

PARENT HANDBOOK

Vision: To provide bilingual Christian education that supports the whole student to be able to grow like Jesus "in wisdom and stature, and in favor with God and men." (Luke 2:52)

Statement of Faith:

1. We believe that the Holy Bible is the inspired and infallible Word of God.
2. We believe in one God, eternally co-existent in three persons who are united in purpose: the Father, the Son, and the Holy Spirit.
3. We believe in Jesus Christ's deity, virgin birth, sinless life, miracles, vicarious and atoning death, bodily resurrection, ascension to the right hand of the Father, and personal return to earth in power and glory.
4. We believe in salvation through grace, by faith in Jesus Christ and through His cleansing blood.
5. We believe in everlasting life for the saved and everlasting judgment for the lost.
6. We believe that the redemptive work of Christ provides healing for the whole person: body, soul, and spirit.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.
8. We believe in the baptism with the Holy Spirit and the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

Dear Parents,

We welcome you and your child to Lighthouse Christian School. It is our goal to provide your child with the best possible instructional program in a safe, nurturing environment. In addition to a focus on Christian education and character development, we are pleased to offer you a high quality dual language program where students can learn all the state standards in two languages. We have also added Chinese language instruction to our program. Our mission is to graduate students that can read, write, speak and achieve at a high level in both English and Spanish, with a foundation in Mandarin. However, this is a process that takes time (up to 7 years!) and is supported by research.

Our priority is your child's individual needs. We will provide your child with challenging, enriching and exciting opportunities to help him/her develop into a wholesome and productive citizen in our society, prepared for the challenges of the 21st century.

Parents are always welcome at Lighthouse Christian School. We encourage you to support your child by understanding your child as a learner and by seeking to partner with the teachers and school on how to best serve your family. This is your school, and you are an important partner.

This booklet provides valuable information that may answer questions you have about our school. Please keep it and refer to it often.

If you have any questions about your child's education at Lighthouse Christian School, please do not hesitate to contact any of us at any time. Your support and concern are most appreciated.

Thank you,

Tia Sierra
Principal

MISSION

Jesus grew in wisdom (academics and character development), stature (physical growth and achievement), and in favor with God (building a relationship with the Lord) and man (learning to love all nations and tongues) Luke 2:52. Therefore, our goals encompass the spiritual, social, intellectual and physical areas of our students' lives. Our purpose at Lighthouse Christian School is to partner with parents to prepare and develop the whole student; mind, body and spirit through academic training that is interwoven with Biblical teaching, ministry and worship. We believe students can achieve their God-given potential when given the opportunity to develop skills that embody the whole student. We want to see our students move on to become world-changers and leaders through their academic success, God-given talents and love for community. We commit to the following values to support our mission:

Commitment to inclusion and diversity:

- We welcome students of ALL racial and ethnic backgrounds, languages, and abilities, including students with special needs
- We commit to maintaining a school that is racially and economically diverse
- We provide Spanish language immersion and Chinese instruction for all students to develop a second or third language providing future opportunities for career advancement
- We incorporate cultural studies to teach children to honor and respect all people in godly love, and to build a community that promotes the individual while building the team
- We participate in the Wisconsin Parental Choice program to allow low-income families the opportunity to participate in private education

Commitment to high expectations:

- All students who enter our program will receive individualized instruction that advances them to their full potential
- All students who enter our program will graduate from high school
- All students will follow our SHINE behavior expectations
- All teachers will follow a classroom management plan that reduces distracting, unsafe or unhealthy behaviors
- Parents will participate in the education of their child at the level they are capable
- The school will provide opportunities for parents to learn and lead

Commitment to unconditional love:

- All students, parents and staff will be valued, honored and heard
- We seek to resolve all conflicts in a godly manner
- We provide services to families to help them achieve their goals such as counseling, prayer support, leadership and job opportunities.

Commitment to relationship:

- All students, parents and staff will be respected at all times
- The school will serve the neighborhood and community at large through service projects and learning opportunities
- The school will work to involve all families in the education of their children
- The school will educate parents on the educational process and how to help students achieve
- Progress of each student is tracked long-term and graduated students are invited back for job opportunities.

HISTORY

Lighthouse Christian School was founded in 2004 at the request of families in the congregation who were seeking an alternative to public education that would provide their children with bilingual education in a private, Christian setting. We have grown over the years to include preschool and child care as well as elementary education. It is our hope and vision that we would continue to expand adding grades each year up to high school.

The school is a ministry of the church and is subject to its 501(c)3 non-profit status. While the school operates independently of the church, the financial advisory board of the church assists in making financial decisions affecting the school. The school administrator is responsible for the day-to-day planning and implementation of the school vision and program goals. Below is a list of the governing body of the school:

Tiara Sierra, Administrator/Principal

Board of Directors – Lighthouse Church Madison, Inc (see current list) – Financial

School Committee – Fundraising and Community Events, School Improvement and Long-Range Plan

Lead Teachers – Curriculum and Programming

APPLICATION PROCESS

Lighthouse Christian School (LCS) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally afforded or made available to the students at the school. It does not discriminate against members, applicants, students, and others on the basis of race, sex, color, creed, national origin, ancestry, political persuasion or disability in the administration of its educational policies, admissions, and other school-administered programs.

Applications are received year round based on grade-level availability. Applications are taken until spots are filled. Applications are accepted upon the discretion of the administration unless you are applying for the school choice program. You will then be subject to the requirements of the state application process such as open application periods and income limitations. If applications exceed the amount of seats available, a random selection process will take place within 5 days of the open application period. If you are not accepted for the choice program you may have the option to pay privately for your student.

Parents may request an Appeals hearing within ten (10) school days from the date of the notification letter indicating child's determination of ineligibility. Submit a written explanation and any pertinent information supporting the appeal should also be attached to the form. After the written Request for Appeal is received from the parent/guardian, the Appeals Review Committee will investigate to determine its merit. (A Choice Appeals Review Committee is established annually under the administrator. At the completion of the Appeals Committee review of the appeals request, one of the following actions will occur within 5 school days:

- The administrator will send a letter to the parent/guardian denying the appeal
- The administrator will send a letter to the parent/guardian approving the appeal

Voucher open application period runs from February to April. Voucher students must reapply each year to guarantee their seat. Please refer to <https://sms.dpi.wi.gov/wpcp-statewide> for more information.

LEARNING EXPECTATIONS

A student of LCS will:

Spiritually:

- Understand the reality of the God of the Bible as his Creator to whom he must humbly submit as his ultimate authority. (Colossians 1:16-17; Micah 6:8)

- Realize God unconditionally loves him. (Romans 5:8)
- Understand his need for a personal relationship with God which is obtained only through faith in the atoning death of Jesus Christ. (John 3:16)
- Realize that God's will for his life is to follow Christ's example. (John 8:29)
- Recognize that the Bible is the only foundation for knowing God's will and apply it as the standard for living a life that is pleasing to God. (Psalm 119:9, 105; Isaiah 8:20)

Intellectually:

- Exhibit competency in core academic subjects. (II Timothy 2:15)
- Be able to deduce the vital components of life situations to reach informed conclusions. (Proverbs 4:7)
- Be able to communicate precise ideas in written and spoken form. (Colossians 4:6; Proverbs 15:2)
- Display a persistent desire for personal enrichment. (Philippians 3:12-15)

Socially:

- Display leadership qualities. (Matthew 5:13-14)
- Display a humble spirit by submitting himself to authority. (I Peter 2:13-15)
- Practice honesty in all areas of life. (II Corinthians 4:1-2)
- Be diligent and orderly. (Colossians 3:23)
- Exhibit a giving and compassionate spirit. (Ephesians 4:32)
- Accept responsibility for his own words and deeds. (Romans 14:12)

Physically:

- Have respect for his body and value it as God's creation and temple of the Holy Spirit. (Psalm 139:14; I Corinthians 6:19-20)
- Know the components of Godly and healthy lifestyle choices as a manner of habit. (I Corinthians 9:27)
- Hold a balanced perspective of athletics. (I Timothy 4:8)

ACADEMIC EXPECTATIONS

Academic expectations are high for all students at LCS. We desire to see our students have goals to aim for. Our teachers strive to see students achieve heights beyond their reach. We believe all students are capable of learning no matter their background or language.

Curriculum

The core academic courses include Math, Science, History, Language Arts (Grammar, Writing, Literature), Bible and Spanish. We also have Chinese, physical education, health, art and music.

We use Purposeful Design for Math, Science, Bible and Spelling. We also use Bob Jones and Studies Weekly for Social Studies and History. Our curriculum is written from a Christian perspective and integrates Christian concepts throughout. Each student is tested to determine which academic level is best suited to their needs. Our goal is for students to work at the academic level where they are most successful and to remediate any gaps in learning before advancing. Students who test higher than their grade level are welcome to advance at their own pace as well.

For more information or to see a complete scope and sequence, please visit the curriculum websites below:

Purposeful Design <http://pdp.acsi.org/pdp>
Studies Weekly <https://www.studiesweekly.com>

Placement

Students in grades 1 and higher must take a placement test in math and reading to determine their academic level. Students who start our program after kindergarten often place lower than grade level in our program. It usually takes about a year and a half to remediate to actual grade level. Our desire is that students will be successful in their academics and not fall through the cracks. Therefore, we do not stick to grade-age levels but rather where the student is capable of mastery. Likewise, a student who is advanced can be placed at an academic level higher than their grade. A placement test is given at the beginning of the year and an individual learning plan is created to best suit the academic needs of your student. You will be informed of their progress throughout the year and asked to help students achieve their daily goals.

Testing

All English Language Learners are required to take the annual ACCESS test which evaluates their proficiency in English. All other testing is done throughout the year within the curriculum. Reading tests are also frequently administered to ensure students reading is at or above grade level. Students who test lower than grade level may be referred for Title 1 reading instruction given at the school.

Homework

Homework should reinforce and extend the work in the classroom and benefit the student by providing drill and reinforcement. Student homework that is appropriately selected and planned can add greatly to the learning experience and individualization that is not possible in the classroom. Parents are encouraged to be a resource for students, but the actual work needs to be done by the student. As a dual language school, while children are learning and working in two languages, we know that not all our parents are bilingual. Thus we will make every effort to insure that the homework can be accomplished by the student. If your child is having difficulty, or taking too long to do homework, please alert the classroom teacher so together you can find a good solution.

Students should have daily planners to keep track of their homework and upcoming assignments. Please check them daily, as well as take-home folders and emails.

Special Needs

Evaluation and limited services are provided by the Madison Metropolitan School District. If you are interested in an evaluation, please notify your student's teacher. Teachers will also notify you if there are issues or concerns that should be referred for an evaluation. These services are not required and are at your request only. Students who qualify for special needs may also apply for a special needs voucher through the state Special Needs Scholarship Program. Please visit <http://dpi.wi.gov/sms/special-needs-scholarship/student-applications> for more information on requirements.

Speech and Language Pathologist

A speech & language pathologist works weekly with children who need speech and language therapy. Services that are provided include speech, language, vocabulary building, listening skills and voice therapy. Children are seen individually and in small groups. The pathologist is available to teachers or parents to discuss their concerns regarding speech and language problems, which may be affecting their children at school or home.

PARENTAL INVOLVEMENT

We believe parents are a child's primary educators. Our goal is to assist you in educating your child. We understand there are many different family situations, so we want to help you participate in ways that are comfortable and convenient for you. We do expect parents to participate in as many ways as possible throughout the year. The following are ideas on ways you can positively participate in your child's academic and social development:

- Have a positive attitude towards school, teachers and learning
- Read the emails, newsletters and other information that is sent home
- Respond to emails or letters with your own comments or questions
- Ask questions if you do not understand something or have ideas
- Participate in parent orientation, school committee meetings and social events throughout the year
- Participate in fundraising efforts
- Help your children learn at home – teachers provide ideas and tips in their weekly emails
- Volunteer in your child's class – talk to the classroom teacher about what works for you.

Parents are strongly encouraged to take our Parenting Leadership Training course in the Fall. This is a 6 week course covering such topics as Education in the USA, Growth and Development of Children, and Positive Parenting. Courses are offered free of charge and you will receive a certificate upon completion. Parents completing our training are invited to become parent mentors and/or leaders in a variety of roles available at the school. More information is available at the mandatory parent orientation in August.

As always, please ask questions and bring us your concerns at any time. You are a vital part of your child's success in school.

FINANCIAL

Tuition and Fees

All Payments- Please make any payments made in the school office to Lighthouse Church. Please use the tuition box outside the office door.

Registration

This fee helps to cover the cost of textbooks. The registration fee is non-refundable and must be paid no later than August 15th to ensure your child's spot for the coming school year.

Tuition

Tuition is based on an annual fee, with a monthly payment option. The annual tuition amount may be paid over a 10-month period. Monthly tuition is due the first Monday of each month -- September through June. Multiple child discounts are available and apply to the lowest fee. Each additional child will receive \$25.00 off tuition charges for the month.

Scholarships

Our tuition is set at a rate that is affordable for the middle income family. On occasion, a scholarship may be available for special cases. All scholarship decisions are approved by the president of the board.

Child Care Hours & Charges

Morning daycare hours are from 7:30-7:55 a.m. there is no cost for the morning care. No students may be on campus before 7:30 a.m. After school daycare runs from the end of school until 5:30 p.m. See the Tuition and Fees schedule for cost. Daycare and other payments are paid in the school office. Daycare payments are due on the 1st of the month for afterschool, or at the end of the week for non-school days.

LATE PICK-UP FEE -If you pick up your child from after school care later than 5:30 p.m. you will be charged an additional late fee of \$1.00 per minute you are late after 5:30 p.m. This fee is due at the time you pick up your child. Failure to pay will result in the suspension of child care privileges until the fee is paid.

Daily Schedule

7:30 AM – 8:00 AM ---- Breakfast served in the classroom

8:00 AM – 8:30 AM ---- Playground is open for students

8:30 AM – 3:15 PM ---- Students are in class

3:30 PM -----All students should be picked up or report to afterschool

3:30 PM – 5:30 PM ---- Afterschool

8:30 – 5:30 PM -----Main Office is open to serve parents and staff

Arrival: Students arriving before 8:00 AM should report to cafeteria for breakfast. Please walk your student inside and make sure a teacher signs your student in. Students arriving after 8:00 AM may go directly to the playground if weather permits or the gym. K4 students **MUST** be checked in and walked to a supervising teacher. Students should be dropped at 8:25 AM so that they are in their seats by 8:30 AM sharp!

Pick Up: Students should be picked up at 3:15 PM everyday unless they are enrolled in after-school activities. By 3:30 all students should be off campus or under the direct supervision of the staff member doing the after-school activity. School staff members cannot take care of children after the dismissal time. Children not picked up on time will be charged the daily afterschool fee.

SCHOOL ATTENDANCE

To give each child the best opportunity for success in school, we want every student to be on time and present. By 8:30 all students should be in class. Please do not keep your child home unless he/she is very sick. Try to schedule doctor appointments before or after school. That way there is no need to miss class. Even when absences are excused, your child is still missing vital learning experiences and can fall behind.

Absences: As per state policy, students are allowed no more than five (5) unexcused absences per semester, and no more than ten (10) per school year. Students exceeding this will be referred to the Children's Court Liaison office. The parent/guardian must notify the school each day the student is absent by calling the attendance line. Please state the reason your child is absent, and bring copies of any doctor's notes to the school office when s/he returns to school. Absences may be excused for the following reasons, with appropriate documentation:

- Doctor's appointment
- Death in the family
- Religious commitment
- Illness
- Family emergency
- Diagnostic testing

Late arrivals/early-outs are counted separately from absences, but are processed using the same procedures as absences.

- At **2** unexcused absences, parent/guardian will be contacted by teacher.
- At **5** unexcused absences in a given semester, parent/guardian will be sent a letter from the school
- At **7** unexcused absences, a home visit will be made by school counselor and/or
- At **10** absences, a referral to The Children’s Court Liaison will be made.

Late Arrivals: Students are considered **tardy** if they arrive at the classroom after 8:30 am.

Dismissal During School Hours (Early Out)

Early outs (when a student leaves before regular dismissal time) are considered a tardy

If a student needs to leave school before regular dismissal time, please notify the classroom teacher. *Children will not be dismissed the last 15 minutes of school to anyone unless it is an emergency. This time is considered instructional time.*

BEHAVIOR POLICY

The primary goal of discipline Lighthouse Christian School is to provide and maintain a safe, just, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequence for his or her actions. Each student is given a copy of the Lighthouse Student Behavior Policy, and teachers are expected to review this with the class.

We know that each family has their own rules and ways of doing things. At school, we have some common rules to allow us to work together and help everyone feel safe and respected. We appreciate your support for school rules and procedures at LCS. When a teacher has a concern about the general behavior of a student, parents should be contacted. Students may be referred to our counselor or therapist for additional assistance. If you as a parent have a concern about the welfare of your child, please speak to the classroom teacher first. They are the first line of defense in making sure that no one is bullied or picked on. If issues continue to be a problem, feel free to contact the administration and we will work with you, and the classroom teacher to try and improve the situation.

At the beginning to the year children are taught and practice appropriate school behaviors. Teachers spend time to insure that all students know classroom and school rules and procedures. Students that violate these rules may be given a reminder, asked to write and reflect on what they did, or sent to another classroom to allow them to refocus. Serious violations such as fighting, vandalism or bullying will be reported to the administration. We will investigate, assign consequences and notify parents if possible. Accurate phone numbers and contact information is critical—please keep the office informed of any changes.

Expected Behaviors that reflect our Core Values and Learning Expectations:

- Students will be kind to each other in words and actions
- Students will not complain, argue or talk back to the authority
- Students will try their best and stay focused
- Students will include others during social times
- Students will clean up after themselves
- Students will keep their hands and bodies to themselves
- Students will maintain pure relationships with the opposite sex

Behavior Reporting Policy

Certain behaviors that violate our behavior policy must go on a student's permanent record. This includes behaviors witnessed during all school hours and functions including before and after school and special events. The following behaviors are required to be reported and entered into a student's permanent record:

1. Violent acts – hitting, pushing, kicking, throwing objects or snow, etc.
2. Verbal or physical threats to other students or teachers
3. Persistent defiance of school rules or disrespect to a teacher (after 3 warnings and consequences)
4. Derogatory language – curse words, put-downs, demeaning remarks towards people groups, etc.

Procedure:

1. Reports are available in the office
2. The teacher witnessing the behavior must file the report
3. A report may be filed if there are 2 student witness accounts
4. Fill out report completely and turn in to the principal
5. Contact the parent to report the behavior
6. Student should also receive a consequence as a result of their behavior

Suspension

For gross misconduct by a student or a student who continually fails to respond to disciplinary procedures, the administration reserves the right to suspend the student. Suspension deprives the student of the privilege of attending his/her classes. During the period of suspension, the student will be responsible for all assignments given prior to the suspension. All work will be due upon the student's return. No credit will be given for class work or tests that are missed during the suspension. Students may not attend or participate in extra-curricular activities during suspension.

The following is a list of behaviors that may constitute good cause for suspension.

(Just cause for suspension is not limited to this list.)

1. Continued willful disobedience, profanity or vulgarity, open, persistent defiance of authority.
2. Possession, use, or sale of drugs, alcoholic beverages, tobacco or other controlled substances.
3. Possession of any weapons, i.e. guns, knives, etc.
4. Gambling.
5. Stealing.
6. Fighting. Students are to follow a hand-off policy; no hitting, slapping, wrestling, or play fighting.
7. Misconduct, when other means of correction fails to bring about proper behavior and conduct.
8. Willfully cutting, defacing or otherwise injuring or damaging property (real or personal) belonging to the school or school personnel. The parent or guardian will be liable for all damages by the student.

The day(s) of suspension should be spent doing assigned work. We encourage parents to support the policy and not allow the day to become a free day.

Probation

Probation is defined as that period of time in which his/her teachers and the administration will evaluate the student in order to monitor student progress. When a student's conduct, attitude, or academics repeatedly falls below the Student Handbook standards outlined by the school, a student may be placed on probation. During this period, a student will forfeit the privilege of participating in extra-curricular activities for the full quarter. A student may be placed on probation when:

- GPA falls below 2.0.
- Conduct is repeatedly below school standards.
- He/she is suspended.

Parents will be notified when a student is placed on probation. The student's progress will be regularly monitored. At the end of the quarter the School Board will evaluate each student on probation. The School Board will make a decision regarding the student's continuation.

Expulsion

After probation, if the student's academic work or behavior has not shown sufficient progress, the student may be expelled from the school. The following are examples of, but not limited to, reasons justifying immediate expulsion without probation:

- Immorality.
- Possession of obscene literature.
- Possession, use or sale of illegal drugs, alcoholic beverages, or controlled substances
- Possession and/or use of weapons.

THE ADMINISTRATION HAS ABSOLUTE DISCRETION IN REGARD TO MATTERS OF DISCIPLINE.

Prohibited Items

The following are **not** allowed:

- No toys or electronic devices from home are allowed at school*
- No weapons (toy or real)
- No bodily harm (fighting, kicking, biting, pinching, pushing) or threatening to harm
- No foul, abusive or hurtful language
- No alcohol, drugs, or tobacco products
- No defacing or destroying property
- Skateboards and roller blades are not allowed on LCS property
- No tackle football or rough play, or jumping from swings.

*Children are not to bring toys, IPODS, MP3 players, or other items of any value to school. This encourages disruptions in the classroom, fights and theft of items. If students bring a ball to school, it is understood that this will be a donation to the classroom and it no longer belongs to the student. Items will be taken away, turned over to administration and only returned to parents. Lighthouse Christian School is not responsible for any items that are lost, stolen or damaged. We highly recommend that you not send a cell phone with your child. Every classroom teacher has a phone, and the office is usually able to relay emergency messages in a timely manner. If you choose to send a cell phone with your child, it must be kept in the backpack and the school is not responsible for any loss or breakage.

Please see Addendum #1 for our policy on non-harassment/bullying

SCHOOL DRESS CODE

School is a serious place: children come here to learn. All clothes should reflect a respect for the learning environment, and students should dress appropriately. Remember: school is your children's first job—dress them to look successful.

Special days throughout the year when uniforms are not required will be announced in advance.

- **Pants/Shorts/Skirts:** Khakis will be well fit to the student (not be too tight or too baggy) and of an appropriate length: (Hand rule: standing straight with hands at side, fingers extended, the hem will be at finger tips or below.) No underwear should be showing. Only Khaki color should be worn.

- **Polo shirts** (long or short sleeve): should be clean and pressed. Logos are mandatory and are available through Lands End or Marcus Uniform. The following colors are acceptable: cobalt (royal blue), white, grey
- **Sweatshirts/sweaters:** Uniform sweatshirt and/or fleece with a logo is available through Landsend. For colder weather please do not use long sleeve t-shirts under polo shirts.
- **Caps/hats/visors/hood** (Boys and Girls): may be worn outside only.
- **Tights/Leggings:** Please use solid color tights, no patterns. Tights or leggings should be white or grey.

SCHOOL HEALTH AND SAFETY

Health Services

Teachers are trained in CPR and first aid. Allergy lists are posted in each classroom and in the kitchen.

Illness and Accidents

If a student becomes ill or has an accident at school, every effort is made to notify parents. We provide first-aid and a place for your child to rest while waiting to be picked up. **IT IS IMPERATIVE THAT YOUR TELEPHONE NUMBERS ARE KEPT UP TO DATE AT ALL TIMES.**

Medications

A doctor's order and a parent signature must accompany medications taken at school. Authorization forms for the administration of medication during school hours are available in the office. For over-the-counter medications, a parent signature is required or any authorization form which is also available in the office. Unlabeled medication in anything other than the pharmacy container will not be accepted. These regulations are for the protection of our students. Thank you for your cooperation.

Immunizations

Please keep your child's immunizations up to date. Student's records are checked annually.

Child Protection

State law requires all mandated reporters, which includes LCS staff, to report suspected cases of child abuse or neglect. If there is a restraining order, a divorce decree, or a protective custody order for any member of the family involved with your child, please bring it to the office so a copy can be made and attached to your child's registration and emergency cards. We want to insure the safety of all children, but we must have a copy of any legal documents—we can't rely on the word of one parent or another.

A sick child may not remain at school. Parents should make immediate arrangements to pick up a sick child. Parents must not allow children to come to school who have a fever, contagious disease, or who have not recovered sufficiently from an illness.

Illness at School

Fever

A fever of 101° F or more is an indication of illness and your child will be sent home to recover and prevent further spread of illness to classmates. A student shall be fever-free for 24 hours before returning to school.

If a student becomes ill during the school day, a teacher will send the student to the school office. The office will determine whether or not the child is well enough to remain in school until the end of the day. If the student exhibits fever and one or more of the following symptoms, they will be considered too ill to remain in school:

- Vomiting, nausea, diarrhea, sore throat
- Any bodily discharge
- Sores which indicate impetigo or ring worm
- Rashes

Any serious infectious or communicable disease must be reported to the Student Services Office so that we may notify all other parents.

Conjunctivitis (aka- Pink Eye):

Conjunctivitis is an infection of the transparent membrane that covers the white of the eye and lines the eyelids. It is a highly contagious illness and is primarily spread by hands. A child with bacterial conjunctivitis will be excluded from school attendance until on antibiotic treatment for 24 hours. If a child is not treated, reentry is allowed only if there is no pus in the eye.

Lice:

The school must be notified if your child has lice as soon as possible. Your child will be excluded from school until appropriate treatment for lice has been completed. The classroom will be checked and cleaned, and information will be sent home to the parents concerning appropriate procedures. School personnel and local health departments have further information on treatment and prevention of lice. Students returning to school after being treated for lice must be checked by administrative personnel and be nit free before returning to the classroom.

Keeping children home from school for reasons other than illness may have a bad effect on their attitude, work habits and progress in school. Please bear in mind that work missed in the classroom cannot be learned through written assignments. Use your good common sense and remember sick children belong at home and well children belong in school.

SCHOOL INFORMATION A-Z

Animals on Campus

To insure the safety of all students, there should be NO animals on campus except for classroom pets or special occasions such as Zoo visits. If your child wishes to bring a pet to class, you must obtain permission from the classroom teacher first.

Birthday Parties and Personal Special Events

If you want to celebrate a special occasion in the life of your child with cupcakes, balloons or something else, just check with the classroom teacher ahead of time. Remember that our goal is to not take away from teaching time, and keep our kids healthy. Please ask the teacher about any food allergies.

Bus Service/Student Transportation

We do not provide transportation to or from school at this time. Parents are responsible for transportation, however, the school district (Madison, Verona & Middleton) will reimburse you at the end of the year for your travel costs. You will receive a contract in the mail. Please be sure to fill it out in a timely manner as they follow strict deadlines about reimbursing the money.

Cafeteria

All students at LCS School who qualify may receive breakfast and lunch free of charge. Adults can purchase breakfast, lunch or holiday meals at the prices posted in the cafeteria.

- Breakfast is served from 7:30 AM – 8:00 AM daily and is provided free of charge
- Lunch is served from 11:40 AM – 12:15 PM
- Please encourage your child to eat their lunch or at least taste it.
- Menus are published once a month and posted. Additional copies may be obtained in the office.
- Because LCS meal program is funded by the Federal Government, food from breakfast or lunch meal is not allowed to be shared with family members or to be taken from the cafeteria.

Chapel and Bible Study

All students will attend chapel every Wednesday morning for a time of worship, prayer and scripture reading at 8:30 AM sharp! Students pray and read the Bible daily in their classrooms as well as receive Bible lessons each day. Parents who wish to opt their child out of religious activities or instruction must do so in writing. The teacher/administrator will work with you to design an alternate activity during those times.

Community Service

As Christians, an integral part of our faith is the practice of serving others – in our families, our school, our neighborhood and our community at large. Our Bible curriculum teaches the biblical basis for service throughout the year. We seek to teach children to serve in the following ways:

At school:

Helping others through multi-age partnerships (For example 3rd graders reading with kindergarten)

Taking care of the school environment through weekly cleaning duties

Volunteering to help as a teacher assistant

Daily classroom responsibilities

At church (if you attend):

Participate in church activities – pray, sing, be respectful

Give an offering

In the Community and World (Activities vary slightly from year to year):

Grandparents Day (Fall)

Coats for Kids (Fall)

Operation Shoebox and Salvation Army (Christmas)

Nursing Home visits (various times)

Neighborhood Clean-up (Spring)

Missions Week (March)

Please talk to your child's classroom teacher about additional activities throughout the year.

Computer Instruction

Classroom teachers have regularly scheduled time in the computer lab for students to use computers to work on classroom projects, and classrooms have computer stations in the classroom for use.

Dual Language Program

LCS is committed to literacy in two languages: English and Spanish. Mandarin is also introduced in a non-immersion setting with the goal of learning to listen, speak and write basic Chinese words. The program is integrated into the curriculum and its principle objective is to provide Spanish Language Development, English Language Development, and the cultural component from Kindergarten through fifth grade. The program also

strives to improve children's self-concept through an appreciation of their culture and language. (See section on Dual Language)

Emergency Dismissal

If there is an emergency closing of the school, every effort will be made to contact the parent or the emergency number listed. IT IS IMPERATIVE THAT YOUR TELEPHONE NUMBERS ARE KEPT UP TO DATE AT ALL TIMES.

Field trips

Students are usually taken on a variety and number of field trips. Parents are notified through a Permission Slip Form that states location of field trip, means of transportation, and date. This form requires a parent's/guardian's signature. By signing this form, you are authorizing the teacher to take you student off campus to the field trip site, by the means of the specified transportation, and only on the specified date. Parent chaperones are often needed.

Fundraising

In order to keep our tuition affordable, we count on parents to help raise funds for the school. We will have several big events throughout the year such as Bucky Books or Boston Store Community Days. We also have special family events, and other fundraisers throughout the year. If you are interested in helping plan or volunteer for events, please contact Ms. Abby.

Inclement Weather

Students should come dressed appropriately to play outside at recess. Occasionally we will call indoor recess if there is rain and or lightning, but otherwise we consider outdoor activity a vital part of a child's day. Supervision is provided.

Library

The school library is available to all students and parents. They may check books out and take them home. Learning to remember "due dates" for books helps to keep them in circulation for others. Ask the teacher what day of the week the class has library, and make sure that library books are put in their backpack that day (or the day before) so that they will be able to check out new ones. Parents can help encourage good use of the library. A lost book is charged to the student who has checked it out. The charge is the amount needed to replace the book. If the book is later located, the charge is refunded when the book and the receipt are returned.

Lost and Found

A lost and found bin is kept by the main entrance. **Please ensure your child's name is on their coats, lunch pails, etc.**

Parent Teacher Conferences

Once a year, parents are asked to come in at a set time to discuss the progress of their student. This is a great opportunity for you to find out how your child is doing with regards to state norms, review the report card, and express any concerns.

Parking and Student Drop Off and Pick Up

Please do not pass the orange cones set up in the parking lot for the safety of the children. Please pull into a parking spot instead of pulling up to the cones.

Physical Education

All K4-7th students are scheduled to receive PE every week.. Students should wear appropriate shoes for active play on these days. Please: no flip-flops or dress shoes!

Religious Observances

LCS teaches biblical truths through our curriculum, through our character studies, school and classroom rules and through our methods of instruction and correction. We celebrate the following holidays: Feast of Tabernacles, Thanksgiving, Christmas, Valentine's Day, Chinese New Year, St. Patrick's Day, and Easter

Report Cards

Kindergarten -- Standards Based Progress Report cards are completed every quarter. You will get information on how your child is progressing relative to state standards, as well as the student effort and behavior.

1st – 7th – Content Based Progress Report Cards are completed every quarter. Units are graded on a 100% scale. Mastery is defined as any percent higher than 80%. Report cards also indicate student's progress relative to how many units need to be finished for the year (8 in each subject). Students who fall below expectations for both percent and units completed are at risk for not finishing the proper amount of work for the grade level.

Parent teacher conferences are a regularly scheduled time to discuss your child's school progress, but you can request a conference with a teacher at any time you have a concern either before or after school, depending on the teacher's schedule.

School Communication

Bilingual school newsletters go home monthly, with additional notices sent when necessary. Teachers use folders, mailboxes and email to send you frequent communications.

School Pictures

Students have their picture taken in school twice a year. The first set of pictures is an individual student picture and the second set is an individual pose and the class picture. It is not mandatory for parents to purchase the pictures.

Snacks

Students are welcome to bring a mid-morning snack but it must be healthy. Please send fruits, vegetables, dairy products or whole grain snacks. We do not allow chips, cookies, candy or sugary drinks as a snack.

Student Records

All student cumulative records are kept in a confidential file in the office.

Teacher Contact

Parents are welcome to contact a teacher, but please try to do this outside of class time. When the children come into the room, the teacher needs to start instruction. Either send a note, request a separate conference, or try and speak with the teacher before or after school. Also keep in mind that teachers cannot be called from their classrooms for telephone calls during class time. Parents are encouraged to visit classrooms and volunteer, but when possible. It is best to let the teacher know ahead of time.

Voucher students are obligated to take the annual state-wide test for academic proficiency. Parents may, by special request, opt out of this test. Other students have the choice to take the test or opt out.

Transfer Students

Students transferring into Lighthouse Christian School are accepted based on their admittance test scores, standardized test scores, interviews, references, and previous school records. The students are enrolled at the appropriate grade level once these records have been reviewed and discussed by the principal and the teacher who administered the admittance test. If there are concerns about a student's ability or proficiency in a particular area, this is discussed with the parents and accommodations or adjustments are made to the child's program.

Visitors

Parents are always welcome in the classroom. Please notify the teacher if any other family members will be visiting or picking up your student. Visitors during school hours must sign in at the school office.

Volunteers

We welcome volunteers to work with our students under the direct supervision of LCS personnel. Only persons who have had a background check are allowed to work with students in a segregated setting.

Weather Delays/School Closings

Due to bad weather conditions, the Madison school district may decide to delay schools for two hours, or close schools for the day. Delays or closures will be announced on TV and radio. The school will also send out a text or email message to all families. Decisions may be made as late as 6:00 a.m.

Withdrawals

If you are withdrawing your student from our school to transfer to another school, please give us at least 24-hour advance notice. The student's records must be reviewed and processed by appropriate personnel before they can be transferred.

Dual Language Program Guide

GOALS OF DUAL LANGUAGE EDUCATION

Dual Language education programs have 3 core goals:

- Bilingualism and biliteracy
- High academic achievement
- Cross-cultural knowledge and awareness

BENEFITS OF A DUAL LANGUAGE EDUCATION

A person who speaks, reads, and writes in two languages:

- can communicate with family and community members who do not speak English.
- has access to more career possibilities in the United States and in the world.
- understands and values their own culture and other cultures better.
- ultimately experiences greater success in school as shown by research.

ACADEMIC ACHIEVEMENT

- Research suggests that bilingual children function intellectually at a higher level than children who speak, read and write in one language.
(The Astounding Effectiveness of Dual Language Education for All, Virginia P. Collier and Wayne P. Thomas, George Mason University, 2003)
- Although children in dual language programs may score lower on standardized tests in the early grades, research shows they score higher than peers learning in one language by their high school years. For this reason, dual language education requires a long-term commitment from students and their families.

STRUCTURE OF THE LCS DUAL LANGUAGE PROGRAM

50/45/5: In this program, students in Kindergarten through 5th grade spend 45% of their time learning in Spanish and 50% of their time learning in English, and 5% learning Mandarin. In this program, literacy instruction will take place for 75 minutes in both languages, Kinder – 5th.

INSTRUCTIONAL STRATEGIES THAT SUPPORT SECOND LANGUAGE LEARNERS

SHELTERING

Sheltered instruction is an approach in which teachers help students develop knowledge in specific content areas while working in their second language. Teachers modify and enhance their instruction in order to make sure that what is being taught is comprehensible to second language learners and that it promotes their second language development. They enhance the lessons in many ways such as:

- pre-teaching vocabulary and grammar,
- repeating key words, phrases and concepts,
- teaching children to use context clues,
- modeling necessary language patterns orally and in writing,
- activating students background knowledge and experiences to help them make connections to what is being learned,
- using demonstration, visuals, graphic organizers and cooperative learning techniques to make academic instruction understandable to students of different second language proficiency levels.

SCAFFOLDING

Scaffolding can be considered a sub-category of Sheltered instruction. The purpose of scaffolding is to provide students learning a second language a teacher-supported transition from primarily seeing and hearing the teacher demonstrate and model a particular concept/skill, to performing the skill independently. Students are more confident and successful during independent practice because they thoroughly understand the concept/skill due to the scaffolding process. This reduces student frustration and increases student success.

CURRICULUM SUPPORTING DUAL LANGUAGE EDUCATION AT LCS

TREASURES/TESOROS – Language Arts Core Reading Programs in Spanish

Treasures/Tesoros is a research based, comprehensive Reading Language Arts program for grades K-6. Units are comprised of teacher instruction and student work in the areas of: Oral Language; Word Study; Reading and Writing. The program has built in assessments to measure students' literacy growth towards short and long term goals.

Website info:

<http://treasures.macmillanmh.com/nat/families> <http://www.macmillanmh.com/reading/>

GUIDED LANGUAGE ACQUISITION AND DESIGN (GLAD) model

GLAD instructional strategies link instruction in the content areas of Science and Social Studies with Language Arts instruction. A GLAD unit includes a myriad of sheltering strategies and uses multiple learning styles to facilitate development of academic language and content knowledge around a specific topic or theme. GLAD instructional strategies promote second language acquisition, academic achievement, and cross-cultural skills. Planning and collaborating on the creation of GLAD units is part of the professional culture of LCS.

For more information please visit this site on the internet: <http://www.projectglad.com/>

PARENT SUPPORT FOR CHILDREN IN DUAL LANGUAGE PROGRAMS

Parents can support their children in many ways:

- Communicate to your child that both the first and second languages are valuable.
- Use both languages if you are able to. It is important to try to maintain the language of instruction while helping your child with homework but if you are unable to, you can ask your child to teach you what they have learned about how to do homework. If you feel that you are unable to support your child with their homework because you do not speak or read the second language, please talk to your child's teacher about ways to make your time helping your child successful.
- Have materials in your home in both languages such as books, videos and music.
- Read aloud in one or both languages and have your child read to you in both languages.
- Attend as many school functions and workshops for parents as possible.
- Get involved with your child's school! We would love to help you sign up to help out at school functions or in your child's classroom.

RESOURCES FOR MORE INFORMATION ON DUAL LANGUAGE EDUCATION

There is a wealth of information on schools implementing dual language education in this country and in the world on the internet. Some of the websites that deal specifically with dual language education are found below.

<http://www.dlenm.org>

<http://www.cal.org/twi/>

<http://www.cal.org/crede>

Anti -Bullying/Non-Harrassment Policy and Procedures -- Addendum #1

Lighthouse Christian School strives to provide an environment where every student feels safe, respected and welcomed and where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying behaviors, students who engage in bullying behaviors and bystanders that observe acts of bullying. The school does not allow bullying behavior toward or by students, school employees or volunteers on school grounds, at school-sponsored activities or in transportation to and from school or school-sponsored activities.

Defining Bullying Behavior:

Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions.

Examples of actions that create an objectively hostile or offensive environment include but are not limited to:

- Places the individual in reasonable fear of harm to oneself or one's property.
- Has a detrimental effect on the individual's personal, physical, emotional or mental health.
- Has a detrimental effect on the individual's academic performance.
- Has the effect of interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.
- Creates an environment that intimidates, annoys or alarms another individual without legitimate purpose.

Examples of an imbalance of real or perceived power include but are not limited to:

- Physical strength/size
- Access to embarrassing information
- Popularity
- Age or grade level
- Athlete, scholar or other characteristic impacting a student's status

Bullying behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual's sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability. Bullying behavior can be physical, verbal, non-verbal, indirect or direct. Bullying may occur, for example, in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying may involve repeated behavior. Examples of bullying behavior include but are not limited to the following:

- Hitting, pushing, kicking and other acts that physically hurt another person
- Spreading negative rumors about or falsely accusing another person
- Excluding someone from a 'group'
- Threatening another person
- Manipulating friendships
- Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (also known as cyber-bullying)
- Organizing others to threaten, tease, or exclude a targeted individual

Prohibiting Bullying Behavior: Bullying is prohibited on all school grounds and at all school sponsored activities; and on all vehicles used for transportation to and from school. Students who engage in bullying behavior in violation of this Policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures. Interactions, including electronic communication, that do not fall under the above list may still be covered by this Policy when the impact of these actions are felt in the School environment, as outlined in this section.

Reporting by Students, Parents/Guardians, and Other Persons: Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying. Written reports may be made on the form entitled "Report of Bullying Incident" and turned into any teacher, staff or administrator. An individual receiving a verbal report shall promptly document the complaint on the "Report of Bullying Incident" form. The written report shall be forwarded to the designated school administrator for investigation of the complaint.

Confidentiality of Reports of Bullying: A person making a report of bullying behavior may request that their identity remain confidential. If a target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator/investigator shall discuss with the student and their parent/guardian how such a request may affect the school's ability to investigate and/or resolve a given situation. While the school will protect an individual's confidentiality to the extent possible, the school's priority is to ensure the health and safety of all students and staff.

Investigating Bullying Behavior: Under the direction of a school administrator, all reports of bullying under this Policy shall be investigated and a written report of the investigation shall be prepared. Investigations shall begin promptly and should generally begin by contacting the identified target(s) of the bullying. The report of

the investigation shall identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate.