



LODESTAR

A Lighthouse Community Public School

Family Handbook 2018-19

Essential information for all Parents and
Guardians

WHERE OAKLAND SHINES

Lodestar Campus

701 105th Ave, Oakland, CA 94603 ★ (510) 775-0255



Dear Families,

Welcome to our Lighthouse Family of Schools! We are thrilled that you have chosen Lodestar as the school for your child. At Lodestar, we are focused on ensuring every child graduates prepared for college and a career of their choice. We believe that all young people have the potential to become lifelong changemakers who realize their unique vision- rooted in their identity, knowledge and skills- to create equity in their own lives and in the community. We know that our work, in partnership with families, will lead to a healthier and more joyful world.

Lodestar's model is an innovative one because we are intentionally redesigning school to produce different outcomes. By redesigning school (and continuously iterating our design) to foster and activate student agency, we can create more equitable outcomes for our students.

Lodestar families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and school allow us to learn from families as well as helping families build their capacity to support the academic, social, and emotional growth of their children. 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.

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

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



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THE MISSION AND VISION OF LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS

History of Lighthouse Community Charter Public Schools

Lighthouse Community Charter Public Schools has entered a new chapter in our history as a Family of Schools and continues to grow. Our original site, 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, our first school opened in a renovated storefront in downtown Oakland with 92 students in Kindergarten and 6th grade. Each year, the school grew by about 100 students and now in 2018, we serve over 760 students in grades K – 12. We have graduated ten senior classes with excellent rates of college acceptance (at or above 90%).

In response to families of our region seeking stronger educational opportunities, in 2012, we began the work of opening up a second sister school, Lodestar. For the last several years, the annual waiting list at Lighthouse has far exceeded the total number of spots available. We are thrilled to be able to serve more students with the opening of our sister school, Lodestar, in 2016. We are doubling-down our efforts to transform our dynamic city in collaboration with our community. We are taking our proven academic program and pairing that with our commitment to put learners at the center by prioritizing our design on ensuring our stakeholders (students, teachers and families) develop agency and a strong sense of belonging in a community.

LCPS Mission

The mission of Lighthouse Community Public Charter Schools is to prepare a diverse, K-12th grade student population for college and the career of their choice by equipping each child and youth with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner.

Lodestar Theory of Action

If Lodestar creates the conditions for students, families, and educators to develop agency while belonging to a healthy, restorative community, **then** all students will be successful in college and a career of their choice, and will positively impact their community.



Key to this Theory of Action is the belief that students develop in a community, and that in order for students to succeed in college and a career of their choice, every member of their community (including family members and educators), needs to have agency. At Lodestar, systemic obstacles are removed and conditions for agency are fostered so that families, teachers, and students come together to take control of their own education, and their world.

Core Values

As members of the Lighthouse Community Charter Public Schools community, we hold these values for ourselves and all community members.

<p>COMMUNITY We are best when we respect, value and celebrate our diversity and strengthen our connections.</p> <p>INTEGRITY We act on our shared and personal values, especially in the face of adversity.</p> <p>LOVE We extend ourselves so that all feel a sense of belonging and acceptance.</p> <p>SOCIAL JUSTICE We act with courage and commitment to move toward a just and equitable world.</p> <p>AGENCY We are empowered to pursue purposeful action as life-long changemakers.</p>
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Lodestar Design Principles

At Lodestar, every decision is designed to foster agency and belonging in community. From decisions regarding the daily schedule and curriculum to family engagement and staff training, we are guided by our design principles.

Lodestar Design Principles

Agency is fostered by learning that is:

Personalized. These learning experiences give individuals choice of pace at which to learn, path of learning, place of learning, people to learn with, or passion to explore. Learning experiences are just-right and push each learner to reach her/his goals.

Purposeful. These learning experiences provide opportunities to create real work that is informed by an authentic problem and has an impact on the community.

Active. These learning experiences require the construction of one's understanding, often through making and collaborating with peers. Skills involved in active learning include design-thinking skills of creating, ideating, prototyping, empathizing, building, and revising. Active learning experiences foster self-direction, self-motivation, and self-regulation.

Appropriately Challenging. All learning is rigorous and engages students in learning skills and knowledge at a high, developmentally appropriate level.

Visible. These learning experiences are guided by clear goals with learners taking the lead in monitoring and communicating their progress towards their goals.

Belonging in Community is fostered by learning that:

Is Safe. We provide the physical and emotional safety necessary for learners to take risks and lead their own learning.

Addresses the Whole Person. We see learners as people with physical, academic, social, and emotional needs. We provide support and resources both inside and outside of the school day, and the time and encouragement for learners to pursue their dreams.

Builds Relationships. Experiences prioritize person-to-person interactions rooted in listening, trust, honesty, and compassion.

Is Restorative. Community members view mistakes as opportunities to reflect and learn. We seek to repair harm when it occurs.

Embraces Diversity and Supports Positive Identity Development. All of our decisions and daily interactions are designed to positively affirm the different identities represented within our community. We celebrate the richness of our learners' heritages and the promises of their futures. As a community, we recognize and resist negative stereotypes and strive relentlessly for equity and social justice.



LODESTAR

A Lighthouse Community Public School



YOUR CHILD'S TEAM

At the center of our vision is family engagement and serving the whole child. In order to meet these outcomes, communication is key to strengthen our connections both in times of celebration and in times of adversity.

Whenever you have a concern about your child, your crew leader is your primary ally because they interact with your child on a daily basis and know them best. If there is a need for further help regarding behavior/social/emotional matters the Dean of Students is available to assist you. If there is a need for further help regarding academic matters the Assistant Principals are available to assist you.

This structure is set up so that most concerns can be solved by the teachers and or crew leaders or the Dean of Students/Assistant Principals. If there is a serious concern, and no proper action has taken place by either the teacher/crew leader or the Dean of Students/Assistant Principals, then reach out to your Principal.

At Lodestar we want you to feel safe, heard, and important. As such, please know that we have an open door policy and feel free to contact any of us at any time, translation is available - no matter how big or small the reason!

If the Dean of Students, Assistant Principals and Principal are unavailable, feel free to reach out to the front desk with Ashley Jerez at 510-775-0255 to schedule an appointment.

Yanira Canizales	Founding Principal	yanira.canizales@lighthousecharter.org
Robbie Torney	Assistant Principal	robbie.torney@lighthousecharter.org
Bri Zika	8th Expedition/Assistant Principal	bri.zika@lighthousecharter.org
Meka Tull	K-8 Director of Special Education	meka.tull@lighthousecharter.org
Oscar Bermeo	K-4 Dean of Students	oscar.bermeo@lighthousecharter.org
Mario Rodriguez	6-8 Dean of Students	mario.rodriguez@lighthousecharter.org
TBD	After School Program Coordinator	TBD
Ashley Jerez	K-8 Office Assistant	ashley.jerez@lighthousecharter.org
Donna Williams	Family Liaison	donna.williams@lighthousecharter.org



SCHOOL CALENDAR AND SCHEDULE

Intersession Weeks

There are three weeks throughout the school year during which school will not be in session, but keep in mind there are Student-Led Conference meetings (mandatory for all students and families) during those weeks.

- Fall Intersession: October 22nd- 26th
- Winter Intersession: January 28th- February 1st
- Spring Intersession: April 1st- 12th

School Hours

Days	Schedule	Grades K – 8
M, T, W, Th	Regular Instructional Day	8:30 – 3:30
M, T, Th	After School Program	3:30 – 6:00
W	After School Program	3:30 – 6:30
F	Minimum Day for Students	8:30 – 1:30
F	After School Program (Minimum Day Schedule)	1:30 – 6:00

Please note that students can be dropped off as early as 7:30am and will be supervised until 4pm/2pm during dismissal.



CALENDAR



ANNUAL NOTICES

DIRECTORY LETTER "OPT-OUT" NOTICE

Dear Lodestar Parent/Guardian,

"Directory information," which is defined as set forth below, may be released to requesters in limited circumstances by Lodestar: A Lighthouse Community Public School, without additional notice to you, unless you timely "opt out" of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requesters, except those who intend to use the information for commercial purposes. However, this school's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy or information dissemination related to California charter schools.

If you do not want Lodestar to disclose your contact and other directory information from your child's records to such persons or entities without your prior written consent, you must notify us in writing by September 7, 2018.

Lodestar has designated the following information as directory information:

- Parents'/guardians' names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

Thank you for your cooperation.

Sincerely,

Your administration team



NONDISCRIMINATION

Lighthouse Community Charter School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status , religion, religious affiliation , sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

LCCS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 , Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

LCCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin);The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). LCCS also prohibits sexual harassment, including cyber sexual bullying , and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status , gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. LCCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which LCCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the LCCS Uniform Complaint Procedures (“UCP”) Compliance Officer. Please see page 74 for our Uniform Complaint Procedure contact and process.

STANDARDIZED TESTING NOTIFICATION

Lodestar shall annually administer required state testing to the applicable grades, known as the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, a parent's or guardian's written request to



Charter School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

IMMUNIZATIONS AND PHYSICAL EXAMINATIONS

To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

ORAL HEALTH ASSESSMENT

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

HOMELESS STUDENTS

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

- a. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- b. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- c. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."



Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Arlene Aldrette, Director of Operations
433 Hegenberger Road, Oakland, CA. 94603 510-562-8801

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

- a. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- b. Homeless students enroll in, and have a full and equal opportunity to succeed at SCHOOL ABBREVIATION.
- c. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by SCHOOL ABBREVIATION, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- d. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- e. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- f. Enrollment/admissions disputes are mediated in accordance with law, Lighthouse's charter, and Board policy.
- g. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- h. School personnel providing services receive professional development and other support.
- i. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.



- j. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

STUDENT RECORDS

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- a. The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School principal or designee a written request that identifies the records they wish to inspect.

The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- b. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- c. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.



One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Lighthouse will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —



1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).



9. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).

SEXUAL HEALTH EDUCATION

A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Codes 51930 through 51939.

A parent or guardian has the right to excuse their child from the test, questionnaire, or survey (“opt-out”). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A Student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose



parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start

In order to best help our youngest students adjust to school, we will start this school year with "Gentle Start." Here is the schedule for Gentle Start for 2018-19.

Week 1 8/13 - 8/17	Everyday: 8:30 - before lunch (exact time will be shared prior to 1st day of school)
Week 2 8/20 - 8/24	Everyday: 8:30 - after lunch (exact time will be shared prior to 1st day of school). Students start having lunch at school. No After School program for K.
Week 3 8/27 - 8/31	Regular schedule. Everyday 8:30 - 3:30 (except Friday with early dismissal at 1:30) After School Program available for those who have been accepted.
Week 4 9/4 - 9/8	Monday: no school (Labor Day holiday) Regular schedule. Everyday 8:30 - 3:30 (except Friday with early dismissal at 1:30)

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 by themselves.
- Work on writing their name. Practice with your child how to write his or her name. This is 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.



STUDENT POLICIES

Dress Code 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 dress code is simple:

	Lodestar Dress Code (K-8)
Top	Lodestar Shirt: Solid Forest Green Polo-style shirt or T-shirt with Lodestar logo (Solid color, forest green shirts without the Lodestar logo are also acceptable, but may not have any additional logo or writing) If any shirts are worn underneath, they must be black, white, green, or grey. Sweatshirts, jackets and sweaters worn in the building must be forest green as well.
Bottom	Khaki (cotton twill) pants, skirt or shorts
Shoes	Rubber bottom, flat soled shoes. No flip flops or open toed shoes.

Other Uniform and Dress Code Information:

- Students MAY NOT wear red or blue on campus (including shoes, backpacks, accessories, etc).
- All other clothing items are to be made of plain material and are not to have any words or decorations other than a printed school approved logo.
- Students are to enter and leave the school building in uniform.
- The uniform must be worn throughout the school day and on campus - Students MAY NOT wear other clothing over their uniform. If a student is on campus, they should be uniform.
- Changing clothes at school, unless for a school sponsored activity, is not allowed.
- No sweatpants, joggers, leggings, or sport pants.



- No headwear of any kind, including hats (unless outside for sun protection or for specified medical or religious purposes), headbands, and handkerchiefs for all genders.

Clothing 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

Students will not be admitted to school/class until they are in proper uniform or parents bring an appropriate uniform.

If parents find abiding by the school dress code is financially difficult, financial aid is available. Please contact a Dean of Students if you need more information about dress code financial aid.

Purchasing Uniforms

Plain Dark Green Uniform Shirts and khaki pants, shorts and skirts can be purchased at the following retailers. Please ask school staff if you have questions about the dress code or uniform. Uniforms with logo are not mandatory, however, families do have the choice of uniform tops with our logo.

Store	Website	Color	Starting prices
Bancroft Uniforms	www.bancroft-uniforms.com	Green	\$13+ polo shirt \$23+ Khaki pants
Dennis Uniforms	www.dennisuniform.com	Dark Green	\$16+ polo shirt \$27+ sweater hoodies \$24+ khaki pants
Lodestar uniform online store	www.lodestaruniforms.com	Varies	Prices vary. See website for more information.
Old Navy	www.oldnavy.com	Plant Life	\$10+ polo shirt \$20+ Khaki pants \$13+ sweaters \$13+ Uniform vest



Walmart	www.walmart.com	Hunter Lodge / Deep Forest	\$6 polo shirt \$18 Khaki pants \$10 sweater hoodies
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Professional Dress Days

Several times throughout the year teachers or crew leaders may require students to come dressed in professional attire. Professional dress times include: in-class presentations, student-led conferences or other special occasions. Similar attire may be worn to a religious event, interview and/or youth conferences. Please note, professional dress is not free dress!

The guidelines for Professional Dress Days are the same for Free Dress Days (see below) and can include:

- Pant suits
- Dress shirts and slacks- no jeans!
- Skirt suits
- Dresses
- Dress shoes and heels

Sagging is not allowed. All skirts and dresses must not be past four inches above the knee.

Professional Dress Days are students' time to shine, so come dressed to impress! If a student is not sure whether an outfit is okay to wear on this day:

1. Bring the clothing in early to get it approved
2. Plan to bring a change of clothes in case the student is asked to do so
3. Don't wear it

Teachers have the right to ask students to remove any external part of a student's outfit that is distracting or disruptive during class time.

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.

Guidelines for Free Dress days:

- No red or blue
- No hats
- No revealing clothing
- No gang-affiliated clothing or gang paraphernalia
- No inappropriate language, images or symbols on clothing
- No drug references
- No alcohol references
- No guns or weapons



- No sexually explicit content or clothing
- No violent imagery

If a student is not sure whether an outfit is approved to wear on free dress day:

1. Bring the clothing in early to get it approved by teacher/crew leader
2. Plan to bring a change of clothes in case the student is asked to do so
3. Don't wear it

Teachers have the right to ask students to remove any part of a student's outfit that is distracting or disruptive during class time

STUDENT USE OF ELECTRONICS AND GAMES AT SCHOOL

At Lodestar, we understand that students will bring electronic devices to school, but students bring phones, iPods, and other games to school **at their own risk**. Lodestar will not take responsibility for the security and safety of these devices. If a student is using a device at an inappropriate time or place, the device will be confiscated by staff and returned to the parent only.

Cell Phones/ Headphones-Ear Buds / Electronics/ Games and Toys Policy

Grade Level	When can it be out?	When shouldn't it be out?	Consequence if policy is violated
K- 8th	In pick-up or drop-off zones only with faculty permission.	Never within the school building/grounds during school hours.	•Phone taken •Phone returned ONLY to parent/guardian

At **no time** should a student's phone or personal electronics be used within the school building without teacher permission. Not before school, not during school, not after school. **If it's in use, out or heard – it's taken!**

Student Use of Computers and the School Network

As part of learning experiences, students routinely use a variety of school technology equipment and resources (i.e., access to the network, routine use of Chromebooks). The use of this equipment comes with responsibilities. Failure to abide by the following guidelines and those on the G-Suite agreement may result in the revoking of this privilege:

- Do not attempt to modify the appearance or operation of any technology equipment. This includes, but is not limited to: commands, copying or installing



software, setting passcode locks or copying files of any type. Each one should remain in its original or staff-set configuration.

- Tampering with or vandalizing hardware, software, or data will not be tolerated. It is each student's responsibility to check the computer before and after use and to report problems to the teacher immediately.
- Students will only use applications, software and programs required to complete assignments/projects and only those that have been approved by the teacher of the current class. Failure to stay "on task" may result in loss of technology privileges and/or further disciplinary actions. Students should not use personal or school equipment to play online or video games.
- No food or drink is allowed near any school technology.
- Students may use the Internet only when authorized, and they must abide by school guidelines.

Violations of any of the rules stated above or any other disruptive technology-related actions will result in the loss of technology privileges, and may include other consequences based on the severity of action.

ABSENCES AND TARDIES

Philosophy

At LCPS, we view **every** day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits and have detrimental effects on the learning community.

For everyday a child does not attend, LCPS 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 when a child is sick and cannot participate 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 extracurricular 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, has a medical, legal, dental appointment, a death in the family or attending a naturalization ceremony.

Specifically, a student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.
5. Attendance at the pupil's naturalization ceremony to become a United States citizen.

All absences require appropriate documentation, i.e. note from home, a note from a doctor/medical facility, court documents, etc. **If appropriate documentation is not provided, the absence will be considered unexcused** (see below) and your child will be considered truant to school which has serious consequences.

A parent or caring adult must notify the school the **same day** of absence by telephone, letter, email, or in person. Please do your best to inform us of 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).



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

Absences

Students must be in school regularly. Student absences will be analyzed every quarter.

Unexcused Absences	Consequence
Three (3)	First official notice from the school <i>Student will be officially designated as truant.</i>
Six (6)	Second official notice from the school <i>Family meeting will be held with the school.</i>
Ten (10)	Third official notice from the school <i>Family meeting with Parents, Students, Dean of Students, and Teacher Crew Leader.</i> Please note that ten (10) consecutive unexcused absences without communication from home following reasonable efforts to contact the student's parent(s)/guardian(s) could result in dismissal/withdrawn from the school.
Fifteen (15)	Fourth official notice from the school <i>Family meeting with Parents, Students, Principal, Dean of Students, Teacher Crew Leader.</i>
Twenty (20)	Fifth official notice from the school and board hearing <i>Parent, Student, Dean, Principal and Chief Academic Officer to attend a hearing with the board of directors.</i> Student may be retained at their current grade level for the following year.

Tardy Policy

School begins at 8:30 a.m. each day. All students are expected to arrive at school on time. 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, or legal appointment or there has been a death in the family (as described above as valid excusals). Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from a parent/guardian or doctor.



Unexcused Tardies	Consequence
Three (3)	Student determined as truant <i>Student will be officially designated as truant.</i>
Six (6)	First official notice from the school <i>Student will be officially designated as truant.</i>
Ten (10)	Second official notice from the school <i>Family meeting will be held with the school.</i>
Fifteen (15)	Third official notice from the school <i>Family meeting with Parents, Students, Principal, Dean of Students, and Teacher Crew Leader.</i>
Twenty (20)	Fourth official notice from the school <i>Family meeting with Parents, Students, Principal, Dean of Students, Teacher Crew Leader.</i>

Respecting Dismissal Times/Early Dismissal Policy

School ends at 3:30 p.m. for K – 8 every day except Friday, when everyone is released at 1:30. Unless your child has an appointment or is ill, please do not take your child out of school early. It is disruptive to the learning of your child and the other students in the class.

If your student must leave school early, the parent/guardian must sign the student out at the front desk. Students will only be released to the parent/guardian and to adults identified by the parent/guardian on their emergency release list. If there is any change to the emergency list, please contact the front desk to notify them of the adjustments.

Students ages 14+ can be released for confidential medical services, but require the permission of a Lodestar: A Lighthouse Community Public School adult. Parent permission is not required.

SHORT-TERM INDEPENDENT STUDY POLICY

What Is Short-Term Independent Study?

Short-term Independent Study (STIS) is an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school on a daily basis. The length of STIS may be from one day to **no more** than four weeks.

Who is Eligible to Participate in STIS?

Students in grades currently enrolled at Lighthouse Community Public Schools are eligible to participate in STIS.



What is Required to Participate in STIS?

Participation in STIS requires a written "STIS Agreement" to be executed by the student(s), parents/ caretakers/guardians and all of the student's teachers (i.e., certificated employees) of Lighthouse Community Public Schools. The student will be required to show that satisfactory educational progress is being made, which includes, but is not limited to, completion of assignments, examinations, and other indicators that evidence that the student is working on assignments, learning required concepts and progressing toward successful completion of the course, as determined by the certificated employees.

Why Request STIS?

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.

Who Can Request STIS?

- A parent or guardian of a child who will miss from one day to four weeks of school due to family, religious, or cultural business or a prolonged injury may request STIS. In the case of an injury or illness, a doctor's note is requested.
- In the case of a child who is coping with behavioral issues, a school director in consultation with the child's teacher may refer a student to STIS.
- Whenever possible, it is best for students to remain in school. Please schedule family vacations and international travel during school vacations and summer break in order to avoid missing critical instruction at school.
- STIS is at the discretion of the School Director(s). A Principal may decline or amend the length of STIS.

Reasons for declining or amending an Agreement include:

- Frequent absences have already been accumulated.
- The parent or guardian is unable to supervise and/or assist the student with work.
- Satisfactory educational progress is not being made.
- The student or parent/guardian failed to complete a previous STIS agreement.
- The student is enrolled in another school or independent study program.



How STIS works:

Any student who participates in STIS must execute an STIS Agreement and complete the appropriate school assignments, including all examinations given during the period of the STIS. Upon completion of the STIS period the student 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.

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

- 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.

The STIS Package:*Part One: Application*

The application has basic student information and signatures from the student, parent or guardian, the current teacher(s), and the school principal. These signatures affirm an understanding of STIS and the requirements of the parent/guardian and student. Parents or Guardians may also be requested to meet with the Principal or Dean of Students in order to discuss the terms of the independent study.

Part Two: Agreement

The agreement portion of the STIS package specifically states the length of the contract, the expectations of the student and parent/guardian, a meeting date and time to review completed work, and the method and manner of evaluation of completed work.

The Agreement outlines homework to be completed during the STIS time period. In order to meet the standards of STIS, homework assignments must:

Represent the above time requirements above. Be specific. Auditors of the STIS program (allowable up to 3 years after the STIS period) must be able to determine what the expectations of the student were and if the students achieved the expectations.

*Examples:**Acceptable Homework Assignments*

Connected Math, Chapter 1- 3. Do all problems at the end of the chapter.

Language Arts. Keep a journal of your trip. Write a page each day documenting your trip. Read 1/2 hour each day. Record the summary in your reading log.

Unacceptable Homework Assignments

Continue regular class work.

Reading group work

Part Three: Certificate of Completion

This form is signed and completed by the teacher after the return meeting with the student and family. It confirms whether or not the Agreement was satisfactorily completed and indicates each date the student should receive credit for attendance.

If your child requires STIS, please inform the school **at least one week in advance**. Please see your front desk administrators for application forms.

SCHOOL NORMS & STUDENT DISCIPLINE

The aim of student discipline at Lodestar 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 Lodestar are the school's Core Values. These are character traits that are required for achievement of our mission and success in college, and beyond. We expect all adults and students to model on a daily basis. They are:

- **COMMUNITY:** We are best when we respect, value and celebrate our diversity and strengthen our connections.
- **INTEGRITY:** We act on our shared and personal values, especially in the face of adversity.
- **LOVE:** We extend ourselves so that all feel a sense of belonging and acceptance.
- **SOCIAL JUSTICE:** We act with courage and commitment to move toward a just and equitable world.
- **AGENCY:** We are empowered to pursue purposeful action as life-long changemakers.

Common Behavior Modification Practices

We know that there will be students who will need support in choosing behaviors that align with our school's core values and who will struggle to meet 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 values/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 by taking a break inside or outside the classroom space.

Should a child's behavior reach one of the following points, an Admin Referral may be written and the child may be sent to an administrator for additional support:

- When the student's 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 student is greatly inhibiting the learning of the other students

Restorative Justice (RJ)

At Lodestar, we believe that community is created and fostered constantly. We use Restorative Justice (RJ) as a tool to help nurture our community. The quote below speaks to its nature:

"Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive."

- The Little Book of Restorative Discipline for Schools, Teaching responsibility; creating caring climates
by Lorraine Stutzman Amstutz and Judy H. Mullet

The intention of Restorative Justice is to build community through getting to know each other, to value each other, and to resolve harm within our community when it does occur. The goals of using Restorative Justice practices in our school are to:

- Build community.
- Understand the harm that was caused.
- Encourage empathy for the harmed and the harmer.



- Support a culture of accountability and responsibility using reflection and a collaborative plan to address the harm done.
- Listen to needs of all involved and create supportive communication.

Common RJ phrases and practices

You may hear your student use some of the terms below or even be asked yourself to participate in RJ practices.

Harm- hurt caused to a person or to the community

Harmed- person who received the harm

Harmer- person who did the harm

Circle Keeper- person who facilitates a circle

Circles/ Community Meetings- The purpose of circles and community meetings are to address current events or issues happening in our community. You may hear different types of circles mentioned, such as a "Harm Circle", "Community Circle" or a "Welcome Circle."

The intention of Restorative Justice is to build community through getting to know each other, value each other, and resolve harm within our community when it does occur. However, Lighthouse reserves the right to move directly to suspension or expulsion where the circumstances demonstrate severe or pervasive misconduct.

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.

Admin Referrals



If a student violates any behavior expectations, they may be referred to an administrator for additional support 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 with the administrator to take a break and reflect, 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.

Should a student receive 4 Admin Referrals, the student will be considered for suspension (in-house or externally at the discretion of school staff) for at least a single day. It is important to note that student may be immediately suspended for certain/specific behaviors (details found on page 58 of this handbook).

There are a series of consequences/events that occur if a student accrues several admin referrals due to misconduct or violation of school norms. See the **Suspension and Expulsion Policies and Procedures** for more information.

Conditional Enrollment

Historically at LCPS, there have occasionally been a handful of students for whom discipline is a consistent issue. If a student receives multiple office referrals throughout the

course of a school year, or has engaged in behavior that endangers our community, the student may be subject to conditional enrollment, meaning they can stay enrolled at a LCPS site if certain conditions are met. Each conditional enrollment case is student-specific and can look differently depending on the student's specific situation. Conditional enrollment criteria are developed and shared with families by the school directors and may contain teacher and school counselor input. Some examples of conditions of enrollment may include:

- Attendance requirements
- A shortened or lengthened school day
- Family-school communication requirements
- Counseling for student
- Counseling for families
- Specific behavioral requirements
- Zero tolerance for specific behavioral infractions

Following repeated or significant infractions, a student is conditionally enrolled after returning from a suspension. Terms of the conditional enrollment are determined by the



administration and communicated to the family and student before returning to the classroom. The goal of these terms is to ensure the safety of the individual student, community as a whole, and success both academic and social/emotional. Violation of the terms of conditional enrollment will likely result in an expulsion hearing in front of the board.

Suspension and Expulsion Policy

See page 58 for a full explanation of policy as it is essential that parents/guardian understand these policies.

RETENTION PROCESS

At each reporting period, teachers inform the Principal 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 criteria for retention, the following steps must be taken:

The student and parent will be notified of their current not passing status. This notification will happen at the end of the January Student Led Conference meeting and will achieve the following:

- The student and family will know exactly which criteria is currently qualifying the student for retention
- The student will create goals and strategies that directly address their current academic needs
- Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Families of students who are possible candidates for retention should be informed no later than the January Student-led Conference 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 Principal, 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.

In Kindergarten, a recommendation for retention may be made by the Principal, but must be approved by the student's parent/guardian.

While the Principal will accept input from teacher(s) and family of the student, in grades 1-8 the final decision to promote or retain will be made by the Principal.

Intervention/Coordination of Services Team (COST):

Intervention is the first step to helping a student succeed. Intervention begins in the



classroom with the teacher. LCPS intervention systems regularly assess students and monitor both growth and achievement against grade-level standards. All students not making adequate progress will be supported intensively as part of our interventions system beginning with classroom interventions. Students with significant gaps may also be referred for intervention services outside the classroom including reading intervention, math intervention, after school intervention, centers, etc. Teachers can also complete a COST referral when a student is not showing improvement despite interventions. In a traditional model, a student needs to fail in order to get services, but in our model, interventions and the COST meetings are used to help get students services in order to succeed. The COST team meets weekly and continues to monitor the progress, update intervention plans as necessary, and to determine if a special education assessment is appropriate.

Child Find:

Lighthouse is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Lighthouse provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

LOGISTICS

Parking

Parking inside the gate at 701 105th Ave is limited to staff use only. Parents who are visiting the campus will need to park on the street. Please be respectful to the neighbors and do not park in their lots or block driveways. You risk being towed. Staff parking permits will be issued and must be displayed within the staff member's vehicle..

Pick-up and Drop-off Procedures

Drop-Off

- Time: Drop off can begin at 7:30 a.m. Students are to report to the Multipurpose room where an adult is present to supervise.
- Location: Cars should enter Lodestar's parking lot gate located **on Edes Ave by turning right**. In efforts to provide a smooth traffic flow, please follow instructions of



the Lodestar staff directing traffic. Please drive up all the way forward as instructed and allow your student to exit the car as close as possible to the designated drop off area. Please remain in your car and at no time abandon the vehicle while in the drop-off/pick-up area. **Upon exiting our parking lot, please turn right onto Edes Ave.** Please do not attempt entering the lot by turning left from Edes Ave as this will cause traffic congestion as well as turning left upon exiting the lot.

Pick-Up

- Time: Pick-up is at 3:30pm and at 1:30 on Fridays for all students.
- 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 staff of the change.
- Location: Students should be picked up in the 701 105th Ave loading zone which is the same area for drop-off. Please do not park in the pick-up/drop-off lanes or leave your car unattended at any time. To avoid traffic, follow the requests of a Lodestar staff member that is directing traffic. Cars should enter Lodestar's parking lot gate located **on Edes Ave by turning right. Upon exiting our parking lot, please turn right onto Edes Ave.**

Please be mindful of your speed limit as it is a school zone and the safety of our students and families is our number one priority.

Getting to and from School on Public Transportation

There are several ways to get to school on public transportation. 701 105th Ave is about 2.5 miles from the Coliseum BART station with bus connections available. You can access the school from 45 and 98 bus lines. Feel free to connect with our office if you need further guidance on how to plan your transportation trip.

Meals Program

Lighthouse Community Public Schools participates in the National School Lunch Program. Applications for free or reduced price meals are included in registration packets to all families and can also be obtained at the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

This year, we are partnering with Revolution Foods to provide breakfast and lunch throughout the school year.

Lunch

- Free to students who qualify for FREE MEALS
- \$.40 per day for students who qualify for REDUCED MEALS



- \$3.25 per day for students who do not qualify for free or reduced lunch

How to Pay for Meals

The school will accept cash, check, or money orders. At any time if you feel you cannot pay for meals, but need your child to eat at school, please talk to a school administrator. We will help meet your family's needs. You will receive a monthly bill notifying you of your balance.

Breakfast

Students will be able to receive breakfast each day at no cost through our universal breakfast program. This school year, we will be transitioning to providing breakfast at two different opportunities throughout the morning. Upon our new service times, we will be able to offer warm breakfast meals twice a week. Breakfast foods may include items such as bagels, cereal, muffins, breakfast sandwiches, pancakes, omelets, fruit, and milk.

Breakfast will be available at:

- Before school:
 - 7:45am-8:15am= location, Multipurpose room and to be eaten in the cafeteria.
 - 9:00am-10:00am=location, Multipurpose room or respective grade level building (times and location will vary by grade level and schedule.)

Snack

Students who are in the after school program will be provided a snack at no extra charge.

Tracking Meals and Billing

When students pick up meals, they should use their provided ID that will serve as their method for accuracy of picking up a meal for lunch. These cards need to be kept with the student at all times, When students receive a meal, they will swipe their card at a point of sale. There is a \$5.00 replacement fee for lost meal swipe cards. Cards will be distributed after post-picture day.

Students who qualify as "free" will not need to pay. Families of students who qualify for reduced or paying will be billed monthly. No fund transactions occur during lunch time at the point of sale at any time. If your outstanding balance reaches \$50.00, you will receive a school notification to make you aware and to make a payment immediately. If your income status changes at any time, please inform the front desk immediately to fill out a new Free and Reduced Lunch application form. This is very important to ensure that your child is qualified for the correct meal price at all times.



Please fill out appropriate paperwork at registration if you want your child to participate in our food program. You will be asked to provide income information. Inform the school if any of your income and/or household number information changes. Please make us aware immediately if there are any food allergies. A Doctor's note is required for special dietary restrictions. If you have any questions, please always feel free to reach out to our kitchen staff.

Fieldwork Chaperones

Lodestar parents have the opportunity to be a part of their student's learning expeditions outside of the Lodestar campus. Please inquire further details with your student's teacher about upcoming fieldwork events. For overnight trips, Lodestar requires all adult chaperones to be fingerprinted and have records on file with the school along with filling out a volunteer application.

Volunteer Policy

At Lodestar we believe that we can only achieve our mission with the support of our entire community. We welcome the helping hands of volunteers and community members and believe that everyone has something meaningful to contribute to our school.

To that end, we have created a volunteer policy that both protects the safety of our students and school and promotes participation from all groups. We define a volunteer as someone who has performs hours of service for civic, charitable, or humanitarian reasons without promise, expectation, or receipt of compensation.

There are two types of volunteers at Lodestar: supervised and unsupervised. Supervised volunteers are those who remain in the same room as a Lodestar faculty or staff member when working with students (i.e. a classroom helper or lunch supervisor). An unsupervised volunteer is one that works one-on-one with students away from under the direct supervision of Lodestar staff (i.e. tutoring a student one-on-one).

All volunteers must complete a volunteer application form and comply with the volunteer guidelines. Further safety requirements and guidelines will be made available at the beginning of the school year along with the application at all front desks and or with our development team.

Communication methods to Families

There are several ways you can get information about what's happening at school.

Platform/Method	Purpose
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<i>Automated Phone Messages</i>	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 serve as an important reminder of upcoming events, etc.
<i>Lodestar Website</i>	Visit our school website: bit.ly/LearningAtLodestar
<i>Weekly Newsletters</i>	Families will receive a weekly monthly newsletter via email with important school information and updates. The Hard copies of the newsletter will also be made available at the front desk and Family Resource Center. Please carefully read the contents.
<i>Lodestar Facebook Page</i>	Events and news are available on our Facebook page, https://www.facebook.com/groups/lodestarfamilies/
<i>Calls, Emails, letters, and texts from Lodestar</i>	<p>Messages about upcoming events and news are sent out throughout the school year. Make sure that the front office staff have your updated address, phone number and email. If any information changes throughout the year, please contact the front desk to update your information.</p> <p>Sign up to receive text message reminders for lodestar family meetings & events:</p> <ul style="list-style-type: none"> ● Send text message to 81010, message: @aa11bb ● When asked, respond with your name ● When asked, respond with a "P" for parent
<i>Front Office</i>	If you have any questions about news, concerns, would like translation support or any other needs, please feel free to speak to our front office staff. Main office number is 510-775-0255.

If you are not receiving Newsletters or All Call Messages, please contact Mrs. Williams (donna.williams@lighthousecharter.org) or leave a message in the office.

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.

K – 4th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack to transport homework, communication (no red or blue)
- One box of Kleenex and one roll of paper towels for use in the classroom



- Pencils, Scissors, crayons, glue, and colored pencils (thick versions)
- Homework supplies (to be kept at home): pencil, Glue Stick, Scissors, Crayons, Pencil Sharpener (thick versions)

6-8th Grade

Materials to be brought to school daily:

- Thermos or water bottle with their name clearly visible in Sharpie
- Uniform
- A Backpack (no red or blue)
- A pencil case/container
- Scissors
- 3 sharpened pencils and 3 pens (please keep a supply of pens and pencils at home so your student can replenish their pencil case when running low)
- Pencil Sharpener with attached shavings catcher
- Scientific calculator (optional)

Fitness clothing options for middle school students:

- Top: any t-shirt or sweatshirt that is not red or blue and does not contain any inappropriate language or imagery
- Bottom: comfortable exercise pants (i.e. sweats, yoga pants, basketball shorts etc.). No jeans.
- Shoes: comfortable athletic shoes; no red or blue shoes

Materials to be donated to your child's crew leader:

- One box of Kleenex
- One roll paper towels
- One pack of Lysol or Clorox wipes

FAMILY ENGAGEMENT AT LODESTAR

At Lighthouse Community Public Schools, 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 and have family conversation
- Come to all required meetings
- Read all communications from the school
- Stay in touch with your student's teachers
- Monitor your child's homework. Check it and discuss it with your student daily
- Carefully read and respond to their progress reports and report cards
- If possible, have a computer available for your child to use to do homework, research, etc. If there is no computer or internet access at home, your local library is a great resource. Also, contact Lodestar's Family Liaison for information regarding programs that provide free or reduced price internet access.

We trust that you are fully involved with the school in many ways.

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

- Become a Crew Family Liaison to support your crew leader and organize crew families.
- Volunteer in your child's classroom
- Chaperone fieldwork trips
- Help in the office
- Attend parent work day
- Attend Monthly Coffee Friday (topics vary / announced in advance)

Family Events

At Lodestar, we have key events that we highly encourage all families to attend as partners. These events are connected to student learning and are as follows:

- Three student-led Conference Meetings throughout the year in the months of October, January, April.
 - Back to School Night in Fall
 - Winter and Spring EXPOS of Student Work
 - End of Year Passages Community Meetings throughout the year, as scheduled

Optional Parent Involvement Opportunities

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.

Crew Family Liaison



One way parents can support Lodestar is to become a Crew Family Liaison (CFL/parent volunteer) to actively work with the Lodestar Family Liaison and the Crew Leader to build parent to parent connections. The CFL informs as well as inspires parents to be more intentionally engaged with Lodestar in their child's education as well as support the crew leader with crew events/activities.

Grandparents Club

Grandparents are an untapped resource. They bring skills, experience and wisdom in a way that no one else can and, of course, grandchildren love seeing grandparents on campus.. The Grandparents Club is open to all grandparents and all grandparents are encouraged to become actively involved in the Lodestar Community. The Club meets monthly and translation is provided.

Fundraising

One way that families help the school is to participate in fundraising events and to donate to the school. Here are all the ways you can make donations to the school (only do whatever you can, whenever you can!):

- Join our Bright Lights Monthly Donation! You can make a meaningful impact in our student's lives! You can sign up online at lighthousecharter.org to make a monthly contribution at the amount of your choice! *Donors who give \$5 or more per month will receive a Bright Lights Club t-shirt!*
- Participate in upcoming fundraising events throughout the school year
- Have your employee match your donation
- Schedule an automatic donation withdrawal from your checking account
- Support Lodestar while you shop on Amazon! Add Lighthouse Community Charter School on your Amazon orders using Amazon Smile which donates 0.5% of the price of your eligible AmazonSmile purchases to the charitable organization of your choice.

www.smile.amazon.com

UNDERSTANDING LIGHTHOUSE COMMUNITY CHARTER PUBLIC SCHOOLS AND LODESTAR LANGUAGE

TERM	DEFINITION
Admin Support	Students may be asked to go the office with an "Admin Support" form. If their behavior is deemed by the Dean of Students or other Administrator to have caused harm or intentional disruption of learning, then the Dean/Administrator will mark down the Admin Support as a referral. If a student's behavior yields 4 referrals, they will be suspended and miss out on important learning opportunities.
After School Program (ASP)	The After School Program (ASP) provides after-school services for Lodestar families. ASP offers academic and homework support, reading, and learning lab work, enrichment programming, and



	various events and activities. The program operates immediately after-school until 6pm (6:30pm on Wednesdays), Monday through Friday. ASP has limited enrollment and families apply at the beginning of each year.
Break	A break from classes for teachers & students. All school functions are paused and the building is closed.
Charter School	Lodestar 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.
Coffee Fridays	Coffee Fridays happen every month and is designed to provide a space for Lodestar families to get acquainted, celebrate, stay informed and engage with school planning/decision making.
Core Values	<ul style="list-style-type: none"> ● Community - We are best when we respect, value & celebrate our diversity & strengthen our connections. ● Integrity - We act on our shared and personal values, especially in the face of adversity. ● Love - We extend ourselves so that all feel a sense of belonging and acceptance. ● Social Justice - We act with courage and commitment to move toward a just and equitable world. ● Agency - We are empowered to pursue purposeful action as life-long changemakers.
Crews and Crew Leaders	This is another name for a class/group of students who work together to achieve our mission. "We are crew, not passengers" is a common phrase you will hear. This phrase helps remind us that we need to be active learners and helpers of others. Each Crew is organized by grade level and each has a "Crew Leader," a teacher or administrator who leads the group. Students begin and end the day in Crew. In the morning (8:30-9:10am) students eat breakfast, practice mindfulness strategies and get ready for the day in Crew. In the afternoon (3:10-3:30pm) students debrief, play games and end the day in Crew.
Crew Conference	30-minute individualized beginning of year conferences between students, families and Crew leaders to get to know one another and ask questions about your new school.
Exposition of Learning (EXPO)	An evening event for families where students showcase their learning for families and the community. There are 2 EXPOs each school year, one in December and one in June.
Fabulous Friday	Every Friday there is a school wide community assembly to practice school values, celebrate community members, and build school pride.
Field-work	Fieldwork—Fieldwork is when students and teachers go out into the community to places that will help them gather information about their learning expedition topic. It is a time to expose our students to our greater community and real world issues. The root of field work is problems solving and discovery.
Gala	A formal evening of celebration and fundraising.
Gentle Start	To best help our youngest students adjust to school, we star Kinder with a "gentle start," that includes a shortened day in the first two weeks of school.
HOW – Habits of Work	A measure of how well you are doing at being a student, including skills such as focusing on task and completion of work..



Learning Expedition	A half-year learning experience regarding a historical or scientific issue affecting students' lives. Via all subjects, students explore the topic deeply and results in the creation of student products that serve a need in the Oakland community. Expeditions aim to : <ul style="list-style-type: none"> ● capture student interests and passions; ● enable students to explore their role as agents of change in their community; ● involve issues of cultural diversity, equity, and social justice or environmental stewardship.
Learning Target	Are the standards, 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.
Lodestar	A Lighthouse Community Charter School (Why is our school called this?)—A lodestar is something or someone that leads or guides a person or group of people. As a community, we hope to guide our students towards a joyful, healthy and equitable world.
Meeting Expectations	Indicates that a student has mastered our grade level standards in academics and in character. It is what all students at Lodestar need to do in order to be on the right path for promotion to the next grade and for college.
Personalized Learning	These learning experiences give individual choice of pace at which to learn, path of learning, place of learning, people to learn with, or passion to explore. Learning experiences are just-right and push each learner to reach her/his goals.
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: i.e. 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.
Student Led Conference-SLC	Individualized Student Led Conferences during which students lead their families and Crew leaders in sharing and reflecting on their progress.
Take a Break (TAB)	TAB is not punitive but rather a chance for students to regain mental and emotional control. Students may choose to take a break (teaching self-regulation) or be asked to TAB by a teacher after 2 reminders.

Lighthouse Community Public School Organization Policies

A: LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS YOUTH SUICIDE PREVENTION POLICY

A. Introduction

The Governing Board of Lighthouse Community Public Schools ("Charter School" or "LCPS") recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).



The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school officers and staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

B. Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention

In compliance with Education Code section 215, this policy has been developed in consultation with LCPS and community stakeholders, in planning, implementing, and evaluating the charter school's strategies for suicide prevention and intervention. Charter schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.



Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Lighthouse Community Public Schools, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

C. Suicide Prevention Training and Education

Lighthouse Community Public Schools, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

1. Training

At least annually, all Lighthouse Community Public Schools staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour [MMH2] general suicide prevention training.

2. Initial Orientations: Core Components

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide;



Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

3. Ongoing Staff Professional Development

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health;
- b. Common misconceptions about suicide;
- c. Charter school and community suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;
- h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- n. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences

D. Employee Qualifications, Scope of Services, and Staff Training



Employees of Lighthouse Community Public Schools must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be prominently displayed on the Lighthouse Community Public School Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;
2. How to talk with a student about thoughts of suicide;
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

Lighthouse Community Public Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. LCPS' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.



The content of the education may include:

- a. Coping strategies for dealing with stress and trauma;
- b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, crew or advisory, freshman orientation classes, science, and physical education).

Lighthouse Community Public Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

G. Intervention and Emergency Procedures

LCPS designates the following administrators to act as the primary and secondary suicide prevention liaisons.

Lighthouse Community Charter School

- Director of Response to Intervention
- School Principal(s)

Lodestar

- Director of Special Education
- School Principal

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.



The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.



6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

H. Supporting Students during or after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:



1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;
3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.
8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:
 - Obtaining a written release of information signed by parents/guardians/caregivers and providers;
 - Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;
 - Informing the student's teachers about possible days of absences;
 - Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);
 - Monitoring student actions/moods by Mental health professionals or trusted staff members

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. LCPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);



7. **Notification** to parents and families of the larger community about the suicide death and the availability of support services
8. Share information that is relevant and that which you have permission to disclose.
9. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - b. Talking points for staff to notify students;
 - c. Resources available to students (on and off campus).
 - d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - e. Identify students affected by suicide death but not at risk of imitative behavior;
10. Communicate with the larger school community about the suicide death;
11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
13. Identify **media** spokesperson skilled if needed.;
14. Include long-term suicide postvention response
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - b. Support siblings, close friends, teachers, and/or students of deceased
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

J. Resources

Messaging about Suicide Prevention:

· For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site:

<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

· For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page: <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

· For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at

<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

Suicide Prevention and Training

· Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page: <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>



- Free YMHFA Training is available on the CDE Mental Health Web page:
<http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site:
<http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page: <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page: <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page:
<https://www.kognito.com/products/pk12/>
- Cal-SCHLS Web site: <http://cal-schls.wested.org/>.

Staff Training

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page:
"http://www.sprc.org/training-events/amsr" <http://www.sprc.org/training-events/amsr>

Parent, Guardian, Caregiver Education

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page: <https://www.save.org/product/parents-as-partners/>

Student Education

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level



suicide prevention. See the American Foundation for Suicide Prevention Web page:
<https://afsp.org/our-work/education/more-than-sad/>

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page: <http://www.childrenshospital.org/breakfree>

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page:
<http://www.reconnectingyouth.com/programs/cast/>

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page:
<https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page: <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Student Re-entry

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding after Suicide/Death

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page: <http://www.sprc.org/comprehensive-approach/postvention>

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page:
<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page:
http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/



- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at: <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.
- Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors: www.reportingonsuicide.org

B: COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

Lighthouse Community Public Schools is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigration 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 at our original site;

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 Public Schools, 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;
4. 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;
5. 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
6. 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.

C: Suspension and Expulsion Policies and Procedures (in full)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Lighthouse Community Charter Public Schools ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.



Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be **excluded from all** school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to **the same** grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event.

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.



Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Accrued 16 office referrals in one school year.
- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except 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 students had obtained written permission to possess the item from a certificated school employee, with the Director 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive..
- 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 classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

B. The following behaviors may result in **immediate suspension** (*See below for a complete list of specifically prohibited behaviors*):

- Disrupting school activities
- Causing, attempting to cause, or threatening to cause physical harm to another person
- Fighting
- Biting
- Copying, Plagiarizing, Cheating or Forgery
- Stealing or attempting to steal school or private property
- Unlawfully possessed, used, or was under the influence of any controlled substances including, but not limited to: drugs, alcohol, tobacco, prescription drugs or any other intoxicants.
- 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 speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.
- Violating any Field Work policy
- Receiving a fourth office referral

Depending on the violation and situation, suspensions may be done **in school or at home**. Terms of a suspension are completed at the discretion of school administration. 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 where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. 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 third suspension in one year, the student will be referred to the Coordination of Services Team. The Coordination of Services Team, made up of one director, case manager, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Director and Coordination of Services Team reserves the right to refer the student to the LCCPS Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the LCPS Board of Directors for an expulsion hearing.

Expulsion

Students **may be suspended or expelled** for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Unlawfully possessed, used, 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.
3. Committed or attempted to commit robbery or extortion.
4. Caused or attempted to cause damage to school property or private property.
5. Stole or attempted to steal school property or private property.
6. 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.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
9. 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.
10. Knowingly received stolen school property or private property.
11. 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.
12. 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.

13. Made terrorist threats against school officials and/or school property.

14. Committed sexual harassment.

15. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

16. 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 classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

17. Using hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.)

18. Violation of Conditional Enrollment.

19. Accrued 16 or more office referrals or 4 or more suspensions in one academic year.

Students **must be expelled** for any of the following acts when it is determined the pupil:

- 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.
- Brandished a knife at another person.
- 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 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.
- Possessed an explosive.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.



C. *Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to



determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. *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.

In the event an administrative panel hears the case, it will make a recommendation to the Governing 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 specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of Charter 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 a non-attorney advisor;
- 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.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.



7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.



H. 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 Governing 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 accused 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 Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

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

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name



2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. 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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing 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 (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing 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 Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability



or student who the Charter School or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

c) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;



- d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- e) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;



b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if



requested by the parents; however the student shall remain in the educational placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

D: LCPS'S UNIFORM COMPLAINT PROCEDURES

The Lighthouse Community Charter Public Schools ("charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director or designee on a case-by-case basis.

Lighthouse Community Charter Public Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.



Compliance officers - The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: Brandon Paige, Director of Finance, Lighthouse Community Charter Public Schools, 444 Hegenberger Road Oakland, CA 94621.

The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications- The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures- The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a



complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional):

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint - The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response - Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the



charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision - The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the code and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.



Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Directors or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil law remedies A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



ACKNOWLEDGMENT OF RECEIVING THE FAMILY/STUDENT HANDBOOK

I have received and will read and comply with the LCPS Family/Student Handbook and its policies and procedures herein.

Student's Printed Name (first last)

Student Grade

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

