



Family Handbook 2019-20

Essential Information for
Parents and Guardians

WHERE OAKLAND SHINES

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

Lighthouse Campus ★ 444 Hegenberger Ave, Oakland, CA 94603 ★ (510) 562-8801 ★ (510) 562-8225

LCPS Offices ★ 433 Hegenberger Ave, Suite 201, Oakland, CA 94603 ★

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History of Lighthouse Community Public Schools (LCPS)

Lighthouse Community Charter School (LCCS) was founded in 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. Lighthouse Community Charter School currently serves over 750 students in grades K-12. In 2016, Lodestar was founded. Currently, Lodestar serves over 600 students in grades K-8 and will be growing to K-12 school over the next 4 years.

Our Vision

LCPS graduates are lifelong changemakers who realize their unique vision—rooted in their identity, knowledge, and skills—to create equity in their own lives and in the world.

Our Mission

The mission of Lighthouse Community Public 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 learners.

Our Core Values

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

- **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.



LCPS Graduate Profile

In 2016, LCPS Vision Keepers and Board of Directors established our graduate profile. The LCPS Graduate Profile articulates the skills, knowledge and character traits that support all students in becoming college and career ready.

LCPS graduates are:

Purposeful and Self-Aware:

- Develop and take pride in identities
- Cultivate interests and career objectives
- Set, monitor, and achieve goals

Academically Proficient:

- Demonstrate disciplinary literacy
- Produce high-quality work
- Persist in solving authentic problems

Committed to Service and Justice:

- Advocate for self and others
- Demonstrate leadership
- Interrupt privilege and the status quo

Relationship Builders:

- Show empathy and resolve conflicts
- Collaborate effectively with diverse people
- Develop and maintain physical and emotional health

Independent Lifelong Learners:

- Use agency to lead own learning
- Reflect and seek feedback
- Demonstrate stamina and persistence



School Calendar and Bell Schedule

Lighthouse Community Public Schools Academic Calendar 2019–2020

July 2019

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	M	T	W	Th	F	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Su	M	T	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2020

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

KEY

- ★ First/Last Day of Classes
- Professional Development—No School
- Holidays—No School
- School Event
- Lighthouse only
- Lodestar only
- Both schools



updated 5/24/19



●	June 22-26, 2019	LCPS Curriculum Institute
●	June 24- July 19, 2019	Summer Programs at Lighthouse
●	July 4, 2019	Independence Day Holiday
●	July 8-12, 2019	Student Registration (New and Returning Families)
●	July 8-12, 2019	New 5th–8th Student Testing—Lighthouse only
●	July 29-August 2, 2019	New Staff Only Professional Development
●	August 1, 2019	New K–4th Grade Student Orientations—Lighthouse only
●	August 2, 2019	5th Grade Student Orientation (Families & Students must attend)—Lighthouse only
●	August 2, 2019	New 5th–8th Grade Orientations—Lighthouse only
●	August 8, 2019	New K–8th Grade Student Orientations—Lodestar only
●	August 8, 2019	9th Grade Student Orientation—Lighthouse only
●	August 8, 2019	New HS Student Orientations—Lighthouse only
●	August 5-9, 2019	Whole Staff Professional Development Week
★	August 12, 2019	First Day of Classes for Students
●	August 12, 2019	First Day for After School Program
●	August 21, 2019	Back to School Night (No ASP)—Lighthouse only
●	August 28, 2019	Back to School Night (No ASP)—Lodestar only
●	September 2, 2019	Labor Day Holiday (No School)
●	October 11, 2019	School Holiday (No School)
●	October 14, 2019	Indigenous Peoples' Day (No School)
●	October 21-25, 2019	Fall Intersession (No School/No Paid Childcare Available)
●	October 21, 2019	LCPS Professional Development Day
●	October 22-23, 2019	Site-based Professional Development
●	October 24-25, 2019	Student Led Conferences (SLCs)
●	November 11, 2019	Veterans' Day Holiday (No School)
●	November 25-29, 2019	Fall Break (No School)
●	December 11, 2019	Lodestar Winter EXPO (Parent Event—No ASP)
●	December 18, 2019	Lighthouse Winter EXPO (Parent Event—No ASP)
●	December 19-20, 2019	LCHS Minimum Days for Finals
●	December 20, 2019	LCPS Minimum Day for Whole School
●	Dec. 23, 2019 - Jan. 3, 2020	Winter Break (No School)
●	January 6-10, 2020	Winter Intersession (No School /No Paid Childcare Available)
●	January 6, 2020	LCPS Professional Development Day
●	January 7-8, 2020	Site-based Professional Development
●	January 9-10, 2020	Student Led Conferences (SLCs)
●	January 13, 2020	Classes Resume
●	January 20, 2020	Martin L. King, Jr. Day Holiday (No School)
●	February 14, 2020	LCPS Professional Development Day (No School for Students)
●	February 17, 2020	President's Day Holiday (No School)
●	March 30-April 10, 2020	Spring Break / Intersession (No School)
●	April 6, 2020	LCPS Professional Development Day
●	April 7-8, 2020	Site-based Professional Development
●	April 9-10, 2020	Student Led Conferences (SLCs)
●	May 25, 2020	Memorial Day Holiday Observed (No School)
●	May 27, 2020	Lodestar Spring EXPO (Parent Event—No ASP)
●	June 3, 2020	Lighthouse Spring EXPO (Parent Event—No ASP)
●	June 8-12, 2020	Passage Presentations (Minimum Days)
●	June 11, 2020	Last Day of After School Program
●	June 11, 2020	Lighthouse 8th Grade Promotion Ceremony
●	June 12, 2020	High School Graduation
★	June 12, 2020	Last Day of Classes for Students
●	June 15-16, 2020	Teacher Work Days/Professional Development

updated 5/24/19

KEY

- ★ First/Last Day of Classes
- Professional Development — No School
- School Event
- Lighthouse only
- Lodestar only
- Both schools
- end of the quarter
- Holidays — No School



School Bell Schedules

Days	Schedule	Grades K – 8	Grades 9-12
M, T, Th, F	Regular Instructional Day	8:30 am – 3:30 pm	8:30 am - 3:45 pm
M, T, Th, F	After School Program	3:30 pm – 6:00 pm	TBD
W	Minimum Day for Students	8:30 am – 1:30 pm	8:30 am – 1:30 pm
W	After School Program	1:30 pm - 6:00 pm	TBD

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

Respecting Dismissal Times/Early Dismissal Policy

School ends at 3:30 p.m. for K – 8 and 3:45 p.m. for 9 - 12 every day except Wednesday, 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 LCPS adult. Parent permission is not required.



Your Child's Team

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

Whenever you have a concern about your child, your **crew leader** is your primary point of contact 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, crew leaders or the Dean of Students/Assistant Principals. If there is a serious concern, and no proper action has been taken either by the teacher/crew leader or the Dean of Students/Assistant Principals, then please reach out to your Principal.

LODESTAR

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

Your Administrative Team

Donna Williams	Family Liaison	donna.williams@lighthousecharter.org
Eleazar Madrid	Operations Associate	eleazar.madrid@lighthousecharter.org
Jazmine Cervantes	K-8 Office Assistant	jazmine.cervantes@lighthousecharter.org
Jai David	6-8 Assistant Principal	jai.david@lighthousecharter.org
Jeff Camarillo	6-12 Principal	jeff.camarillo@lighthousecharter.org
Lauren Hutton	6-8 Dean of Students	lauren.hutton@lighthousecharter.org
Oscar Bermeo	K-5 Dean of Students	oscar.bermeo@lighthousecharter.org
Rha Bowden	K-8 ASP Coordinator	rha.bowden@lighthousecharter.org
Robbie Torney	K-5 Principal	robbie.torney@lighthousecharter.org
Vi Le	K-5 Assistant Principal	vi.le@lighthousecharter.org



2019-20 Kindergarten Gentle Start

In order to best help our youngest students adjust to school, Kindergarten will start the school year with a "Gentle Start."

- Kindergarteners will leave early the first two weeks of school.
- Crew leaders will connect with Kinder families to schedule a home visit one afternoon during Gentle Start. The home visit is a great opportunity for your child to get to know teachers in the familiarity of their own home. If you do not want to have a home visit, you can meet with your crew leader at school.

Here is the schedule for Gentle Start for 2019-20

Dates	Times	Details
Week 1 8/12 – 8/16	Every day, Monday-Friday 8:30am - 11:30am	Students leave before lunch.
Week 2 8/19 - 8/23	Every day, Monday-Friday 8:30am - 12:30am	Students have lunch at school.
Week 3 8/26-8/30	Monday, Tuesday, Thursday, Friday 8:30am - 3:30pm Wednesday 8:30am - 1:30pm <u>ASP</u> From dismissal - 6:00pm Wednesday until 6:30pm	Students are on the regular schedule. After School Program (ASP) is available for those who are enrolled.

In addition to the "Gentle Start," here are things you can do now to help prepare your kindergartner for this transition to school:

- **Practice how to dress.** Students 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.
- **Reinforce toileting skills.** Students should be able to go to the bathroom and wash up all by themselves.
- **Work on writing their name.** Practice with your child how to write his or her name. This 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.



Attendance Policies & Procedures

At LCPS, **every** day is an essential learning opportunity. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. When a student is absent from school, it results in a loss of funding for our schools, funding that the State does not reimburse our schools. As a parent or guardian, you are obligated to send your child to school and plan vacations and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

As a parent or guardian, you can help your child success in school by building the habit of good attendance early.

Success in school goes hand in hand with attendance:

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Students should miss no more than 9 days of school each year to stay engaged, successful and on track.
- Missing 10 percent (or about 17 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- Attending school regularly helps children feel better about school—and themselves.
- Good attendance will help children do well in high school, college, and at work.

You can support your child by:

- Setting a regular bedtime and morning routine.
- Laying out clothes and pack backpacks the night before.
- Finding out what day school starts and making sure your child has the required shots.
- Introducing your child to her teachers and classmates before school starts to help her/him/they transition.
- Not letting your child stay home unless she/he/they is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her/him/them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.



You can help your teen stay engaged by:

- Finding out if your child feels engaged by his/her classes and feels safe. Making sure she/he/they is not missing class because of behavioral issues and school discipline policies. If any of these are problems, contact your child's crew leader.
- Staying on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Staying on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encouraging meaningful afterschool activities, including sports and clubs.

Communicate with the school:

- Be sure you and your child understand LCPS's attendance policy – incentives and penalties,
- Talk to teachers or crew leader if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.

What to do in case of illness

We understand that when a child is sick or has a communicable illness that it may be best for the child to stay at home to rest and recover. 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

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. **While excused absences are legally permissible, they still affect learning and should only be avoided when possible.**

Specifically, a student's absence shall be excused for the reasons below and described in more detail in the LCPS Attendance Policy (**Appendix D**):

- Personal illness;
- Quarantine under the direction of a county or city health officer;
- Medical, dental, optometric, or chiropractic appointments;
- Attendance at funeral services for a member of the immediate family:
 - Excused absence limited to one day if the service is conducted in California or three days if the service is conducted out of state.



- "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.
- Participation in religious instruction or exercises in accordance with Charter School policy:
 - 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:

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

Additional reasons for absence are detailed in full policy in **Appendix D**.

Verification of Absences

All absences require appropriate documentation. A parent or caring adult must notify the school the **same day** of absence by telephone, letter, email, or in person. If the school is not notified the same day, when a student returns to school, they must present a satisfactory explanation verifying the reason for the absence. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Appropriate documentation includes:

- Signed, written note from parent/guardian, parent representative.
- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative.
- Visit to the student's home by the verifying employee.
- Healthcare provider verification.

If appropriate documentation is not provided, the absence will be considered unexcused (see below) and your child can be considered truant.

Tardies

School begins at 8:30 a.m. each day. Students can arrive to campus as early as 7:30am and be supervised. Therefore, we expect that all students can arrive at school on time. If a student is tardy, the student must report to the office. Tardies are only excused if a student has a medical, dental, or legal appointment or for reason above (as described above as Excused Absences). All excused tardies require appropriate documentation, such as a note from a parent/guardian or doctor. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies.

Chronic Absenteeism

Any student who is absent (Excused or Unexcused) for more than 10 percent of their days enrolled (17 days) is considered chronically absent. Chronic absence causes extended loss of instructional time. Extended loss of instructional time leads to students falling behind and possible retention. In



a case where a student is in danger of being chronically absent, a meeting will be held with the School Attendance Review Team (SART) to create a contract to improve student attendance. If absences continue to occur, the school will refer the parents to a School Attendance Review Board (SARB) at the LCPS Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Truancy

In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as, it becomes our responsibility to keep in kids school. . Three (3) Unexcused Absences and/or tardies more than 30 minutes designate a student as truant. If a student becomes truant, it may generate a SART meeting to implement an attendance contract. Failure to meet expectations of attendance contract can lead to SARB at the LCPS Home Office where a plan will be developed. If that plan is not completed, the parents may be referred to the Alameda County District Attorney.

Unexcused Absences	Consequences
One - Two	<ul style="list-style-type: none"> ● Phone call home from front desk, crew leader, or administrator.
Three (3) <i>Student will be officially designated as truant</i>	<ul style="list-style-type: none"> ● First official truancy notice from the school. ● Phone call home from front desk, crew leader, or administrator. ● Possible initiation of SART Process <ul style="list-style-type: none"> ○ <i>Family meeting with parent, student, and administrator to develop a support plan.</i>
Five (5)	<ul style="list-style-type: none"> ● SART Meeting Initiated & Contract Developed <ul style="list-style-type: none"> ○ <i>Family meeting with Parents, Students, Principal, Dean of Students, Teacher Crew Leader. Develop Attendance Contract.</i>
Six (6)	<ul style="list-style-type: none"> ● Second official truancy notice from the school
Ten (10) <i>Student in danger of chronic absenteeism.</i>	<ul style="list-style-type: none"> ● Third official truancy notice from the school. ● SART Meeting Initiated & Contract Reviewed ● Possible Referral to SARB <ul style="list-style-type: none"> ○ Possible referral to hearing with family, student, administrator and LCPS personnel. <p><i>*If a student is absent 10 consecutive days without communication, the student will be in danger of involuntary disenrollment. See appendix D.</i></p>
Fifteen (15)	<ul style="list-style-type: none"> ● Fourth official truancy notice from the school. ● Referral to SARB <ul style="list-style-type: none"> ○ Possible referral to hearing with family, student, administrator and LCPS personnel. ● Possible Referral to District Attorney/County
Twenty (20)	<ul style="list-style-type: none"> ● Student may be retained at their current grade level for the following year. ● Referral to District Attorney/County



Unexcused Tardies	Consequences
Three (3)	<ul style="list-style-type: none"> ● Student determined as truant.
Six (6) <i>Student will be officially designated as truant.</i>	<ul style="list-style-type: none"> ● First official notice from the school ● Family Meeting
Ten (10)	<ul style="list-style-type: none"> ● Second official notice from the school ● Begin SART process..
Fifteen (15)	<ul style="list-style-type: none"> ● Third official notice from the school. ● SART, Contract Implemented
Twenty (20)	<ul style="list-style-type: none"> ● Fourth official notice from the school ● Referral to SARB.



LCPS Approach to Discipline

At LCPS, the aim of student discipline 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 are our LCPS Core Values. These are character traits that necessary for achievement of our mission and success in college, and beyond. We expect all adults and students to model the core values 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.

Restorative Justice (RJ)

At LCPS, we believe that community is created and must be 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 any 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 the needs of all involved and create supportive communication.
- Create shared agreements to move forward.

Common RJ phrases and practices

You may hear your students use some of the shared language of Restorative Justice from your child. The terms below are here to support your shared understanding, and are there for your use if



you are asked yourself to participate in RJ practices. This language helps us to separate the behavior or action from a judgement on an individual.

- **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
- **Advocate:** Family/community members, students, staff listening/speaking in support of RJ
- **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."

Parent/Guardian Role

As a parent/guardian you play a significant role in supporting your child's wellbeing and for helping us all create a collaborative, inclusive community. As an advocate for your child, you may be asked to participate in restorative circles. You may also be required to participate in student re-entry meetings or conferences regarding your child's behavior. We welcome these conferences as opportunities to support positive communication and work as a team to support your child.

Staff Role

Our staff also plays a significant role in supporting your child's wellbeing as well as supporting the overall safety of the school community. Staff will also serve as student advocates and restorative circle participants. It is imperative that staff participate in reentry circles and always work together with students and families to repair any harm.

The intention of Restorative Justice is to build community through getting to know each other, value one another, and resolve harm within our community when it does occur. It may coexist with, overlap with, or be independent of other consequences connected to our behavior policies, up to and including suspension and expulsion when circumstances merit.



LCPS Student Behavior Expectations

Common Behavior Support Practices (Level 1 & 2 Behaviors)

We know that students will need a variety of need support in choosing behaviors that align with our school's core values. Students may struggle to meet community rules and norms. We believe that these opportunities allow for "teachable moments" for students. We aim not to judge the child or youth, but rather to support them in modifying the behavior they are exhibiting. Most behaviors can be managed in the classroom between the teacher and student. 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.
- Students will be redirected and provided time to correct their behavior.
- Students will have time, when necessary, to reflect independently upon their behavior by taking a break inside the classroom space.
- Counselors or administrators may be called up to give students one-on-one support when necessary to help students in meeting classroom expectations.

Common Behavior Support Practices (Level 3+ Behaviors)

A student will be referred to an administrator for immediate support and may be removed from the classroom to receive additional support or intervention when:

- the student's actions cause great danger to the physical and/or emotional well-being of other students.
- multiple attempts at behavior redirection have been made, without change in the behaviors and the actions of the student is greatly inhibiting the learning of the other students.
- the student's actions violate our suspension and expulsion policy.

In the cases where students are removed from a classroom, parent/guardian will be notified and a record of the incident will be documented for parent and teacher reference.

The Use of Consequences

In addition to repairing harm, there are times that consequences will be applied as well. At times students may 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 aim to be logical, predictable, consistent, and culturally and developmentally responsive. Examples include the warnings and time-outs 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.



Referrals to Dean

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.

It is important to note that student may be immediately suspended for certain/specific behaviors (details found on page 58 of this handbook). See the **Suspension and Expulsion Policies and Procedures** for more information. Suspensions are administered by a school official.

Suspension and Expulsion Policy

See **Appendix C** for a full explanation of policy as it is essential that parents/guardians understand these policies.



Intervention/Coordination of Services Team (COST)

At LCPS teachers regularly assess students and monitor both growth and achievement against grade-level standards. Any student not making adequate progress will be supported as part of our intervention system. Interventions and supports always begin within the classroom. Students with significant needs may also be referred for intervention services outside the classroom including reading intervention, math intervention, after school intervention, centers, etc. In our model, interventions and the COST meetings are used to help get students services in order to succeed. The COST team meets regularly and continues to monitor the progress, update intervention plans as necessary, and to determine if a special education assessment is appropriate. If you have any questions about intervention supports, please reach out to your crew leader or to the assistant principal who oversees interventions.

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 LCPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. LCPS collaborates with parents, students, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Student Retention Process

As part of the intervention and support process, students may be identified as candidates for retention. As soon as a student is 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 status. This notification will happen at the January Student Led Conference meeting and written communication will be sent home. At this time:

- 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. At this time, a plan will 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 team will schedule a follow up meeting to measure progress toward goals
- The teachers and team will 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.



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.



Family Engagement

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

Ways to support your child's success

- Ensure that your child attends school every day, on time. Do not take vacations or plan extended absences during the school year.
- Create a quiet environment at home for studying and homework with no TV or other electronic devices (cell phones, tablets, game consoles, etc).
- 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.
- Monitor your child's homework. Check it and discuss it with your student daily.
- 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.
- Come to all school meetings.
- Read all communications from the school.
- Stay in touch with your child's teachers.
- Carefully read and respond to your child's progress reports and report cards.

Ways to deepen your involvement in the school

- Volunteer in your child's classroom or at the school (See Volunteer Policy)
- Chaperone fieldwork trips
- Attend parent work days and special events
- Participate in all Family Events
- Attend Weekly Parent Coffees on Wednesday Mornings
- Join the Lodestar Families Facebook Page

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 Conferences (SLCs) held during intersession weeks
- Back to School Night in Fall
- Cultural Celebrations throughout the school year
- MLK Day of Service
- Winter and Spring EXPOS of Student Work
- End of Year Passages
- Community Meetings throughout the year, as scheduled



Annual Family Survey

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. These surveys are administered in January and are available in English and Spanish.

Family Leadership Group

The Family Leadership Group is comprised of families committed to the support and success of their children as well as to the well-being of Lodestar, families whose collective voice is part of the conversation that is Lodestar. Everyone is welcomed to come to any meeting as it is open to all parents. Spanish translation is provided.

Crew Family Liaison (CFL)

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 your child's 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, build a social network of families, and support the crew leader with crew events/activities.

Grandparents Circle

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 Circle is open to all grandparents and all grandparents are encouraged to become actively involved in the Lodestar Community. The group meets monthly and translation is provided..

Fundraising

You can have a meaningful impact in your student's life by giving a donation to support their education. Your donations help pay for essential programs such as 1:1 college, career and mental health counseling, books and supplies and championship-winning sports teams. There are two main ways to donate:

- A monthly, recurring donation — you can sign up online at lighthousecharter.org to make a monthly donation in the amount of your choice.
- A one-time gift — please give your donation to a staff member at one of the front desks. Checks should be written to: Lighthouse Community Public Schools. Cash is accepted as well.

Please give in the way that is best for you. We are inviting all families who are able to give a minimum of \$20 in the 2019-2020 school year. If everyone gives, it will make a big difference. Donations are gratefully accepted, but not required. Questions? email Karen Fee: karen.fee@lighthousecharter.org



Families can also help the school is through their participation in fundraising events throughout the school year. You will hear more information about various events throughout the school year via newsletters and the Lighthouse Facebook Page.

Connecting to School Communication

There are several ways you can get information about what's happening at school. If you are not receiving Newsletters or All Call Messages, please contact the Family Liaison.

Method	Purpose
Automated Phone Messages	In order to ensure you get important information and announcements in a timely way, we will use a phone messaging service that calls your home with information about once per week. This message will serve as an important reminder of upcoming events, etc.
Weekly Newsletters	Families will receive a weekly newsletter via email with important school information and updates. The paper copies of the newsletter will be made available at the front desk and Family Resource Center. Please carefully read the contents.
Lighthouse Website	Information about upcoming events for Lodestar are available on our website at http://www.lighthousecharter.org then click on the For Students and Families tab.
Lodestar Facebook Page	Events and news are available on our Facebook page, https://www.facebook.com/groups/lodestarfamilies/
Calls, emails, letters, and texts from Lodestar	LCPS will be using Aeries, a Student Information System, to maintain all student and family information, including primary and emergency contacts, addresses, and other necessary demographic information. Aeries will also have a parent portal for parents to check their student's attendance and monitor their grades. The Aeries parent portal will house our new communication system, which will be used both for parent-teacher communication and general announcements (ie. weekly or monthly bulletins). Families will receive mass communication from the school via telephone, text, and/or email. All families will receive a welcome email upon completion of the online registration process. All families will be able to set up their contact method preferences and opt out of all calls except for emergency notifications.
Translation Support	Lighthouse has the responsibility of providing interpretation services in a family's language. Staff members and trained students are utilized to provide interpretation. In order to request interpretation, please contact our front office staff. Main office number is 510-775-0255. Parents may opt-out of having interpretation services provided LCPS trained students. See opt-out disclosures below.



LCPS Volunteer Policy

At LCPS, we believe that we can only achieve our mission of preparing students for college and a career of their choice 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 performs hours of service for civic, charitable, or humanitarian reasons without promise, expectation, or receipt of compensation. Volunteers may or may not be family members of students. A volunteer must be 18 years of age.

There are two types of volunteers at LCPS: supervised and unsupervised. Supervised volunteers are those who remain in the same room as a Lighthouse faculty or staff member when working with students. (i.e. a classroom helper). An unsupervised volunteer is one that works one-on-one with students away from under the direct supervision of Lighthouse staff. (i.e. tutoring a student one-on-one) As a member of our educational team, we welcome suggestions and opinions of volunteers. However, it is the professional staff that is held responsible by law for decisions that are made regarding the instruction of students and the management of the school.

All volunteers must complete a volunteer registration form and comply the volunteer guidelines. Forms are available upon request at the front desk.

Safety Requirements

1. All volunteers, regardless of your assignment, must fill out and submit a volunteer registration form.
2. All volunteers must submit proof of an up to date negative TB test.
3. Supervised volunteers do not need to conduct a fingerprinting background clearance. Unsupervised volunteers do.

Please see **Appendix F** for full Volunteer Policy. Please reach out to the Family Liaison for further information.



Lodestar Dress Code Policy (K-8)

We believe that students should focus their energy and attention on 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:

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, skirts 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, 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.
- 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 in 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.
- Coats or jackets worn outside do not need to be forest green.
- Label outerwear with student's name.

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.

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.

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/\$24+ khaki pants \$27+ sweater or hoodies
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 or hoodies

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. 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

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 hats
- No revealing clothing
- No gang-affiliated clothing or gang paraphernalia (no red or blue)
- No inappropriate language, images or symbols on clothing
- No drug or 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 outfit does not follow dress code
3. Don't wear it

Electronic Devices & Games Policy

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-Earbuds / 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.	<ul style="list-style-type: none"> • Item taken until end of day or returned directly to parent/guardian • 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 (**Appendix G**) 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.

G-Suite for Education

At LCPS G-Suite for Education is a vital part of our educational program. With the G-Suite of projects, your child is able to access a wide range of tools that enhances their technological education, as well as allows them to have access to Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At LCPS, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Please refer to the G-Suite for Education Notice to Parents and Guardians in **Appendix G** for more information.



School Supplies

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.

K – 5th Grade

Students will be provided with all necessary learning supplies to engage in their learning. Below are items students will need to be prepared for each day:

- Uniform (see Dress Code section for more details)
- Thermos or water bottle clearly labeled with name
- A backpack to transport homework, communication
- Lunchbox labeled with name (if student is bringing lunch from home)
- Homework supplies (to be kept at home): pencil, Glue Stick, Scissors, Crayons, Pencil Sharpener

6-8th Grade

Materials to be brought to school daily:

- Thermos or water bottle with their name clearly visible in Sharpie
- Uniform
- A backpack
- 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

Donations

Below are helpful materials families may wish to donate. Please bring these to your child's crew leader. Teachers may provide more detailed lists of supplies at Back to School Night and throughout the year):

- Tissues
- Paper towels
- Antibacterial wipes (e.g. Lysol or Clorox)
- Non-perishable snacks in bulk (e.g. Goldfish crackers) No nuts, please.
- Pencils, markers, crayons, colored pencils





Transportation

Lodestar: Getting to and from Campus

Carpooling

Carpooling is a great way to not only build community with other Lodestar families, but can also help make your commute to and from school smoother. As we do our part to be great community members and minimize traffic, we encourage our families to carpool as much as possible. Lodestar partners with **GoKid**, a carpooling program that helps you connect with families who live near you. You can filter by distance and grade level to find the right fit for a carpool partner. You will have the opportunity to sign up during registration. All you will need is an email address, your street address information, student(s) name and grade level(s) and a contact number for the parent/guardian. If at any point during the school you want to sign up or have more questions, please contact the front office and they can get you started. If you do not wish to participate in the program, you also have the ability to opt out of the program.

AC Transit

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.

Lodestar offers discounted 30 day bus passes for students. If you wish to purchase, please connect with our Operations Associate for more information.

Parking

Parking inside the gate at 701 105th Ave is limited to staff use only. Parents who are visiting the campus will need to find street parking. Please be respectful to the neighbors and do not park in their lots, block driveways or park on the railroad tracks. You risk being towed.

Pick-up and Drop-off Procedures

Drop-Off Procedures

You can drop off your students as early as 7:30 a.m. There is no supervision of students prior to this time. Once on campus, students are to report to the MPR.

There are two drop-off options on campus. Cars can enter our main gate on 105th **by turning right only** and proceeding through our on campus drop-off system. Please follow the instructions of our staff and drive through and exit carefully. Additionally, cars may enter Lodestar's parking lot through the vehicle gate located **on Edes Ave by turning right**.

In an effort to ensure a smooth traffic flow, please **do not attempt to enter any drop off area by turning left**. This is unsafe and will cause traffic congestion. Follow the instructions of the Lodestar staff directing traffic. 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. 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.**

Pick-Up Procedures

Pick-up time begins at 3:30pm (at 1:30 on Wednesday) 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.

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.



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 The Lunch Master to provide breakfast and lunch throughout the school year.

Breakfast

Students will be able to receive breakfast each day at no cost through our universal breakfast program. Breakfast foods may include items such as bagels, cereal, muffins, breakfast sandwiches, pancakes, omelets, fruit, and milk. Students will have breakfast in the classroom after the start of their day.

Lunch

- Free to students who qualify for FREE MEALS
- \$0.40 per day for students who qualify for REDUCED MEALS
- \$3.25 per day for students who do not qualify for free or reduced lunch

Snack

Students will not be provided snacks during the day. Students who are in the after school program will be provided a snack at no extra charge.

How to Pay for Meals

The school will accept cash, checks, 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.

Tracking Meals and Billing

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. Students whose families qualify for free lunch 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 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 feel free to reach out to our main office who can put you in contact with our meals program personnel.

Lodestar Glossary

TERM	DEFINITION
Admin Support	Students may be asked to go to 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.
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.
Community Coffee	Community Coffee 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 students eat breakfast, practice mindfulness strategies and get ready for the day in Crew. In the afternoon 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.
Community Meeting	Every week there is a school wide community assembly to practice school values, celebrate community members, and build school pride.
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 problem-solving and discovery.
Gentle Start	To best help our youngest students adjust to school, we start Kinder with a "gentle start," that includes a shortened day in the first two weeks of school.
Habits of Work and Learning (HoWL)	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 (LT)	Learning targets are the standards, objectives or knowledge that students must learn for a particular subject or grade level. Learning targets are directly connected to Common Core State Standards (CCSS).
Lodestar	Lodestar is a Lighthouse Community Public School. Why is our school called Lodestar?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 (HoWL). 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-Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.
Student-Led Conference (SLC)	Conferences during which students lead their families and Crew leaders in sharing and reflecting on their progress.
Take a Break (TAB)	TAB is a self-regulation strategy that gives students a chance to regain mental and emotional control. TAB is not punitive and students may choose to take a break or be asked to TAB by a teacher after 2 reminders.



Annual Notices

Directory Letter *Opt Out* Notice

Dear 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 for 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 6, 2019.

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 Public Schools 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.

LCPS 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").

LCPS 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). LCPS 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. LCPS 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 LCPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCPS 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 LCPS Uniform Complaint Procedures ("UCP") Compliance Officer. Please see page 81 for our Uniform Complaint Procedure contact and process.

Standardized Testing Notification

LCPS 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, LCPS follows and abides by the health standards set forth by the state of California. Students will not attend school until all required 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 LCPS.



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.

Unhoused/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 CEO 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, Suite 201
Oakland, CA. 94621
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 LCPS.
- 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 LCPS, 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, Lodestar'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 LCPS, a copy of the LCPS's complete policy shall be provided at the time of enrollment and at least twice annually.

Student Records/FERPA

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 Lodestar 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 students' 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. LCPS 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.

TRANSLATION OPT-OUT POLICY

Dear Parents:

Annually, Lighthouse Community Public Schools informs students of the *Family Educational Rights and Privacy Act of 1974*, as amended. This Act, with which Lighthouse intends to comply fully, was designated to protect the privacy of educational records. The *Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)* is a Federal law that affords students certain rights with respect to their education records.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, *FERPA* allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest.
- Other schools to which a student is transferring.



- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid awarded to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities, within a juvenile justice system, pursuant to State law.

STUDENT TRANSLATOR PROGRAM

In accordance with *Title VI of the Civil Rights Act of 1964*, Lighthouse has the responsibility to communicate with Limited English Proficient (LEP) parents and ensure that interpretation services are readily available.

Pursuant to this, Lighthouse has implemented a student translator program, whereby “eligible student volunteers”, who complete confidentiality and FERPA education training sessions **annually**, are classified as “school officials with legitimate educational interest” and thus permitted to serve as a translator during LEP parent meetings.

FERPA (§ 99.31(a)(1)(i)(B)) permits schools to outsource institutional services or functions that involve the disclosure of education records to contractors, consultants, volunteers (including students), or other third parties provided that the outside party:

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;
2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records;
3. Is subject to the requirements in § 99.33(a) that the personally identifiable information (PII) from education records may be used **only** for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PII from education records; **and**
4. Meets the criteria specified in the school or local educational agency’s (LEA’s) annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

Accordingly, student translator volunteers **may** have permissible disclosure of personally identifiable information from your child’s education records, without consent of the parent or eligible student. The designated information is subject to release by Lighthouse at any time, unless the charter school has received prior notice from the parent specifying the student’s information not be released.



As an LEP parent, if you do would like to opt-out of the student translator program, please put your request in writing and return to the front desk.

Appendix A: LCPS 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, 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 Principal 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 Principals who, in consultation with legal counsel, shall determine whether the documents can be released to ICE.



Appendix B: LCPS Board Policy: Short-term Independent Study Policy

(Adopted: June 13, 2018)

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. If your child requires STIS, please inform the school **at least one week in advance**. Please see your front desk administrators **make appointment with principal and obtain application forms**.

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 Principal. 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.



Appendix C: LCPS Suspension and Expulsion Policy and Procedures

(Board Adopted: 6/12/2019)

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 Public Schools ("LCPS" or "Charter School"). In creating this policy, the LCPS has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsion. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The LCPS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the student commits one of the enumerated offences in this policy, it may be necessary to suspend or expel the student from regular classroom instruction. This policy shall serve as LCPS' 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 Family Handbook 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 or 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.

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

Suspended or expelled students shall be excluded from school campus and 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 LCPS 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. LCPS 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 LCPS 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.

No student shall be involuntarily removed by LCPS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, LCPS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until LCPS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. This involuntary removal process applies to students who are subject to truancy proceedings as part of LCPS Attendance and Truancy Policy.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to, any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off the school campus; or
- During, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses:

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

- (a) (i) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (ii) Willfully used force or violence upon the person of another, except in self-defense.



- (b) Possessed, sold, or otherwise furnished any knife , unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or the designee's concurrence.
- (c) Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades TK to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades TK to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.



- (m) Possessed an imitation firearm, (i.e., a replica firearm). As used in this section, "imitation firearm" means 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.
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For 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, that 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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 property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- (r) 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.
- (s) Caused, attempted to cause, threatened 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.



- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil (defined as a pupil, including, but is not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (A) A message, text, sound, video, or image.
 - (B) A post on a social network Internet Web site, including, but not limited to:
 - (i) Posting to or creating a burn page. A "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in subparagraph (1), above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1), above. "Credible impersonation" means to



knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1), above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (C) An act of cyber sexual bullying.
 - (i) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1), above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(i)–(a)(ii).

The Principal or designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior. Suspensions may be done in school or at home.

2. Mandatory Suspension and Expulsion Offenses:



Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below, that the pupil:

- (a) Possessed, sold, or otherwise furnished any firearm, 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 CEO or designee's concurrence.
- (b) Brandished a knife at another person.
- (c) Unlawfully selling any controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- (d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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 Principal or the Principal's designee with the student and his or her parent(s) or guardian(s) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal 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 Charter 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, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) 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 Principal 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 Charter 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 Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent(s)/guardian(s), unless the pupil and the pupil's parent(s)/guardian(s) fail to attend the conference.

This determination will be made by the Principal or designee upon a finding of either of the following: 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

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be



expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board of the Charter School following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination

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 Principal 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 (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled 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 and/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 (5) 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 entity conducting the expulsion 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 entity 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 entity 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 entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity 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 (entity) 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 entity 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. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel



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 Administrative Panel decides not to recommend expulsion and/or the Board determines not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal 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; and
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 Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and to the Charter School authorizer. This notice shall include the following:

1. The student's name; and
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 Charter School's authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of 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 during the expulsion term. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion term.

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 Principal or designee and the pupil and parent/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 Principal or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA/District

The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/District the discipline of any student with a disability or student who the Charter School or SELPA/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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, 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/504 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/504.

If the Charter School, the parent, and relevant members of the IEP/504 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/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral 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;
- b. 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
- c. 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/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the Charter School's (LEA) failure to implement the IEP/504, 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/guardian 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 or by utilizing the dispute provisions of the 504 Policy and Procedures..

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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 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 U.S.C. Section 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/504 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 IDEA 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 IDEA-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.



Appendix D: Attendance Policy

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy.

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:
 1. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
 1. 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.
 2. "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 household.
5. Participation in religious instruction or exercises as follows:
 1. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal.)
8. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
12. Authorized at the discretion of a school administrator, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse. A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided



the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.

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 an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 1. Name of student;
 2. Name of parent/guardian or parent representative;
 3. Name of verifying employee;
 4. Date or dates of absence; and
 5. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
 1. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 2. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for Students in grades 7-12, inclusive, who may be



excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures.



If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney:

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).



Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.



Appendix E: LCPS Youth Suicide Prevention Policy

(Adopted: June 13, 2018)

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 it 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

- Lead Counselor
- 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/amr"](http://www.sprc.org/training-events/amr) <http://www.sprc.org/training-events/amr>

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



Appendix F: LCPS Volunteer Policy and Guidelines

(Adopted June 12, 2019)

Purpose and Background

At Lighthouse Community Public Schools, we believe that we can only achieve our mission of preparing students for college and a career of their choice 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 schools and promotes participation from all groups. We define a volunteer as someone who performs hours of service for civic, charitable, or humanitarian reasons without promise, expectation, or receipt of compensation. Volunteers may or may not be family members of students as further outlined below. A volunteer must be at least eighteen (18) years of age.

There are two (2) types of volunteers at Lighthouse: 1) supervised and 2) unsupervised. Supervised volunteers are those who remain in the same room as a Lighthouse faculty or staff member when working with students. (i.e. a classroom helper). An unsupervised volunteer is one that works one-on-one with students away from the direct supervision of Lighthouse staff. (i.e. tutoring a student one-on-one).

Volunteers may include parents/legal guardians or community members who are not parents or legal guardians. Volunteers may serve only occasionally (less than ten (10) days for parents/legal guardians and less than seven (7) days for community members, within a school year) or on an ongoing basis having frequent or prolonged contact with students. Depending on the category and type of volunteer, volunteer service is subject to different safety requirements to be cleared to serve as a volunteer in our schools.

As a member of our educational team, we welcome the suggestions and opinions of volunteers. However, it is the professional staff that is held responsible by law for decisions that are made regarding the instruction of students and the management of the school.

All volunteers must complete a volunteer application form (provided to all parents at registration) and comply with the volunteer guidelines outlined herein.

Safety Requirements

1. All volunteers of more than two (2) supervised days, regardless of assignment, must fill out and submit a volunteer application form.
2. All volunteers of more than two (2) supervised days must submit proof of an up to date negative TB test. (In compliance with Ed Code 49406(m)).
3. Supervised volunteers of less than ten (10) days if a parent/legal guardian, or less than seven (7) days if a community member, are not required to complete a criminal background check.



1. Unsupervised volunteers, no matter what length of service must successfully complete a criminal background check. LCPS covers the cost of fingerprinting for parent/legal guardian volunteers.

All volunteers must be cleared by the Human Resources Department and a record of their application and fulfillment of all safety requirements must be on file before commencing any volunteer service beyond two (2) supervised days. A list of cleared volunteers will be shared with appropriate school personnel and once volunteer applicants are cleared, they and the school will be notified. All unsupervised volunteers will be issued a volunteer clearance badge with their name and status that must be worn at all times when on site in their capacity as a volunteer. Any other supervised or occasional volunteers will be issued a visitor's pass for each volunteer engagement and must wear it at all times. Please refer to our Volunteer page on the LCPS website for further information and to submit the volunteer application.

Volunteer Guidelines

Supervision of Volunteers

Volunteers always work under the direct supervision of the professional staff at each site and only with those teachers who have requested the services of the volunteer. The school is responsible for the safety and well-being of each student. For this reason, the school will dismiss any volunteer whose actions are not in the best interest of the school or students.

Confidentiality

As volunteers work with the staff and students, information of a confidential nature may be shared with them. The problems, abilities, relationships, and confidences of students, their parents, and the staff cannot not be discussed with anyone who does not have a professional right or need to know them. Like teachers, volunteers are bound to a code of ethics to safeguard confidential pupil and personnel information.

Volunteers are prohibited from discussing a child's school progress or difficulties with the child's parent. This is the teacher's responsibility.

Occasionally, a child may confide in a volunteer about family matters or personal problems. Volunteers must keep this information confidential, or if it is important for the school to have this information in order to help the student in any way (e.g., related to the child's general health, safety, and/or well-being), the volunteer must discuss the child's conversation with the teacher or principal. More importantly, if a volunteer suspects child abuse or neglect, the volunteer is obligated to immediately notify the child's teacher and the appropriate school administrator. All volunteers are encouraged, and any ongoing volunteer is required, to complete training in how to recognize signs of child abuse and neglect.

Discipline



The responsibility of disciplining students rests on the professional staff at Lighthouse. Volunteers must support students in following the rules and guiding principles of the school, but report any discipline issues to the teacher or supervising staff with whom the volunteers are working.

Dress and Behavior

A volunteer's speech, behavior, and dress must serve as a positive model for our students to follow. Casual clothing is fine, but we ask that attire be neat and appropriate for a school. Volunteers must wear their volunteer badge or visitor's pass at all times when volunteering with the school.

Volunteer Commitment

Before agreeing to volunteer, volunteers must carefully consider the commitment they are making. The work volunteers do is important. Volunteers should avoid promising more time than they may be able to commit.

Responsibility

We know there will be times when volunteers will be ill, on vacation, or unable to volunteer. Volunteers must communicate with the school or their supervisor (via phone, email, or text) as far in advance as possible when they are unable to volunteer.

School Rules

Volunteers must become familiar with the rules and policies of our school by reading through the student/family handbook. Always consult with school staff for guidance when needed. All volunteers must sign in and out with the front desk during every day of their volunteer service to provide an accurate record of who is onsite for safety purposes including in the case of an emergency.

Volunteer At-Will

Serving as a volunteer is a privilege, not a right. To that end, Lighthouse may terminate a volunteer's services at any time with or without cause or advance notice, at the school's sole and unreviewable discretion.

LCPS is grateful to anyone who wants to volunteer in our schools as through this service volunteers are living our core values of love, community, agency, integrity, and social justice.



Appendix G: G-Suite for Education Notice to Parents and Guardians

At LCPS, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following "Core Services" offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail (including Inbox by Gmail)
- Calendar
- Classroom
- Contacts
- Drive
- Docs
- Forms
- Groups
- Keep
- Sheets
- Sites
- Slides
- Talk/Hangouts

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at

https://gsuite.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, LCPS may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;



- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.

With LCPS. G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.

For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.

For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:

- meet any applicable law, regulation, legal process or enforceable governmental request.
- enforce applicable Terms of Service, including investigation of potential violations.



- detect, prevent, or otherwise address fraud, security or technical issues.
- protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting your child's principal:

- Tina Hernandez (Lighthouse K-8), tina.hernandez@lighthousecharter.org
- Kelly Lara (Lighthouse High), kelly.lara@lighthousecharter.org
- Robbie Torney (Lodestar K-5), robbie.torney@lighthousecharter.org
- Jeff Camarillo (Lodestar 6-8), jeff.camarillo@lighthousecharter.org

If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact your student(s) principal. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [G Suite for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at https://gsuite.google.com/terms/education_privacy.html), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (at <https://www.google.com/intl/en/policies/privacy/>).

The Core G Suite for Education services are provided to us under [Google's Apps for Education agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the [Data Processing Amendment](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html) (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html).



Appendix H: LCPS Uniform Complaint Procedures

(Board Adopted: August 22, 2018)

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.



ACKNOWLEDGEMENT 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 Level

School (Lodestar, Lighthouse K -8, or Lighthouse High)

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

