall take any steps that will deny students access to education based on their immigration status or any steps

that will "chill" the *Plyler* rights of these students to public education; .

BE IT FURTHER RESOLVED that in order to provide a public education, regardless of a child's immigration status, absent any applicable federal, state, local law or regulation or local ordinance or court decision, the school shall abide by the following conduct:

1. School personnel shall not require students or their families to supply documentation of immigration status or a Social Security number, at initial registration or at any other time;
2. School personnel shall not make inquiries of students or their families for the purpose of exposing immigration status of the student or his/her family;
3. If parents and or students' have questions about their immigration status, school personnel shall not refer them to ICE;
6. It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit the school site must be made should be forwarded to the school Directors for review before permitting ICE to access the site;
7. If ICE officers come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a warrant; and
8. All requests for documents by ICE should be forwarded to the school Directors who, in consultation with the legal counsel, shall determine whether the documents can be released to ICE.

THE SAFE HARBOR AFTER SCHOOL PROGRAM

The Safe Harbor After School Program is a free, 5-day/week after school program that is a rich combination of academic support/homework help, recreation, snack, and a wide array of enrichment classes. The program will accept about 120 K – 6 students and 75 7 – 12th grade students in 2008-09.

Sample Schedule (K – 6)

3:30 – 3:45	Snack Provided
3:45 – 4:15	Recreation, Homework Drop-In, and/or Literacy Tutoring
4:15 – 5:00	Homework Help and Enrichment Classes
5:00 – 6:00	Homework Help and Enrichment Classes

Academic Support

This year, the after school program will offer an array of academic supports to students. The support your child receives depends on their needs and the resources available. Once your child is signed up for academic support (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from academic support.

Academic supports will include:

- One-on-one literacy tutoring
- Math intervention
- Computer-based literacy program, *Fast ForWord*
- Homework help

Enrichment Classes

Due to some new grants, we are able to expand our enrichment offerings in 2008-09. Once your child is signed up for an enrichment class (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from enrichment classes.

Enrichment classes this year will include:

- Guitar Class
- Filmmaking
- Yearbook
- Choir
- *Creation Cocoon for Girls* (arts and crafts)
- Art Studio for Boyz Only!
- Soccer
- Cooking
- Science Lab AND MORE!

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start

In order to best help our youngest students adjust to the new environment of school, we will start this school year with “Gentle Start.” Your child has been assigned to Group A or Group B. Here is the schedule for Gentle Start

	Group A	Group B
Week 1 8/18 – 8/22	Monday 8:30 – 12:30* Wednesday 8:30 – 12:30 Friday 8:30 – 12:30	Tuesday 8:30 – 12:30* Thursday 8:30 – 12:30 Friday 8:30 – 12:30
Week 2 8/25 – 8/29	Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 3:30 Friday 8:30 – 12:30	Monday 8:30 – 12:30 Tuesday 8:30 – 12:30 Wednesday 8:30 – 1:30 Thursday 8:30 – 12:30 Friday 8:30 – 3:30
Week 3 9/2 – 9/5	NO SCHOOL MONDAY Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 No After School Program for K	NO SCHOOL MONDAY Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 No After School Program for K
Week 4 9/8 – 9/12	Regular Schedule: Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available**	Regular Schedule: Every day (except Wednesday with early dismissal at 1:30) 8:30 – 3:30 After School Program Available**

In addition to the “Gentle Start,” there are things you can do now to help prepare your kindergartner for this transition. These include:

- Practice how to dress. Students will need to know how to tie shoes, fasten buttons, close zippers, and fasten belts. If your child cannot tie his or her shoes, please use shoes with Velcro or buckles instead of laces.
- Reinforce toileting skills. Students should be able to go to the bathroom and wash up all by themselves.
- Work on writing their name. Practice with your child how to write his or her name. This one of your child’s first literacy skills.
- Spend time with other children. Your child will need to be able to take turns and share materials. The more time children spend with other children, the better prepared they will be for this in the classroom.
- Speaking up when they need help. Your child will need to be able to tell a teacher when they need help, have a question, or need to go to the bathroom.

UNDERSTANDING

LIGHTHOUSE COMMUNITY CHARTER SCHOOL LANGUAGE

Ago Ame—an African call and response practice. When the teacher or adult calls out “Ago” the students respond back “Ame”. This signals that the students are ready to listen and learn.

Assessment—a method for evaluating your understanding of skills, concepts, and Learning Targets. Assessments take many forms such as tests; projects; problems of the week; reports; essays; etc. Assessments are scored on a 4 point scale: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

Attentive Listening—eyes on speaker, sitting or standing still, listening and no talking.

Charter School---Lighthouse is a Charter School. Charter Schools are public schools that are given freedom by the local school district to design and structure their own school calendar, school day, and school curriculum. Charter Schools must also follow the state standards and take the state standardized tests in the spring.

Coalition of Essential Schools (CES)---This is a national organization that works with families, teachers, and students to change and make our public schools better for all students. The national office is in Oakland, and staff members often visit our classrooms. Lighthouse is a CES school.

College Ready Friday—This is a time of celebration for students who have qualified. College Ready Friday activities might involve pizza parties; visiting colleges; going hiking; playing games; etc.

Crew—This is another name for a class or group of students at Lighthouse that is working together to achieve our mission of every student being able to apply and get in to college. “We are crew, not passengers” is a common phrase you will hear. This phrase is to help remind us that we need to be active learners and helpers of others. In the middle and high school, a crew is made up of ~15 students and 1 teacher.

Draft—this is the first step, sketch, plan or version of an assignment. Drafts are one part of the process of producing high quality work. A draft is not a finished product, but a work in progress.

Expo—Expo is a chance for students to display their work to the entire school, family, and outside community. Expo happens in December and June.

Fieldwork—Fieldwork is when students and teachers go out into the community to places that will help them gather information about their learning investigation topic.

Guiding Principles

- *Collaboration*—working with other people to complete a task or goal. Two heads are better than one!
- *Communication*—speaking, writing, and listening clearly and carefully are important for all of us to reach our school’s mission of everyone being prepared to go to college.
- *Compassion*—being kind and helpful. Learning to understand other people’s point of view or perspective is also an important part of developing compassion.
- *Courage*—taking risks to raise our hand and share our ideas in class and to try new learning experiences.
- *Curiosity*—asking questions and wondering about the world.
- *Integrity*—being honest and telling the truth.
- *Persistence*—working hard, especially when things are challenging.
- *Reflection*—looking back at what has happened or what we have done and thinking about how we could have done things differently to make things even better.
- *Respect*—treating people with kindness.
- *Responsibility*—coming to school prepared to learn

HOW – Habits of Work—are a measure of how well you are doing at being a student. They assess your homework and classwork completion as well as how respectful you are of our community.

Individualized Learning Plans (ILPs)—this is a document that is created in October by a teacher, student, and family to set academic, physical, or social and emotional goals. ILP goals and strategies are revisited in January and in March. Sometimes new goals are set when others have been achieved and sometimes new strategies are developed if goals have not been met.

Learning Target—these are the standards or objectives or knowledge that students must learn for a particular subject or grade level. Students must master all of the Learning Targets in order to be promoted to the next grade.

Lighthouse Community Charter School (Why is our school called this?)—A Lighthouse serves to guide ships to safety when it is dark or foggy. Lighthouse is a community of people working together to guide students to the safety and security of getting an excellent education.

Meeting Expectations—This indicates that a student has mastered our grade level standards in academics and in character. It is what all students at Lighthouse need to do in order to be on the right path for promotion to the next grade and for college.

Passage—This is the process for how students pass on from one loop to the next. Students must complete all portfolio and learning target expectations and meet the expectations of the Passage Presentation.

Passage Portfolio—Students organize work that meets the expectations for different learning targets in a 3 ring binder. Students must complete all of the requirements for a passage portfolio in order to be promoted to the next grade level.

Passage Presentation—This is a 30-45 minute presentation that ranges from an oral examination, to an interview with an Oakland community member, to a senior thesis defense in front of an expert panel. Presentations happen in June.

Transition—This is when we switch from one class to another, or from one location to another. Transitions happen a lot at Lighthouse. Transitions are indicated by signals such as Ago, Ame, holding a fist in the air, teacher request, etc. During transitions, students must be quiet and must be still.

Reset—This is an opportunity for students to change their behavior so that they are doing the right thing. This is expected of students when they are given a warning by a teacher.

Refocus—If students are given more than 2 warnings, they will be asked to

remove themselves from the classroom and complete a refocus form to help them prepare to re-enter the learning environment.

Referral—If students are unable to follow the expectations of completing a refocus form and following through with class expectations, they will be sent to the office with a referral. If their behavior yields 4 referrals, they will be suspended and miss out on important learning opportunities.

Revision—This is the process of improving a piece of work by looking at feedback and changing the work to make it better and of higher quality.

Rubric—This is a document to help students evaluate and assess their work and for the teacher to formally evaluate and assess their work. The rubric communicates expectations for their work in four different levels: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.