**Lighthouse Community School**

**Policy Manual 2018**

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| --- | --- | --- |
| ORC Reference | Policy Title | Page Number |
| 9.91 | **Staff Benefits** | **4** |
| 109.65, 3313.205 & 3313.96 | **Reporting Absent and Missing Children** | **5** |
| 117 | **Accounting and Reporting** | **7** |
| 121.22 | **School Board Meetings** | **8** |
| 149.41 | **School Records Commission** | **11** |
| 149.43 | **Public Records** | **12** |
| 1347.1702-2744 | **Personal Information Systems** | **15** |
| 2151.35 and 2151.358 | **Sealed Records** | **20** |
| 2151.421 | **Child Abuse and Neglect Reporting** | **22** |
| 2151.421,2317.02 OAC 3301.35.03 | **Guidance and Counseling** | **24** |
| 2312.18 | **Employee Jury Duty** | **25** |
| 2950, OAC 109:5-2 | **Sex Offender Notification** | **26** |
| 3301.07 | **Powers and Ethics** | **27** |
| 3301.0710 thru3301.0115 3301.948 | **Ohio Statewide Achievement Tests** | **30** |
| 3301.0714 | **Statewide Education Management Information System (EMIS)** | **33** |
| 3301.0715 | **Statewide Diagnostic Assessments** | **34** |
| 3301.24.04 | **Entry Year Support** | **35** |
| 3301.51.01 | **Free Appropriate Public Education (FAPE)** | **36** |
| 3301.51.03 | **Child Find** | **37** |
| 3301.07, 3324.01-3324.07, 3315.09, 3317.024(O)OAC3301-51-15 | **Gifted Students** | **42** |
| 3302.04 | **School Improvement Plan** | **45** |
| 3313.472, 3324.04 and 3324.06 | **Parent, Foster Caregiver and Family Involvement**  | **46** |
| 3313.48, 3313.64, 3313.645, 3313.649, 3313.65, 3313.66, 3313.90, 3313.97, 3313.98, 3317.08, 3317.081, 3321.01(B), 3321.03, 3323.141, 3327.04, 3327.05, 3327.06, 2152.18, 5139.05, 3313.672, 3313.533 and OAC 3301-42-01 | **Eligibility of Resident/Nonresident Students** | **48** |
| 3313.50 and 3323.19 | **Student Vision and Hearing** | **54** |
| 3313.53 | **Educators and Resident Principals** | **55** |
| 3313.536 & 3313.86 | **Comprehensive School Safety Planning** | **57** |
| 3313.539 | **School Concussion Protocol** | **59** |
| 3313.6020 and 3313.89 | **Policy on Career Advising** | **60** |
| 3313.603 | **Credit Recovery** | **62** |
| 3313.6012 | **Academic Prevention/Intervention Services** | **63** |
| 3313.6013, 3365 OAC 3333.1.65 | **College Credit Plus Program** | **65** |
| 3313.6014 | **Procedure for Notifying Parents of Core Curriculum Requirements** | **66** |
| 3313.6015 | **College and Career Readiness and Financial Literacy** | **67** |
| 3313.609 | **Grade Promotion & Retention Policy** | **69** |
| 3313.613 | **Post-Secondary Credit** | **70** |
| 3313.6411 | **Admission Policy** | **71** |
| 3313.643 | **Protective Eye Devices** | **72** |
| 3313.648 | **Prohibiting Financial or In-Kind Incentives to Enroll Students** | **73** |
| 2919.222, 3313.534, 3313.649, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663, 3313.664, 3321.13 (B)(3) and (C), 3327.014 | **Suspension and Expulsion** | **74** |
| 3313.666 and 3313.667 | **ANTI-HARASSMENT, ANTI-INTIMIDATION,****ANTI-BULLYING & ANTI-DATING VIOLENCE POLICY** | **82** |
| 3313.67 and 3313.671 | **Student Immunizations** | **92** |
| 3313.672 | **New Student Records** | **94** |
| 3313.71 | **Tuberculosis Screening** | **96** |
| 3313.716 3313.718 | **Medications** | **98** |
| 3313.7112 | **Diabetes Care** | **103** |
| 3313.717, 3701.85 and 2305.235 | **Automatic External Defibrillator** | **105** |
| 3313.719 | **Protecting Students with Peanut and other Food Allergies** | **106** |
| 3313.80 | **Display of the National Flag** | **108** |
| 3313.801 | **Donated Copies of National and State Mottoes** | **109** |
| 3313.814, 3313.816 and 3313.817 | **School Wellness Policy** | **110** |
| 3314.011 | **School Treasurer Qualifications, Licensure and Bonding** | **113** |
| 3314.015, 3314.074 | **School Monitoring Policy** | **114** |
| 3314.037 | **Training on Public Records and Open Meetings Laws** | **117** |
| 3319.073 | **Child Abuse Prevention** **In-Service Training** | **118** |
| 3319.111; 3319.112; 3319.58 | **Teacher Evaluation** | **119** |
| 3319.321 and OAC 3301-51-04 | **Student Records****Special Education Student Records****Confidentiality of Student Records** | **125** |
| 3319.39 | **Reporting Criminal Offenses** | **130** |
| 3319.39, 3319.91, 3301.541109.57, 109.572, 2950, 2953.32 | **Criminal Background Record Check** | **131** |
| 3319.41 and 3319.46 | **EMERGENCY INTERVENTION POLICY (PBIS)** | **132** |
| 3319.41 3319.46 | **Behavioral Intervention & Disciplinary** | **137** |
| 3321.041, 3321.13, 3321.19, 3321.191 |  **Attendance** | **145** |
| 3321.14, 3321.17 | **Attendance Officer** | **149** |
| 4113.52 | **Reporting violation of law by employer or fellow employee** | **150** |
| 4111.17 | **SALARY ADMINISTRATION PLAN** | **152** |
| 4111.17 | **Equal Opportunity Employer** | **154** |
|  | **Interrogation of Students** | **155** |
|  | **Transportation Policy** | **156** |

 **Staff Member Benefits**

9.91

The following is a brief summary of the benefits offered by Lighthouse Community School. Please refer to the individual policies and benefit information provided to employees. If there is any discrepancy between this description and the policy, the language of the policy will rule.

**Health & Dental Benefits** are offered to all full-time staff members. A complete summary of health and dental benefits is discussed in the insurance booklets provided by the agency’s medical insurance carriers, and will be reviewed with the employee at the time of hire. *Part time staff members who average 30 hours over a 12 month period may be eligible for this benefit.*

**Long Term Disability Benefits** are available for full-time staff members who become disabled while employed with the agency. Disability insurance provides payment of a portion of a staff member's wages if they are disabled for longer than 90 days, subject to claim approval by the disability carrier. *Part time staff are not eligible for this benefit.*

**Term Life Insurance** is offered to all full-time staff. Each full time staff member will be covered for $10,000 in term life insurance. The premium is paid by the agency. Additional Life Insurance can be purchased at a group rate. *Part time staff is not eligible for this benefit.*

**Health Savings Account (HSA)** is a tax-advantaged medical savings account available to employees who are enrolled in a High Deductible Health Plan. The funds contributed by the staff member to the account are not subject to federal income tax at the time of deposit. Unlike a Section 125 Flexible Spending Plan (FSA), funds roll over and accumulate year after year if not spent. Funds may be used to pay for qualified medical expenses at any time and also serve as a retirement savings account. Lighthouse may contribute an annual amount to the employees account. *Part time staff members who average 30 hours over a 12 month period may be eligible for this benefit.*

**Section 125 Flexible Spending Plan**: The Section 125 is an IRS regulated, employer-sponsored benefit plan that allows employees to voluntarily direct a portion of their salary to pay for eligible out-of-pocket medical and dependent care expenses. The contributions made through Section 125 are **entirely free of federal, state and FICA taxes**. *Part time staff is not eligible for this benefit.*

**Retirement – Lighthouse Community School**

Lighthouse Community School employees enrolled in the STRS system contribute 14% of their salaries on a pretax basis towards their retirement. Employees enrolled in the SERS system contribute 10% of their salaries on a pretax basis towards their retirement. Lighthouse contributes 14% of school employee’s salaries for both STRS & SERS enrolled staff members. No taxes are paid on these contributions until they are withdrawn at retirement or if the employee terminates employment and choose to withdraw their funds.

**Policy on Tax-Sheltered Annuities for Employees**

Lighthouse Community School does not provide tax-sheltered retirement income annuities for employees. (978-1-893476-03-5)

**Policy on Reporting Absent and Missing Children**

109.65, 3313.205 & 3313.96

1. It is the policy of the Lighthouse Community School and administration to cooperate with National, Federal, State and local efforts to decrease the number of missing children.
2. Lighthouse Community School shall contact the parent, parent who is the residential parent and legal custodian, guardian, or legal custodian or any other person responsible for the student within a reasonable time after the determination that a student is absent from school.
3. The student’s parents, parent who is the residential parent and legal custodian, guardian, or legal custodian or any other person responsible for the student shall provide Lighthouse Community School with a birth certificate, current address and a telephone number at which the student’s parents, parent who is the residential parent and legal custodian, guardian, or legal custodian or any other person that is responsible for the student can receive notice that the student is absent from school.
4. If the Lighthouse Community School Lighthouse, Principal or School Administrator is notified by school personnel that a missing child is attending Lighthouse Community School, the Lighthouse Community School or the Principal or School Administrator immediately shall give notice of that to the law enforcement agency with jurisdiction over the area where the missing child resides, who will notify the Ohio the missing children clearinghouse. A “missing child” is defined as:
	1. A minor who has run away from or who otherwise is missing from the home of, or the care, custody, and control of, the minor’s parents, parent who is the residential parent and legal custodian, guardian, legal custodian, or other person having responsibility for the care of the minor; or
	2. A minor who is missing and about whom there is reason to believe the minor could be the victim of a violation of section 2905.01, 2905.02, 2905.03, or 2919.23 of the Revised Code or of a violation of section 2905.04 of the Revised Code as it existed prior to July 1, 1996.
5. Lighthouse Community School will provide informational programs for students, parents, and community members relative to missing children issues and matters. These informational materials will be acquired or prepared by the missing children clearinghouse pursuant to section 109.65 of the Revised Code and the school will request assistance from the clearinghouse in developing its programs.

Reference:

ORC 3313.205 Notification of student's absence from school

ORC 109.65 Missing children clearinghouse - missing children fund

Ohio Missing Children Clearinghouse: <http://www.ohioattorneygeneral.gov/MissingKids>

**Policy on Accounting and Reporting**

117

1. Lighthouse Community School is subject to the auditing requirements established in Chapter 117 of the Ohio Revised Code and shall account for and report its financial transactions in accordance with ORC 117.
2. Lighthouse Community School shall use the Uniform School Accounting System (USAS) and the Education Management Information System (EMIS) chart of accounts.
	1. The treasurer of the Lighthouse Community School or the fiscal agent shall use, at a minimum, the required USAS/EMIS dimensions and codes to record the financial transactions of the community school.
3. The fiscal year of each Lighthouse Community School shall begin July 1 and end June 30.
4. The financial activity of Lighthouse Community School shall be reported in accordance with Generally Accepted Accounting Principles (GAAP) and within 150 days from the close of the fiscal year submitted to the State Auditor’s Office, Local Government Services Division.
5. Lighthouse Community School shall have a budget (both revenues and expenditures) approved by the Lighthouse Community School as well as financial plans submitted to and approved by the sponsor.
6. Lighthouse Community School shall maintain a complete set of distinguishable financial records including, but not limited to:
	1. Checking and other bank accounts
	2. Federal and state tax identification numbers
	3. Checks and other financial documents such as purchase orders
	4. Reconciliations and control totals
	5. General ledger
	6. Cash receipts records
	7. Cash disbursements records
	8. Fixed asset records
	9. Other records necessary to enable the school to prepare an annual report that conforms to GAAP

Reference:

ORC 117 Auditor of State

Auditor of State Bulletin 98-003, 8/13/1998

**Policy on Lighthouse Community School Meetings**

121.22

1. Lighthouse Community School Board will take official actions and conduct all deliberations upon official business only in open meetings unless the subject matter is specifically excepted by law.
2. A schedule of all regular meetings shall be posted at Lighthouse Community School and on the website. Any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by contacting the Lighthouse Community School at (513) 561-7888.
3. Upon request, Lighthouse Community School will make reasonable accommodation for persons with disabilities to participate in Lighthouse Community School Board meetings.
4. A majority of the Lighthouse Community School Board members present in person at a meeting shall constitute a quorum, and no business shall be conducted in the absence of a quorum.
5. A resolution, rule, or formal action of any kind is invalid unless adopted in an open meeting of the Lighthouse Community School Board. A resolution, rule, or formal action adopted in an open meeting that results from deliberations in a meeting not open to the public is invalid unless the deliberations were for a purpose specifically authorized in and held in compliance with ORC 121.22 (G) or (J).
6. Lighthouse Community School Board meetings may be closed by unanimous vote of all Lighthouse Community School Board members present during consideration of confidential information as defined by ORF 121.22 (E).
7. Minutes of regular or special meeting of the School Lighthouse Community School Board shall be promptly prepared, filed, and maintained and shall be open to public inspection and the school sponsor. The minutes need only reflect the general subject matter of discussions in executive sessions as defined in ORC 121.22 (G) or (J).
8. Any person, upon request and payment of a reasonable fee, may obtain reasonable advance notification of all meetings at which any specific type of public business is to be discussed. Provisions for advance notification may include, but are not limited to, mailing the agenda of meetings to persons who have requested notification.
9. The Sunshine Law applies to the Lighthouse Community School Board, and to any committee or subcommittee created by the Lighthouse Community School Board or required by law or rule.
	1. A meeting to which the Sunshine Law applies is any prearranged discussion of the public business of the Lighthouse Community School Board, committee or subcommittee by a majority of its members, including, but not limited to, regular and special meetings, work sessions, retreats, planning meetings and study groups. A series of prearranged meetings attended by a minority of the Lighthouse Community School Board to discuss the public business, without giving proper notice, is a violation of the Sunshine Law. A majority of the members may gather at social or other events, but may not discuss public business.
10. The Board may adjourn or recess at any time. The adjourned meeting, when reconvened, shall take up its agenda at the point where the motion to adjourn or recess was acted upon.
11. The Board and its committees and subcommittees reserve the right to meet privately in executive session solely to discuss one (1) or more of the following issues exempted from public sessions:
	1. consideration of the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee, official, or student
	2. investigation of charges or complaints against a public employee, official, licensee, or student unless such employee, official, licensee or student requests a public meeting; except that consideration of the discipline of a Board member for conduct related to the performance of his/her duties or his/her removal from office shall not be held in executive session
	3. consideration of the purchase of property or sale of property at competitive bidding, if premature disclosure or information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest
	4. discussion, with the Board's legal counsel, of disputes involving the Board that are the subject of pending or imminent court action
	5. preparing for, conducting, or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment
	6. matters required to be confidential by Federal law or rules or State statutes
	7. specialized details of security arrangements where disclosure might reveal information that could be used for the purpose of committing or avoiding prosecution for a violation of law
	8. No official action may be taken in executive session. R.C. 121.22
	9. Collective bargaining meetings between employers and employee organizations are private and not subject to R.C. 121.22. R.C. 4117.21
	10. An executive session will be held only at a regular, committee of the whole or special meeting. After the meeting is convened, any member may make a motion for an executive session, and must state the purpose or purposes of the session by citing one (1) or more of the reasons set forth above. If the session is to discuss a personnel matter listed in paragraph A above, the particular subject for which the session has been called must be identified in the motion. The motion does not need to name the person. Upon receiving a second to the motion and a majority roll-call vote of those present and voting, the chairperson shall declare the Board in executive session.
	11. In keeping with the confidential nature of executive sessions, no member of the Board, committee or subcommittee shall disclose the content of discussions that take place during such sessions.
	12. All members of the Board, committee or subcommittee are entitled to attend executive sessions. The Board, committee or subcommittee may invite any other person to attend an executive session.
12. A copy of this policy shall be made available to the Lighthouse Community School sponsor and the public upon request.

Reference:

ORC 121.22 Public meetings – exceptions

Ohio Sunshine Law information: http://www.ohioattorneygeneral.gov/sunshine.aspx/?from=nav

**Policy on School Records Commission**

149.41

1. Lighthouse Community School shall maintain a School Records Commission composed of the president of the Lighthouse Community School, school treasurer, and School Administrator.
2. The School Records Commission shall meet at least once every 12 months.
3. The function of the commission shall be to review applications for one-time disposal of obsolete records submitted by any employee of the School as well as schedules of records retention and disposition. The commission may dispose of records pursuant to the schedule and procedures outlined in this policy. The commission at any time may review any schedule it has previously approved and for good cause shown may revise that schedule.
4. When the School records commission has approved any application for one-time disposal of obsolete records or any schedule of records retention and disposition, the appropriate commission shall send that application or schedule to the Ohio historical society for its review. The Ohio historical society shall review the application or schedule within a period of not more than sixty days after its receipt of it. Upon completion of its review, the Ohio historical society shall forward the application for one-time disposal of obsolete records or the schedule of records retention and disposition to the auditor of state for the auditor’s approval or disapproval. The auditor shall approve or disapprove the application or schedule within a period of not more than sixty days after receipt of it. Before public records are to be disposed of, the appropriate commission shall inform the Ohio historical society of the disposal through the submission of a certificate of records disposal and shall give the society the opportunity for a period of fifteen business days to select for its custody those public records that it considers to be of continuing historical value. The society may not review or select for its custody either of the following:
	1. Records containing personally identifiable information concerning any pupil attending a public school other than directory information, as defined in section [3319.321](http://codes.ohio.gov/orc/3319.321) of the Revised Code, without the written consent of the parent, guardian, or custodian of each such pupil who is less than eighteen years of age, or without the written consent of each such pupil who is eighteen years of age or older;
	2. Records the release of which would, according to the “Family Educational Rights and Privacy Act of 1974,” 88 Stat. 571, 20 U.S.C.A. 1232g, disqualify a school or other educational institution from receiving federal funds.

Reference:

ORC 149.41 School records commission

**Policy on Public Records**

149.43

1. Public records maintained by Lighthouse Community School shall be available during regular business hours. Upon request, copies of public records shall be made available, at cost, within a reasonable amount of time.
	1. “Public record" is defined as any document, device, or item, regardless of physical form or characteristic, including an electronic record as defined in statute as having been created, generated, sent, communicated, received, or stored by electronic means, created or received by or coming under the jurisdiction of the Lighthouse Community School or its employees, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of Lighthouse Community School. "Public records" do not include medical records, trial preparation records, confidential law enforcement investigatory records, records the release of which is prohibited by State or Federal law, and any other exceptions set forth in ORC 149.43.
	2. Records pertaining to individual students and other confidential materials are not public documents and shall not be released. Only that information deemed "directory information" may be released from an individual student’s file. Student directory information is not released when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" are exempt from disclosure.
2. When making public records available for public inspection or copying, Lighthouse Community School shall notify the requester of any redaction or make the redaction plainly visible. A redaction shall be deemed a denial of a request to inspect or copy the redacted information, except if federal or state law authorizes or requires a public office to make the redaction.
3. Lighthouse Community School shall organize and maintain public records in a manner that they can be made available for inspection or copying in accordance with this policy. Lighthouse Community School shall have available a copy of its current records retention schedule in the school office.
4. If a requester makes an ambiguous or overly broad request or has difficulty in making a request for copies or inspection of public records such that Lighthouse Community School cannot reasonably identify what public records are being requested Lighthouse Community School may deny the request but shall provide the requester with an opportunity to revise the request by informing the requester of the manner in which records are maintained by and accessed from Lighthouse Community School.
5. If a request is ultimately denied, in part or in whole, Lighthouse Community School shall provide the requester with an explanation, including legal authority, setting forth why the request was denied. If the initial request was provided in writing, the explanation also shall be provided to the requester in writing. The explanation shall not preclude Lighthouse Community School from relying upon additional reasons or legal authority in defending an action pursuant to this policy and ORC 149.43.
6. Unless specifically required or authorized by state or federal law or in accordance with division ORC 149.43, Lighthouse Community School may not limit or condition the availability of public records by requiring disclosure of the requester’s identity or the intended use of the requested public record. Any requirement that the requester disclose the requestor’s identity or the intended use of the requested public record constitutes a denial of the request.
	1. Lighthouse Community School may ask a requester to make the request in writing, may ask for the requester’s identity, and may inquire about the intended use of the information requested, but may do so only after disclosing to the requester that a written request is not mandatory and that the requester may decline to reveal the requester’s identity or the intended use and when a written request or disclosure of the identity or intended use would benefit the requester by enhancing the ability of Lighthouse Community School to identify, locate, or deliver the public records sought by the requester.
7. If any person chooses to obtain a copy of a public record in accordance with this policy, Lighthouse Community School may require that person to pay in advance the cost involved in providing the copy of the public record in accordance with the choice made by the person seeking the copy. Lighthouse Community School shall permit that person to choose to have the public record duplicated upon paper, upon the same medium upon which Lighthouse Community School keeps it, or upon any other medium upon which Lighthouse Community School determines that it reasonably can be duplicated as an integral part of the normal operations of the school. When the person seeking the copy makes a choice under this policy, Lighthouse Community School shall provide a copy of it in accordance with the choice made by the person seeking the copy. Nothing in this section requires Lighthouse Community School to allow the person seeking a copy of the public record to make the copies of the public record.
8. Upon a request made in accordance with this policy and ORC 149.43, Lighthouse Community School shall transmit a copy of a public record to any person by United States mail or by any other means of delivery or transmission within a reasonable period of time after receiving the request for the copy. Lighthouse Community School may require the person making the request to pay in advance the cost of postage if the copy is transmitted by United States mail or the cost of delivery if the copy is transmitted other than by United States mail, and to pay in advance the costs incurred for other supplies used in the mailing, delivery, or transmission.
9. Lighthouse Community School may limit the number of records requested by a person that the office will transmit by United States mail to ten per month, unless the person certifies to the office in writing that the person does not intend to use or forward the requested records, or the information contained in them, for commercial purposes. For purposes of this policy, “commercial” shall be narrowly construed and does not include reporting or gathering news, reporting or gathering information to assist citizen oversight or understanding of the operation or activities of government, or nonprofit educational research.
10. Lighthouse Community School is not required to permit a person who is incarcerated pursuant to a criminal conviction or a juvenile adjudication to inspect or to obtain a copy of any public record concerning a criminal investigation or prosecution or concerning what would be a criminal investigation or prosecution if the subject of the investigation or prosecution were an adult, unless the request to inspect or to obtain a copy of the record is for the purpose of acquiring information that is subject to release as a public record under ORC 149.43 and the judge who imposed the sentence or made the adjudication with respect to the person, or the judge’s successor in office, finds that the information sought in the public record is necessary to support what appears to be a justifiable claim of the person.
11. No public record may be removed from the offices of Lighthouse Community School except by Lighthouse Community School officers or school employees in the performance of their duties.
12. Lighthouse Community School members may, in the performance of their duties, inspect any record of Lighthouse Community School except student records and exempt portions of employee records.

Reference:

ORC 149.43 Availability of public records for inspection and copying.

Revised 6/2011

**Policy on Personal Information Systems**

1347.1702-2744

1. Personal information systems pertaining to Lighthouse Community School shall be the responsibility of the Management Organization’s Director of Human Resources and shall be operated in accordance with this policy and with the provisions of ORC 1347.
2. All employees of Lighthouse Community School and the Management Organization who have responsibility for the operation or maintenance of the system and the information maintained in the system shall be informed of this policy and of any other requirements of ORC 1347 and rules adopted under ORC 1347.
3. Disciplinary measures to be applied to any employee who initiates or otherwise contributes to any disciplinary or other punitive action against any individual who brings to the attention of appropriate authorities, the press, or any member of the public, evidence of unauthorized use of information contained in the system shall be in accordance with the Lighthouse *Guidelines for Corrective and Disciplinary Action.*
4. Any person who is asked to provide personal information which will be maintained in personal information systems shall be informed whether they are legally required to, or may refuse to, supply the information.
5. The Management Organization shall develop procedures for purposes of monitoring the accuracy, relevance, timeliness, and completeness of the personal information in this system, and, in accordance with the procedures, maintain the personal information in the system with the accuracy, relevance, timeliness, and completeness that is necessary to assure fairness in any determination made with respect to a person on the basis of the information.
6. Lighthouse Community School and the Management Organization shall take reasonable precautions to protect personal information in the system from unauthorized modification, destruction, use, or disclosure.
7. Lighthouse Community School and the Management Organization shall collect, maintain, and use only personal information that is necessary and relevant to the functions that the agency is required or authorized to perform by statute, ordinance, code, or rule, and eliminate personal information from the system when it is no longer necessary and relevant to those functions.
8. Lighthouse Community School and the Management Organization shall only use the personal information in a personal information system in a manner that is consistent with the purposes of the system.
9. Lighthouse Community School and the Management Organization shall not place personal information in an interconnected or combined system, or use personal information that is placed in an interconnected or combined system by another state or local agency or another organization, unless the interconnected or combined system will contribute to the efficiency of the involved agencies in implementing programs that are authorized by law.
	1. Lighthouse Community School and the Management Organization shall not use personal information that is placed in an interconnected or combined system by another state or local agency or another organization, unless the personal information is necessary and relevant to the performance of a lawful function of the agency.
	2. When Lighthouse Community School and the Management Organization requests a person to supply personal information that will be placed in an interconnected or combined system, the agency shall provide the person with information relevant to the system, including the identity of the other agencies or organizations that have access to the information in the system.
10. Upon the request and the proper identification of any person who is the subject of personal information in the system, Lighthouse Community School and the Management Organization shall inform the person of the existence of any personal information in the system of which the person is the subject; permit the person, the person’s legal guardian, or an attorney who presents a signed written authorization made by the person, to inspect all personal information in the system of which the person is the subject; and inform the person about the types of uses made of the personal information, including the identity of any users usually granted access to the system. Any person who wishes to exercise a right provided by this policy may be accompanied by another individual of the person’s choice.
11. Lighthouse Community School and the Management Organization, upon request, shall disclose medical, psychiatric, or psychological information to a person who is the subject of the information or to the person’s legal guardian, unless a physician, psychiatrist, or psychologist determines that the disclosure of the information is likely to have an adverse effect on the person, in which case the information shall be released to a physician, psychiatrist, or psychologist who is designated by the person or by the person’s legal guardian.
12. If an individual who is authorized to inspect personal information that is maintained in a personal information system requests the a copy of any personal information that the individual is authorized to inspect, Lighthouse Community School and the Management Organization shall provide a copy of the personal information to the individual. Reasonable fees for the service of copying, upon request, personal information that is maintained by the agency may be assessed.
13. This section policy regulates access to personal information that is maintained in a personal information system by persons who are the subject of the information, but does not limit the authority of any person, including a person who is the subject of personal information maintained in a personal information system, to inspect or have copied, pursuant to section 149.43 of the Revised Code, a public record as defined in that section.
14. If any persons dispute the accuracy, relevance, timeliness, or completeness of personal information that pertains to them and that is maintained by Lighthouse Community School and the Management Organization in a personal information system, they may request the Lighthouse Community School and the Management Organization to investigate the current status of the information. Lighthouse Community School and the Management Organization shall, within a reasonable time after, but not later than ninety days after, receiving the request from the disputant, make a reasonable investigation to determine whether the disputed information is accurate, relevant, timely, and complete, and shall notify the disputant of the results of the investigation and of the action that Lighthouse Community School and the Management Organization plans to take with respect to the disputed information. Lighthouse Community School and the Management Organization shall delete any information that it cannot verify or that it finds to be inaccurate.
	1. If after an Lighthouse Community School and the Management Organization’s determination, the disputant is not satisfied, Lighthouse Community School and the Management Organization shall do either of the following:
		1. Permit the disputant to include within the system a brief statement of their position on the disputed information. Lighthouse Community School and the Management Organization may limit the statement to not more than one hundred words if Lighthouse Community School and the Management Organization assists the disputant to write a clear summary of the dispute.
		2. Permit the disputant to include within the system a notation that the disputant protests that the information is inaccurate, irrelevant, outdated, or incomplete. Lighthouse Community School and the Management Organization shall maintain a copy of the disputant’s statement of the dispute. Lighthouse Community School and the Management Organization may limit the statement to not more than one hundred words if the agency assists the disputant to write a clear summary of the dispute.
	2. Lighthouse Community School and the Management Organization shall include the statement or notation in any subsequent transfer, report, or dissemination of the disputed information and may include with the statement or notation of the disputant a statement by Lighthouse Community School and the Management Organization that it has reasonable grounds to believe that the dispute is frivolous or irrelevant, and of the reasons for its belief.
	3. The presence of contradictory information in the disputant’s file does not alone constitute reasonable grounds to believe that the dispute is frivolous or irrelevant.
	4. Following any deletion of information that is found to be inaccurate or the accuracy of which can no longer be verified, or if a statement of dispute was filed by the disputant, Lighthouse Community School and the Management Organization shall, at the written request of the disputant, furnish notification that the information has been deleted, or furnish a copy of the disputant’s statement of the dispute, to any person specifically designated by the person. Lighthouse Community School and the Management Organization shall clearly and conspicuously disclose to the disputant that he has the right to make such a request to Lighthouse Community School and the Management Organization.
15. Lighthouse Community School and the Management Organization personnel shall not: intentionally maintain personal information that they know, or have reason to know, is inaccurate, irrelevant, no longer timely, or incomplete and may result in harm to the person about whom the information is maintained; intentionally use or disclose the personal information in a manner prohibited by law; intentionally supply personal information for storage in, or use or disclose personal information maintained in, a personal information system, that they know, or have reason to know, is false; or intentionally deny to the person the right to inspect and dispute the personal information at a time when inspection or correction might have prevented harm to the person.
16. Lighthouse Community School and the Management Organization shall disclose any breach of the security of the personal information system, following its discovery or notification of the breach of the security of the system, to any person whose personal information was, or reasonably is believed to have been, accessed and acquired by an unauthorized person if the access and acquisition by the unauthorized person causes or reasonably is believed will cause a material risk of identity theft or other fraud to the person.
	1. Lighthouse Community School and the Management Organization shall make the disclosure in the most expedient time possible but not later than forty-five days following its discovery or notification of the breach in the security of the system, subject to the legitimate needs of law enforcement activities and consistent with any measures necessary to determine the scope of the breach, including which persons’ personal information was accessed and acquired, and to restore the reasonable integrity of the data system.
	2. Notification may be made by mail, email, telephone, and/or conspicuous posting of notices at Lighthouse Community School.

Reference:

ORC 1347 Personal Information Systems

LYS Data Integrity Policy

Revised 6/2011

**Policy on Sealed Records**

2151.357 and 2151.358

1. In the event that a juvenile court orders the sealing of records of a Lighthouse Community School student, Lighthouse Community School shall deliver all records that are the subject of the sealing order maintained by the school to the juvenile court and shall expunge remaining records that are the subject of the sealing order unless the records pertain to a permanent exclusion from Lighthouse Community School.
2. Upon the written request of a person whose record has been sealed or their legal guardian and the presentation of a copy of the order, Lighthouse Community School shall expunge its record relating to the case unless the records pertain to a permanent exclusion from Lighthouse Community School.
3. After the records have been expunged under this section, the person who is the subject of the expunged records properly may, and the court shall, reply that no record exists with respect to the person upon any inquiry in the matter.
4. Notwithstanding any provision of this section that requires otherwise, a board of education of a city, local, exempted village, or joint vocational school district that maintains records of an individual who has been permanently excluded under sections 3301.121 and 3313.662 of the Revised Code is permitted to maintain records regarding an adjudication that the individual is a delinquent child that was used as the basis for the individual's permanent exclusion, regardless of a court order to seal the record. An order issued under section 2151.356 of the Revised Code to seal the record of an adjudication that an individual is a delinquent child does not revoke the adjudication order of the superintendent of public instruction to permanently exclude the individual who is the subject of the sealing order. An order to seal the record of an adjudication that an individual is a delinquent child may be presented to a district superintendent as evidence to support the contention that the superintendent should recommend that the permanent exclusion of the individual who is the subject of the sealing order be revoked. Except as otherwise authorized by this division and sections 3301.121 and 3313.662 of the Revised Code, any school employee in possession of or having access to the sealed adjudication records of an individual that were the basis of a permanent exclusion of the individual is subject to division (F) of this section.
5. Inspection of records that have been ordered sealed under section 2151.356 of the Revised Code may be made only by the following persons or for the following purposes:

By the court;

If the records in question pertain to an act that would be an offense of violence that would be a felony if committed by an adult, by any law enforcement officer or any prosecutor, or the assistants of a law enforcement officer or prosecutor, for any valid law enforcement or prosecutorial purpose;

Upon application by the person who is the subject of the sealed records, by the person that is named in that application;

If the records in question pertain to an alleged violation of division (E)(1) of section 4301.69 of the Revised Code, by any law enforcement officer or any prosecutor, or the assistants of a law enforcement officer or prosecutor, for the purpose of determining whether the person is eligible for diversion under division (E)(2) of section 4301.69 of the Revised Code;

At the request of a party in a civil action that is based on a case the records for which are the subject of a sealing order issued under section 2151.356 of the Revised Code, as needed for the civil action. The party also may copy the records as needed for the civil action. The sealed records shall be used solely in the civil action and are otherwise confidential and subject to the provisions of this section;

By the attorney general or an authorized employee of the attorney general or the court for purposes of determining whether a child is a public registry-qualified juvenile offender registrant, as defined in section 2950.01 of the Revised Code, for purposes of Chapter 2950. of the Revised Code.

1. No employee of Lighthouse Community School shall knowingly release, disseminate, or make available for any purpose involving employment, bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the state or of any of its political subdivisions any information or other data concerning any arrest, taking into custody, complaint, indictment, information, trial, hearing, adjudication, or correctional supervision, the records of which have been sealed pursuant to section 2151.356 of the Revised Code and the release, dissemination, or making available of which is not expressly permitted by this section. Whoever violates this division is guilty of divulging confidential information, a misdemeanor of the fourth degree.
2. In any application for employment, license, or other right or privilege, any appearance as a witness, or any other inquiry, a person may not be questioned with respect to any arrest or taking into custody for which the records were sealed. If an inquiry is made in violation of this division, the person may respond as if the sealed arrest or taking into custody did not occur, and the person shall not be subject to any adverse action because of the arrest or taking into custody or the response.

Reference: ORC 2151.357 and 2151.358 Response respecting sealed records

 **Policy on Child Abuse and Neglect Reporting**

2151.421

All Lighthouse Community School personnel and volunteers are required to follow the Lighthouse Community School policy on Child Abuse and Neglect Reporting.

Reference:

ORC 2151.421 Reporting Child Abuse or Neglect

LYS Child Abuse and Neglect Reporting Policy

Revised 6/2011

**CHILD ABUSE & NEGLECT REPORTING**

1. All Lighthouse Community School, Inc. personnel should comply with the Ohio Revised Code (ORC

§ 2151.421) Duty to report child abuse or neglect law.

a. Any Lighthouse Community School personnel who knows or suspects that a child under eighteen years of age or a mentally retarded, developmentally disabled, or physically impaired child under twenty‐one years of age has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the child, should immediately report that knowledge or suspicion to the public children services agency (for Hamilton County call 241‐kids)or a municipal or county peace officer in the county in which the child resides or in which the abuse or neglect is occurring or has occurred.

b. An incident report should always be written by the end of the day by the staff person learning about the abuse, and signed by the Principal or Director of Education. A copy should be sent to the public agency initiating the investigation, if requested by them. The written report shall contain:

i. The names and addresses of the child and the child's parents or the

person or persons having custody of the child, if known;

ii. The child's age and the nature and extent of the child's known or

suspected injuries, abuse, or neglect or of the known or suspected

threat of injury, abuse, or neglect, including any evidence of previous

injuries, abuse, or neglect;

iii. Any other information that might be helpful in establishing the cause of

the known or suspected injury, abuse, or neglect or of the known or

suspected threat of injury, abuse, or neglect.

c. In addition to reporting to the appropriate authorities, Lighthouse staff will

notify the young person’s parents (if appropriate) and/or legal guardian of the

suspected abuse or neglect.

d. In home workers, whenever possible, should explain to the caretaker the need

to report and should encourage the caretaker to report the incident in the

worker’s presence. If the caretaker does not report the incident in the presence

of the worker the worker should report the incident as soon as possible. When

necessary, workers should consult with a supervisor before reporting the

suspected abuse or neglect.

**GUIDANCE AND COUNSELING**

2151.421, 2317.02, OAC 3301.35.03

The Lighthouse Community School of Lighthouse Community School requires that effective guidance and counseling be a part of the educational program of the schools. Effective guidance and counseling services involves:

1. assisting students in achieving their optimum growth;
2. enabling students to obtain maximum benefit from the offerings of the instructional program of the schools:
3. aiding students in identifying options and making choices in career, technical, vocational, and academic planning;
4. helping integrate all the student’s experience so that s/he can better relate school activity to life outside the school:
5. Helping students learn to make their own decisions and solve problems independently.

A program of guidance and/or counseling shall be offered to all students and shall include the services of professional guidance personnel and other designated faculty and staff members and appropriate members of the community.

Effective counseling and guidance services program:

1. involves appropriate staff members at every level;
2. honors the individuality of each student;
3. are integrated with the total educational program;
4. are coordinated with available resources of the community;
5. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
6. is available equally to all students;

G. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

**Policy on Employee Jury Duty**

2313.18

1. Jury duty leave is available for Lighthouse Community School employees who are called to serve on a jury. Lighthouse Community School believes that employees should serve when called for jury duty as a matter of good citizenship, unless extenuating circumstances prohibit them from doing so.
2. Lighthouse Community School shall not discharge , threaten to discharge, or take any disciplinary action that could lead to the discharge of any permanent employee who is summoned to serve as a juror if the employee gives reasonable notice of the summons prior to the commencement of the employee’s service as a juror and if the employee is absent from employment because of the actual jury service.
3. Lighthouse Community School shall not require or request an employee to use annual, vacation, or sick leave for time spent responding to a summons for jury duty, time spent participating in the jury selection process, or for time spent actually serving on a jury. Nothing in this policy requires Lighthouse Community School to provide annual, vacation, or sick leave to employees who otherwise are not entitled to those benefits under the Lighthouse Community School policies.
4. Employees will be paid for hours they would normally work on each day of jury duty.
5. Employees must report to work for their regularly scheduled hours during this period when they are not needed in court.

Reference:

ORC 2313.18 Reporting Employer may not penalize employee for being called to jury duty

LYS Staff Handbook

**Sex Offender notification**

2950 OAC 109:5-2

The Lighthouse Community School is committed to assisting the sheriff and local law enforcement agencies with their responsibility for Community Notification of offenders as required by law. LCS policy will follow the notification requirements of the local jurisdiction.

Employees who receive said information shall promptly notify the School Administrator if a person subject to Community Notification is observed in the vicinity of the school or a bus stop area. The School Administrator shall notify the local law enforcement agency if, in the judgment of the School Administrator, the presence of the person subject to Community Notification appears to be without a legitimate purpose or otherwise creates concern for the safety of children. The School Administrator shall cooperate with the local law enforcement agency if any additional action is to be taken.

R.C. 2950 A.C. 109:5-2

**POWERS AND ETHICS**

3301.07

**Authority**

The supervision of Lighthouse Community School shall be conducted by the Lighthouse Community School Board , hereinafter sometimes referred to as the "Board", which is constituted and governed by Code Title 33 of the Revised Code of the State of Ohio.

**Lighthouse Community School Powers**

The Lighthouse Community School Board shall be a body politic and corporate, and, as such, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing, and disposing of real and personal property; taking and holding in trust for the use and benefit of the School, any grant or devise of land and any donation or bequest of money or other personal property. R.C. 3313.17. The power of this Board consists of those matters expressly granted by statute and to those matters which may be necessarily implied from such powers specifically delegated as being necessary to carry them out.

The Lighthouse Community School Board shall have the management and control of the school, the employees, students, and all other persons entering upon its school grounds or premises. R.C. 3313.20, 3313.47

**Member Powers**

Lighthouse Community School Board members as individuals do not separately possess the powers that reside in the Board, except when and as expressly authorized by law or this Board, but no Lighthouse Community School Board member shall be denied facts or materials required for the proper performance of his/her duties to which s/he is legally entitled.

1. A request for information from an individual Lighthouse Community School Board Member should be directed to the School Administrator and copied to all Lighthouse Community School Board Members.
2. Responses to individual Lighthouse Community School Board Member requests should be provided promptly to all Lighthouse Community School Board Members. Exceptions might be thick volumes that would be expensive. At least one (1) copy will be placed in the Lighthouse Community School office. An executive summary of long reports should be provided for all Lighthouse Community School Board Members.
3. The School Administrator will assign the appropriate staff to respond to the request for

information.

1. A Lighthouse Community School Board Member may consult directly with general counsel of the School.
2. The Lighthouse Community School Chair should respond to correspondence received by the Lighthouse Community School Board as a whole. A copy of the response will be provided to all Lighthouse Community School Board Members.

**Authority of Committees and of Lighthouse Community School Members**

Lighthouse Community School Board members have authority only when acting as a board legally in session. The Lighthouse Community School Board shall not be bound in any way by any statement or action on the part of any committee, individual Lighthouse Community School Board member or employee, except when such statement or action is in pursuance of specific instructions by a majority of the Lighthouse Community School Board.

**Code of Ethics Use**

The Lighthouse Community School Board believes quality public education and good Lighthouse Community School service should be conducted in an ethical manner with traditional principles such as honesty, trust, fairness, and integrity. Each Lighthouse Community School Board member should conform his/her conduct to Ohio law, the code of ethics recommended by the Ohio School Board Association and the code of conduct set forth below as adopted from the National School Board Association publication “Becoming a Better School Board Member”. In addition each Lighthouse Community School Board member is required to receive a minimum of 3 hours of training per year on the Ohio Sunshine Law. While serving as a member of the Lighthouse Community School Board, each member is expected to agree to abide by the following code of ethics promulgated by the Ohio School Board Association:

A. the first and greatest concern of a board member must be the

educational welfare of all students attending the public schools;

B obey the laws of Ohio and the United States;

1. respect the confidentiality of privileged information;
2. recognize that, as an individual, a Board member has no authority to speak or act for the Lighthouse Community School;
3. work with other members to establish effective Lighthouse Community School policies;
4. delegate authority for the administration of the schools to the School Administrator and staff;
5. encourage ongoing communications among board members, the Lighthouse Community School, students, staff, and the community;
6. render all decisions based on the available facts and his/her independent judgment rather than succumbing to the influence of individuals or special interest groups;
7. make every effort to attend all Lighthouse Community School Board meetings;
8. become informed concerning the issues to be considered at each meeting;
9. improve Lighthouse Community School by studying educational issues and by participating in in-service programs;
10. support the employment of staff members based on qualifications and not as a result of any influence;
11. cooperate with other Lighthouse Community School Board members and administrators to establish a system of regular and impartial evaluations of all staff;
12. avoid conflicts of interest or the appearance thereof;

0. refrain from using a Lighthouse Community School Board position for personal benefit or benefit of family members or business associates;

P. express personal opinions but, once the Lighthouse Community School Board has acted, accept the will of the majority

**Policy on Ohio Statewide Achievement Tests**

3301.0710 thru 3301.0715 & 3301.948

1. Lighthouse Community School will access necessary information and comply with all procedures established by the State Board for participation in the required statewide achievement testing program.
2. Lighthouse Community School will phase-in required statewide achievement tests as prescribed by the State Board in ORC 3301.0712.
3. Lighthouse Community School will administer all Tests according to the schedule and procedures outlined by the State Board in ORC 3301.0711 (Administration and Grading of Tests).
	1. Lighthouse Community School will not utilize any student’s failure to attain a specified score on an assessment administered under this policy as a factor in any decision to deny the student promotion to a higher grade level. However, the school may choose not to promote to the next grade level any student who does not take an assessment administered under this policy or make up an assessment as provided by law and who is not exempt from the requirement to take the assessment.
	2. No person shall be charged a fee for taking any assessment administered under this policy.
4. Individual scores on any assessments administered under this section will be released by Lighthouse Community School only in accordance with school policies on student records and confidentiality and applicable rules and laws.
5. Lighthouse Community School will not utilize individual or aggregate results in any manner that conflicts with the Ohio State Board rules for the ethical use of assessments
6. As quickly as possible but not later than the school year succeeding an eligible student’s failure to demonstrate at least a score of proficiency in any skill area, Lighthouse Community School will provide intervention services, including any required intensive intervention, in those skill areas commiserate with the student’s performance. Intervention services will continue as long as the student is not making satisfactory progress toward proficiency.
7. Lighthouse Community School administrators will maintain up-to-date information about the planned statewide transition to a college and work ready assessment system and will comply with all procedures established by the State Board for participation in a revised assessment program.
8. Notwithstanding anything in the Revised Code to the contrary, Lighthouse Community School shall not provide student names and addresses to any multi-state consortium that offers summative assessments.

References:

ORC 3301.0710 Ohio Graduation Tests.

ORC 3301.0711 Administration and Grading of Tests.

ORC 3301.0712. Phase-in of Achievement Tests

ORC 3301.948 Provision of data to multi-state consortium prohibited

ORC 319.321 Confidentiality

ORC 3301.0711 College and Work Ready Assessment System



**Policy on Participation in the**

**Statewide Education Management Information System (EMIS)**

3301.0714

1. Lighthouse Community School will comply with all procedures established by the State Lighthouse Community School for participation in the required statewide Education Management Information System (EMIS) and for the reporting of required information.
2. In accordance with the Ohio Revised Code, Lighthouse Community School will collect and report required information about students and staff.
3. Lighthouse Community School will not report students’ names, addresses or social security numbers to the State Board of Education or Ohio Department of Education as part of required EMIS reporting.
4. Lighthouse Community School will not report any identifiable information about any student, except for the purposes of assigning the data verification code required by the Ohio Revised Code, to any persons except those employed by the school, management company or information technology center with responsibility for activities related to EMIS.
5. Lighthouse Community School will follow state procedures for assigning data verification codes to students whose initial Ohio enrollment is at the school and will report all required information regarding that student using the code.
	1. Lighthouse Community School will ensure that the student data verification code is including in any student records reported to any subsequent school, community school, or state institution of higher education.

References:

ORC 3301.0714 Statewide Education Management Information System

Revised 7/2011

**Policy on Statewide Diagnostic Assessments**

3301.0715

1. Lighthouse Community School will comply with all rules and procedures established by the Ohio State Lighthouse Community School for administration and scoring of statewide diagnostic assessment the assessment of vision and hearing and for all related record requirements.
2. Lighthouse Community School will administer applicable diagnostic assessments to:
	1. Each student who has failed to make adequate yearly progress for two or more consecutive school years;
	2. Any student who transfers into the school if each applicable diagnostic assessment was not administered by the School or school the student previously attended in the current school year, within thirty days after the date of transfer.
	3. If Lighthouse Community School cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the school may administer the diagnostic assessment to the student.
3. Lighthouse Community School will administer any diagnostic assessment at least once annually to all students in the appropriate grade level.
4. Lighthouse Community School will utilize and score any diagnostic assessment in accordance with rules established by the Ohio Department of Education. Except as required by division (B)(1)(n) of section [3301.0714](http://codes.ohio.gov/orc/3301.0714) of the Revised Code, Lighthouse Community School shall not report the results of diagnostic assessments for any students to the Ohio Department of Education or make any such results available in any form to the public.
	1. After the administration of any diagnostic assessment, Lighthouse Community School will provide a student’s completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the parent of that student upon the parent’s request.
5. Lighthouse Community School will provide intervention services to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

References:

3301.0715 – Administration and scoring of statewide diagnostic assessments and provision of intervention services Revised 7/2011

**Policy on Entry Year Support**

3301.24.04

1. Lighthouse Community School will comply with all rules and procedures in accordance with ORC 3301-24-04 for participation in support for entry year teachers and principals.
2. All entry year teachers and/or principals will participate in performance-based assessments as prescribed by the Ohio Department of Education as well as a formal program of support, including mentoring, to foster the professional growth of the individual.
	1. Entry year support will include mentoring that is provided on an ongoing basis and that is congruent with the performance-based assessment and consistent with guidelines provided by the Ohio Department of Education.
	2. If the entry year teacher does not pass the performance-based assessment after the formal program of support, the teacher will be required to complete a second entry year during which the performance-based assessment will be administered up to two times.
3. The formal program of support for entry year teachers and principals will be a minimum of one academic year in length. In those instances when a teacher or principal is employed after the beginning of the school year, the entry year program shall be a minimum of one hundred twenty school days.
4. Lighthouse Community School will provide entry year teachers and principals full salary as determined by the school salary schedule.

References:

ORC 3301-24-04. Entry Year.

**Free Appropriate Public Education (FAPE)**

3301.51.01

The Lighthouse Community School Board is committed to providing a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Improvement Act (IDEA) to children between ages three and 21 who are (1) eligible for special education and related services under the IDEA and (2) whose school district of residence is the Cincinnati City School District pursuant to OAC 3301-51-01(A)(2)(a). The Board of Education recognizes that the obligation to provide FAPE includes the provision of FAPE to children who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Accordingly, the Board authorizes the Superintendent follow the procedures outlined in Ohio Operating Standards for Students with Disabilities document to ensure that children receive FAPE.

OAC 3301-51-01(A)(2)(a)

**Child Find**

3301.51.03

The Lighthouse Community School adopts and implements the following written policies and procedures that provide for the location, evaluation and identification of all children with disabilities residing in the Hamilton County. These written policies and procedures include disseminating information, at regular intervals, about referring a child for a suspected disability to every household in Hamilton County. This dissemination of information at regular intervals includes information on the Lighthouse Community School website as well as agreements in place with agencies to assist in Child Find.

Some children are particularly difficult to locate. Special care is taken to identify ways of locating children who move frequently, who have no permanent address, whose parents cannot be located, whom the courts have placed in state custody or detention or prison centers, who are in a home-school program or in nonpublic chartered or non-chartered schools or who may be progressing in school but may be in need of special education and related services.

For children who enroll in Lighthouse Community School with an incomplete evaluation, the School will immediately contact the sending district to obtain information it had collected. Lighthouse Community School reviews the material and determines if any further information is necessary. If Lighthouse Community School elects to use the existing data, the process continues. If further additional information is needed, the Lighthouse Community School obtains parental permission, creates an evaluation plan with the parents’ input and proceeds.

**Collaboration**

* + Lighthouse Community School designates the Student Support Coordinator to convene community meetings.
	+ The Student Support Coordinator meets and collaborates fully with community agencies, churches, school staff, organizations, hospitals, private schools, individuals, nonpublic/non-chartered schools, preschools and childcare agencies to plan, locate and disseminate information regarding referrals of children who have or are suspected of having a disability and may require special education and related services. Included in the information disseminated are:
		- The disabilities that may qualify as disabling conditions, such as cognitive disability (mental retardation), hearing impairment (including deafness), speech or language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf- blindness or multiple disabilities;
		- The educational needs of children with disabilities;
		- The purpose of the identification activities and description of the children on whom data will be maintained;
		- The rights of children with disabilities and their parents;
		- The services available to children with disabilities;
		- Confidentiality protections;
		- The types of data sought, the methods and sources used in gathering data, and the use to be made of the data; and
		- A summary of the policies and procedures to be followed regarding the storage, disclosure, retention and destruction of all personally identifiable data.
	+ Lighthouse Community School ensures that those community members and parents who do not easily understand English are provided with outreach activities in a way that allows them informed access to the process. This may include interpreters and materials in the parents' native language or other mode of communication.
	+ Lighthouse Community School provides staff training and written information to public schools in the county concerning the differentiated referral and identification processes. Training meetings are held to disseminate information concerning the referral and identification processes and the roles of various personnel. It is the responsibility of Lighthouse Community School to assure that the special education teaching staffs are highly qualified and that support staffs have complied with the qualification requirements.
	+ The name, position and contact methods of Lighthouse Community School special education representative should be made available.
	+ Lighthouse Community School works area agencies regarding child find 6-12.
	+ Lighthouse Community School notifies parents and provides information to child-care agencies, physicians, Help Me Grow, preschools and other agencies serving children ages birth - 21 about the procedures necessary for screening and referral.
	+ Lighthouse Community School provides notification to homeless shelters and child protective services agencies, to increase the likelihood that eligible children are identified and to encourage compliance with the state and federal requirement that all school districts identify children who are difficult to locate, such as homeless children and children who are wards of the state.
	+ Lighthouse Community School conducts screenings that are developmentally appropriate for children ages birth through 21 as necessary. Consent is not needed if all children are being screened (using the three-tier model); otherwise, informed and signed parent permission is needed.
	+ Screenings include vision, hearing, general health and background information. Depending on the age of the child, play-based or classroom observations, speech/language issues and motor and social interactions should be recorded by trained individuals. For preschool, the recording must take place in at least two settings and in multiple activities.
	+ Interviews, consultations, referral from other sources, assessments (such as curriculum-based) and other appropriate classroom-based measures can be used to determine interventions.
	+ Lighthouse Community School provides and explain the results of the screenings to children, parents and staff.
	+ Children whose screening results indicate a suspected disability are referred for evaluations covering areas of suggested disability.
	+ Children whose screening results are questionable should be given an opportunity for re-screening at a later date, but suggestions should be made available to parents of preschool-age children.
	+ The referral *process* may be started by anyone who has direct knowledge about the child, such as school personnel, parents, children, outside agency personnel, physicians or others.
	+ Lighthouse Community School, other public agency or the parents are the only ones that may make a formal referral of a child for an evaluation for a suspected disability under IDEA.
	+ The parents, Lighthouse Community School personnel or other public agency completes the Referral for Evaluation PR-04 form.
	+ Lighthouse Community School provides the parents with Prior Written Notice to Parents PR-01 form within 30 days of referral, either agreeing or refusing to conduct an evaluation. For a parental referral, the date of the referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team determines that an evaluation should be conducted.
	+ If Lighthouse Community School suspects the child has a disability and agrees to conduct an evaluation, the School will request permission to evaluate the child and obtain the parents’ consent on the Parent Consent for Evaluation PR-04 form within 30 days of the date of the initial referral. Once written parental consent is received, Lighthouse Community School conducts the evaluation within 60 days

To ensure that when an initial evaluation has been requested either by the parents or a public agency to determine whether a child is a child with a disability, the school district (LEA) obtains the parents' informed written consent for the evaluation; the evaluation is conducted within the timeline stated in the requirements under IDEA; and state rule; and the parents are provided with a written, understandable explanation of their educational rights and the responsibilities of the school district (LEA).

**Timelines:**

**Consent for evaluation**

Within 30 days of receiving a request for an initial evaluation of a child from either the child's parents or a public agency, the school district of residence will either obtain parents' consent for an initial evaluation or provide the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation. The child's parents should document the request for an evaluation in writing.

**Conducting the evaluation**

Within 60 days from receipt of parental consent to evaluate a child, the school district will conduct a comprehensive initial evaluation of the child to identify the child's educational needs and to determine if the child is a child with a disability.

If the school district is using a response to intervention (RtI) process, the district cannot use this process to reject a referral or delay the provision of a timely initial evaluation because a child has not participated in the RtI process.

If the school district has not implemented an RtI process and it receives a request for an evaluation from parents, the school district cannot begin the RtI process apart from the evaluation timeline. The district must complete the RtI process and the evaluation within the 90 day timeline from the date of the referral (30 days from date of referral and 60 days from parental consent) unless the district does not suspect a disability. If the district does not suspect a disability, it provides the parents with a prior written notice within 30 days of the request.

***Preschool Note***

School districts cannot require other agencies to use an RtI process when identifying preschoolers with disabilities.

**Exceptions to 60-day timeline:** The 60-day timeline for conducting the evaluation does not apply to a school district if:

* 1. The parents of the child repeatedly fail or refuse to produce the child for the evaluation; or
	2. The child enrolls in a new school district of residence after the 60-day period has begun and prior to a determination by the child's previous school district of residence regarding whether the child is a child with a disability. This exception applies **only** if the current school district of residence is making sufficient progress to ensure a prompt completion of the evaluation and **the parents and the current school district agree** to a specific time when the evaluation will be completed.

**When the existence of a specific learning disability is being determined**, the 60-day timeline can also be extended with mutual written agreement between the parents and eligibility team if additional data are needed that cannot be obtained within the 60-day timeline.

Evaluation team report (ETR) and documentation of eligibility status

Within 14 days from the date of eligibility determination or the determination of continued eligibility and prior to the next IEP meeting, the school district of residence must provide the parents a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility.

**Data reporting with all children including nonpublic children**

To determine which children are currently receiving needed special education and related services, Lighthouse Community School shall maintain current, accurate lists of all children receiving special education and related services using the Education Management Information System (EMIS) or other district data lists and verification procedures. This includes children in private schools. The list should be distributed to building administrators, any teacher (regular and special educators), nursing staff and therapists who will be serving the children.

(At least three times per year, October, December, and the spring, EMIS or when other district data lists are generated and distributed to building administrators and special education staff to verify the information. Corrections are sent to the district special education office for verification and then reported to the EMIS coordinator.)

**REQUIREMENT**

3301-51-03
(B) Child find
(2) Use of the term developmental delay
The following provisions apply with respect to implementing the child find requirements of this rule:

(a) The Ohio Department of Education has adopted in rule 3301-51-11 of the Administrative Code a definition of the term "developmental delay" under 34 C.F.R. 300.8(b) (October 13, 2006) and under that section has determined in rule 3301-51-01 of the Administrative Code that the term applies to children aged three through five years;

(b) A school district is not required to adopt and use the term developmental delay for any children within its jurisdiction;

(c) If a school district uses the term developmental delay for children described in rule 3301-51-01 of the Administrative Code as experiencing developmental delays, Lighthouse Community School must

**Gifted Students**

 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.024(O) A.C. 3301-51-15

Lighthouse Community School shall ensure that procedures are established to identify all gifted students. The School follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the Ohio Rule for the Identification and Services for Children Who Are Gifted as specified in the Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

A. Superior Cognitive Ability

B. Specific Academic Ability in one or more of the following content areas:

 1. Mathematics

 2. Science

 3. Reading, writing, or a combination of these skills

 4. Social studies

C. Creative Thinking Ability

D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Assessment Instruments for the Identification of Children Who Are Gifted.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Lighthouse Community School shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

1. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas
2. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
3. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
4. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
5. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
6. procedures for the assessment of children who transfer into the District
7. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, other children or community members.

The School’s plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

 A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;

 B. implement a procedure for withdrawal of children from District services and for reassessment of children;

 C. implement a procedure for resolving disputes with regard to identification and placement decisions;

 D. inform parents of the contents of this policy as required by Section R.C. 3324.06;

 E. submit, as required, an annual report to the Ohio Department of Education.

The Superintendent shall implement all policies and procedures in accordance with laws, rules and regulations, and follow the Model Policies and Plan for the Identification of Children Who Are Gifted.

Services provided for identified gifted students enrolled in one of the District's schools may include such options as the following:

1. a differentiated curriculum

B. cluster groupings

C. mentorships

D. accelerated course work

E. the postsecondary enrollment option program

F. advanced placement

G. honors classes

H. magnet schools

I. self-contained classrooms

J. resource rooms

K. independent study

L. other options identified in the rules of the Ohio Department of Education.

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.024(O) A.C. 3301-51-15

**School Improvement Plan**

3302.04

The Lighthouse Community School supports the concept of school improvement as established by the State Lighthouse Community School and will seek to create and/or maintain effective schools as defined by State guidelines.

In addition to adopting a Mission Statement and Educational Philosophy for the School, the Lighthouse Community School shall create, as needed, policies which support the School Improvement Process. The School Administrator shall establish administrative guidelines which will ensure that the following objectives can be achieved:

1. School improvement plans which are developed and implemented by school-based teams, working collaboratively, so that goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment.
2. Collaboration with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the School.

The School Administrator is authorized to request a waiver of any policy that has been enacted in compliance with any federal or state statutes or regulations to enhance school improvement. In requesting such waivers, the School Administrator is to abide by the procedures established by the State Department of Education.

**Parent, Foster Caregiver and Family Involvement Policy**

3313.472, 3324.04 and 3324.06

1. Lighthouse Community School provides student-centered and family-strengthening educational services. It is the policy of Lighthouse Community School that all school personnel will work to build consistent and effective communication between school personnel and the families (parents, kinship and foster/substitute caregivers) of our students. To that end:
	1. Lighthouse Community School personnel will identify and provide opportunities for family members and caregivers to be actively involved in their children’s education and to be informed of the following:
		1. The importance of the involvement of family in directly affecting the success of their children's educational efforts;
		2. How and when to assist their children in and support their children's classroom learning activities;
		3. Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.
	2. In order to encourage and support family involvement in their children’s education and in the school, Lighthouse Community School personnel will:
		1. Develop and implement policies regarding school involvement with parents and families and distribute the policies in language they can understand.
		2. Create a welcoming and supportive school environment for parents and families that is student-centered and family-strengthening.
		3. Respect and value parents and families as children’s first teachers and the primary decision-makers in children’s education.
		4. Respect, value and involve parents and families as partners and decision-makers in school activities and continuous improvement planning.
		5. Promote consistent and effective two-way communication between all students’ parents, family members and school personnel.
		6. Design a range of meaningful opportunities for parents and families to be involved in the school that reflect the specific needs and characteristics of parents and families.
		7. Create parent and family engagement activities that respect the various cultures, languages, practices and customs; and build relationships among parents, families and schools through bridging economic and cultural barriers.
		8. Prepare parents and families to be involved in meaningful meetings and discussions with administrators, teachers and staff.
		9. Assist parents and families in acquiring techniques, strategies and skills, by offering trainings and materials they can use to support children’s at-home learning and academic success in school.
		10. Provide parents and families with timely and meaningful information in understandable language on Ohio’s academic standards; state and local assessments; and legal requirements so that they can make informed decisions about their children’s academic future.
		11. Collaborate with community-based programs, including health and human service providers, to ensure that the parents and families have the resources they need to be involved in their children’s education, growth and development.
		12. Help parents and families create supportive conditions at home that emphasize the importance of education and learning. ◊
	3. Lighthouse Community School will use the following evidence-based practices and processes to effectively ensure parent and family involvement policies:
		1. Collaborate with health and human services agencies to provide access; coordinate support services for students, parents and families.
		2. Build strong partnerships and assist parents and families in connecting with entities such as community-based programs, higher-education institutions, libraries and business resources to enhance students’ in-school and out-of-school learning opportunities, including field-based education, internships, mentoring programs, arts and sports programs, and community service activities.
		3. Offer professional development for administrators, teachers and other staff on the utility of building strong partnerships with families; the importance of reaching out to families through multiple communication pathways; designing meaningful parent conferences; and implementing and coordinating family involvement school-wide.

References and Related Resources

* ORC Sections 3313.472 (A), 3324.04 and 3324.06
* *No Child Left Behind (NCLB)*, Title I, Section 1118
* *Individuals with Disabilities Education Improvement Act* (IDEA) 2004 Sections 650, 664
* Ohio State Lighthouse Community School’s *School Readiness Guiding Principles*
* Ohio State Lighthouse Community School’s *School Climate Guidelines*
* Additional resources are available on the Ohio Department of Education’s website under Learning Supports/Family and Community Engagement: [www.ode.state.oh.us](http://www.ode.state.oh.us)
* The Ohio Department of Education has made available standards Guides for Parents on their website: [www.ode.state.oh.us](http://www.ode.state.oh.us)

**Eligibility of Resident/Nonresident Students**

 3313.48, 3313.64, 3313.645, 3313.649, 3313.65, 3313.66, 3313.90, 3313.97, 3313.98, 3317.08, 3317.081, 3321.01(B), 3321.03, 3323.141, 3327.04, 3327.05, 3327.06, 2152.18, 5139.05, 3313.672, 3313.533 and OAC 3301-42-01

The Lighthouse Community School establishes the following residency policy for determining eligibility to attend this School.

The Lighthouse Community School shall provide tuition-free education for the benefit of children between the ages of twelve (12) and twenty-two (22) whose parents reside in the School and such others as may be eligible pursuant to Federal and/or State laws, and the policies of the Lighthouse Community School.

In addition, the Lighthouse Community School shall provide tuition-free education for the benefit of a child whose grandparent(s) resides in Ohio and who is the subject of a:

* 1. power of attorney designating the grandparent as the attorney-in-fact; or
	2. caretaker authorization affidavit executed by the grandparent that provides the grandparent with authority over the care, physical custody, and control of the child, including the ability to enroll the child in school, consent in all school related matters, and discuss with the school the child’s educational progress.

In accordance with State law, the grandparent shall be considered the "parent" of the child who is the subject of the power of attorney (Form 5111 F7) or caretaker authorization affidavit (Form 5111 F8). The child may attend the school (Form 5111 F9) unless the power of attorney or caretaker authorization form was created for the sole purpose of enrolling the child in the school so that the child may participate in the academic or interscholastic programs of the school or another reason exists to exclude the child under State law. Additionally, the child may attend the school until the power of attorney or caretaker authorization affidavit terminates upon the occurrence of one (1) of the following events:

1. one (1) year elapses following the date the document is notarized;
2. the child ceases to reside with the grandparent(s);
3. the document is terminated by court order; or
4. either the child who is the subject of the document or the grandparent dies.

Additionally, the power of attorney terminates if it is revoked in writing by the person who created it. Further, the caretaker authorization affidavit terminates if the parent, custodian, or guardian of the child acts to negate, reverse, or otherwise disapprove of an action or decision of the grandparent(s) who signed the affidavit with respect to the child. It is the responsibility of the grandparent(s) to notify the School within one (1) week of the termination of the power of attorney or caretaker authorization affidavit.

The Lighthouse Community School reserves the right to verify each student's residency and other conditions of eligibility for tuition-free education as well as the validity of the claim of any student to an education in the School.

**Nonresident Eligibility for Tuition-Free Education**

A student shall be entitled to attend school free of any tuition obligation under the following circumstances:

A. A child whose parent has signed a contract to buy or build a house in Ohio and provides proper sworn statements shall be enrolled without payment of tuition for a period

not to exceed ninety (90) days. The School Administrator is authorized to determine the number

of days. The parent shall provide:

1. a sworn statement explaining the situation, the location of the house being purchased or built, and stating the parent’s intention to reside there upon its completion; and

2. a statement from the builder that the house is being built for the parent and its

location or a statement from a real estate broker or bank officer confirming that the

parent has a contract to purchase, that the parent is waiting upon a closing date, and

that the house is at the location identified in the parent’s sworn statement.

Such child shall also be eligible to participate in interscholastic athletics, if released

by formal action of the school of current residency and the OHSAA.

B. Children under a shared-parenting plan establishing both parents as “residential parents”

when the child is residing with the parent, if one (1) parent resides in Ohio. If a

student resides in another state but attends school in this state (where one

parent resides), it is the obligation of the parents to provide transportation for that student

from the home of the nonresident parent. Where a court has vested legal custody with only

one (1) parent, the child is entitled to attend school tuition-free only in the school in which

the custodial parent resides.

C. A child under the age of eighteen (18) years of age who is married and resides in Ohio.

D. Students between the ages of eighteen (18) and twenty-two (22) who support themselves

by their own labor, live apart from their parents, reside in Ohio, and have not

successfully completed the school’s high school program or their I.E.P.

E. Students who meet other enrollment criteria shall be admitted regardless of immigration

status.

F. A child with a medical condition that may require emergency medical attention providing a parent is employed in the District and submits the proper certification required by the Board, including a medical statement from the child’s physician

G. A child, living with a resident other than a parent and whose parent is in the armed services,

outside the State of Ohio, providing the child’s parent submits the appropriate affidavit stating that the parent is in the armed forces outside the State of Ohio, intends to reside in

Ohio upon return to the State, and provides the name and address of the person with

whom the child will reside. The child may attend school tuition-free for a period not to exceed the length of the deployment/assignment.

H. A student who is living with a parent under the care of a shelter program for victims of

domestic violence located in Ohio.

I. A nonresident child who has been or is currently being placed for adoption with a resident of

Ohio, unless the adoption has been terminated or another school is required to

educate the child.

**Optional Tuition Free Education**

The Lighthouse Community School may admit students tuition-free under the following circumstances:

A. Children under the age of twenty-two (22), who are:

1. in the legal custody of their parent;

2. residing with a resident grandparent; and

3. not in the need of special education, provided the Lighthouse Community School and the Lighthouse Community School of the child’s school of residence enter into a written agreement specifying there is good cause for the transfer; describing the nature of the good cause, and consenting to the attendance.

The grandparent, and, if possible, the custodial parent shall sign the consent form providing the necessary authorizations. This option does not apply to children who are residing with a resident grandparent and are the subject of either a power of attorney or caretaker authorization affidavit that provides the grandparent with authority over the care, physical custody, and control of the child, as set forth in an earlier section of this policy. The Lighthouse Community School shall admit children who are the subject of either a power of attorney or caretaker authorization affidavit tuition free.

B. Foreign-exchange student participating in a bona fide foreign-exchange program or

residents of foreign nations who request admission as foreign-exchange students or the

student is a non-Ohio, U.S. resident admitted under a bona fide exchange program operated

by a student exchange organization.

C. Twelfth grade students whose parents move out of Ohio after the commencement of

classes shall be allowed to attend school tuition-free for the remainder of the current year.

The School Administrator may allow a student to remain in school beyond the additional

semester, if, in his/her opinion, the student is making adequate progress toward completion

of the high school program or I.E.P. but, due to circumstances such as illness, personal

hardship, family responsibilities, or the need to work part-time has been unable to complete

the program or I.E.P. within the school year and/or one (1) additional semester.

E. A nonresident student under the age of twenty-two (22) is entitled to attend school if the Superintendent of the student's school of residence and the School Administrator enter into a written agreement consenting to the attendance and specifying that the purpose of the attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the School Administrators.

Any student admitted to the School under this provision shall be allowed to participate in all

School student activities, including interscholastic athletics, on the same basis as any

student who has attended the school while of compulsory age.

F. A child may enroll free of any tuition obligation for a period not to exceed sixty (60) days, on

the sworn statement of an adult resident of Ohio that s/he has initiated legal

proceedings for custody of the child. If the court fails to grant the adult resident custody,

continued enrollment beyond the sixty (60) days will be at the discretion of the Lighthouse Community School. If enrollment continues, tuition shall be assessed in accordance with law. If the court awards custody to the adult resident, s/he shall produce the journal entry awarding custody and tuition shall be determined in accordance with State law and/or the court order.

G. A child who becomes a nonresident at the time of a parent's death may continue to attend

school on a non-tuition basis for the remainder of the school year.

**Students Suspended or Expelled from Other School**

After offering an opportunity for a hearing, the School Administrator, at his/her discretion, may deny admission to a student who has been suspended or expelled from another public school within or outside the State, for the period of unexpired time of the suspension or expulsion. If the expulsion is from an out-of-state public school, the lesser of the period of such expulsion or the period of expulsion which would have been applied had the student committed the offense in this School will be imposed. When the suspension or expulsion from the other school has expired, the student is to be admitted providing all other eligibility requirements have been met. This provision also applies to a student who is the subject of power of attorney designating the child’s grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child’s grandparent.

**Mandatory Admission/Payment of Tuition**

The Lighthouse Community School shall admit students who reside in Ohio but his/her parents do not reside in Ohio and tuition payments shall be assessed pursuant to State law if:

A. the student is in the legal or permanent custody of a governmental agency or a person other

than his/her natural or adoptive parents;

B. the student resides in a home as defined by State law;

C. the student requires special education;

D. the child resides in the state and the child's parent is in a residential facility, correctional

facility, or juvenile placement and the other parent, if living and not in such a facility or

placement, is not known to reside in this State. If the School admits a student to the School who is not otherwise entitled to attend or whose attendance tuition is not an obligation of another school, the Lighthouse Community School shall collect tuition from the student's parents.

The School Administrator shall develop administrative guidelines for the enrollment of nonresident children which:

1. admit such children only on the proper application of the parent or guardian; release by the District of residency, if required; and the approval of the Lighthouse Community School;

2. do not exclude any child, otherwise eligible, on the basis of such child's race, creed, color, national origin, ancestry, or disability;

3. verify claims of residency;

4. deny admission where the educational program maintained for the children of this School is inadequate to meet the needs of the applicant;

5. make continued enrollment of any non-mandatory nonresident, regular-education student contingent upon maintaining good standards of citizenship and discipline. Tuition rates shall be determined as required by Ohio Statutes. Tuition shall be charged monthly, in advance of attendance.

**Residency** includes the following: being physically present in a household for significant

periods of time; where important family activities take place each day including sleeping,

eating, working, relaxing and playing; where the parent receives mail or where the parent is

registered to vote, if applicable.

**Enrollment – Proving Residency**

**Proof of residency shall be required for all newly enrolled students and any student whose address changes. Residency shall be established by providing an original, or copy, of one (1) item from this list:**

**(1) Any piece of mail** dated within the last 30 days **from the federal, state, or local government, such as Hamilton County Job & Family Services, Social Security, Child Support Enforcement Agency, etc.**

**(2) Homeowner Deed** A printout from the auditor’s website may be provided instead of a deed.

**(3) Property Tax Statement** dated within the previous year and be addressed to the parent at the residence.

**(4) Gas/Electric/Water Statement** dated within the last 30 days.

**(5) Mortgage Statement** dated within the previous 60 days and be addressed to the parent at the residence.

**(6) Federal or state tax returns** dated within the last 12 months.

**(7) Rental Agreement** signed by both the landlord and the tenant including the landlord's contact information.

**(8) Any piece of mail** dated within the last 30 days **from the federal, state, or local Government, such as Hamilton County Job & Family Services, Social Security,**

**Child Support Enforcement Agency, etc.**

**(9) Construction Contract** include:(1) a sworn statement describing the location of the house to be built and stating the parent's intention to reside there upon

completion; and (2) a statement from the builder confirming that a new house is being built for the parent and that the house is at the location indicated in the parent's sworn statement.

**(10) Homeowner or Renter Insurance Statement** dated within the last 12 months.

**(11) Court Order** stating that the child is in the custody of the State of Ohio and that a district in the state of Ohio is responsible for the education of such child.

**1-30-2013**

R.C. 3313.48, 3313.64, 3313.645, 3313.649, 3313.65, 3313.66, 3313.90, 3313.97 R.C. 3313.98, 3317.08, 3317.081,

3321.01(B), 3321.03, 3323.141 R.C. 3327.04, 3327.05, 3327.06, 2152.18, 5139.05, 3313.672, 3313.533 A.C. 3301-42-01

42 U.S.C. 11431 et seq.

**Policy on Student Vision and Hearing**

3313.50 and 3323.19

1. Lighthouse Community School will comply with all rules and procedures established by the Ohio Revised Code for the assessment of vision and hearing and for all related record requirements.
2. Lighthouse Community School will cooperate with parents/guardians and the Ohio Department of Health, as allowed by law, to ensure that health examinations vision and hearing tests are administered to all students.
3. Within three months after a student identified with disabilities begins receiving services for the first time under an individualized education program, Lighthouse Community School will require enrolled students to undergo a comprehensive eye examination performed either by an licensed optometrist or licensed physician who is comprehensively trained and educated in the treatment of the human eye, eye disease, or comprehensive vision services, unless the student underwent such an examination within the nine-month period immediately prior to being identified with disabilities.
	1. No student who has not undergone the eye examination required under this policy will be prohibited from initiating, receiving, or continuing to receive services prescribed in the student's individualized education program.
	2. The School Administrator of Lighthouse Community School or the School Administrator's designee may determine fulfillment of this requirement based on any special circumstances of the student, the student's parent, guardian, or family that may prevent the student from undergoing the eye examination prior to beginning special education services.

References:

ORC 3313.50. Record of tests; statistical data; individual records.

ORC 3323.19. Eye examinations for students with disabilities

Revised 7/2011

**Resident Educators and Resident Principals**

3313.53

 Lighthouse Community School will comply with all rules and procedures in accordance with ORC 3313.53 for participation and support for Resident Educators and Resident Principals.

**Resident Educator Program Requirements and Recommendations**

• The Resident Educator Program requires that each resident educator be assigned a trained mentor.

• The mentor and resident educator (RE) must use state-designed formative assessment tools, protocols and processes and document the RE’s on-going progress for purposes of a mid-year and end-of year formative progress review.

• State guidelines suggest the mentor and resident educator should meet at least one hour or one planning period per week.

• The mentor should observe the resident educator at least three times over the course of the year in their classroom.

• The resident educator should also be given at least two opportunities to observe exemplary teachers in their classroom.

• Principals should support the resident educator and mentor through a communication process that ensures the goals set for the resident educator through the Resident Educator Program align with their evaluation goals.

• The Ohio Department of Education has suggested focus areas based on the Ohio Standards for the Teaching Profession for Year 1 of the Resident Educator Program (see page 16)

• The Ohio Department of Education has also suggested a timeline for Year 1 of the Resident Educator Program (see page 9)

Who Qualifies as a Resident Educator?

\*\*ODE will consider special situations on a case-by-case basis.

**A teacher who meets all six of the following criteria qualifies for the Resident Educator Program in 2012 - 2013:**

• Hold a valid Resident Educator license or alternative Resident Educator license of any type, or a one-year out of state educator license;

• Be employed by an ODE-chartered educational entity, ODE or ODJFS licensed pre-school, Ohio correctional facility or a private educational agency located in Ohio;

• Teach at least two classes or .25 FTE in their area of licensure or in the area in which the teacher holds a supplemental teaching license;

• Be responsible for planning and delivering standards-based, preK-12 curriculum to students and evaluating their progress;

• Work 120 days as defined by Ohio Revised Code; and

• Be assigned an ODE-certified, trained mentor by their employer.

**Confidentiality within the Resident Educator Program**

The Resident Educator Program is built upon complex relationships and interactions between the Resident Educator, mentor and principal established within an environment of trust and respect. In all cases, all formative work is the property of the resident educator and as such the resident educator reserves the right to share or not share previous work. It is important for the mentor, resident educator, principal, and program coordinator to understand and respect the need for confidentiality of all conversations, formative work, and experiences between the mentors and resident educators throughout the residency program. Discussions between the principal and mentor should focus on ensuring that the goals for the resident educator are appropriate and aligned to both the expectations of the Resident Educator Program and the school/School priorities. NOTE: The one time it is permissible for a mentor to breach confidentiality is when the safety of the students, the teacher or others in the school is at risk.

**Policy on Comprehensive School Safety Planning**

3313.536 & 3313.86

1. Lighthouse Community School will develop, maintain and follow a comprehensive school safety plan, adopted by the Lighthouse Community School Lighthouse Community School based on environmental conditions and operations of the school, in accordance with ORC 3313.536 and ORC 3313.86.
2. Lighthouse policies and procedures will comply with all federal laws and regulations regarding health and safety applicable to school buildings.
3. The comprehensive school safety plan will involve community law enforcement and safety officials, parents/guardians, teachers and other employees.
4. Lighthouse Community School will identify safety problems at the school, and will consider incorporating remedial strategies into the comprehensive school safety plan to address documented safety problems.
5. The comprehensive school safety plan will include, but not be limited to:
	1. A protocol for addressing serious threats to the safety of school property, students, employees, and administrators;
	2. A protocol for responding to any emergency events that do occur and that compromise the safety of school property, students, employees, or administrators.
		1. The protocol will include procedures for responding to threats and emergency events, including notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students.
		2. Prior to the opening day of each school year, the Lighthouse Community School or governing authority will inform each student enrolled in the school and the student’s parent of the parental notification procedures included in the protocol.
6. The comprehensive school safety plan will be updated at least every 3 years and whenever major modifications to the building and/or school environment warrant plan updates. The review is intended to ensure the safety of students, employees, and other persons using a school building from any known hazards in the building or on building grounds that, in the judgment of the school and/or school Lighthouse Community School, pose an immediate risk to health or safety.
7. A copy of the current comprehensive school safety plan and building blueprints will be filed with the law enforcement agencies having jurisdiction of the school. Upon request, a copy will also be filed with the fire department serving the school location. A copy of the comprehensive plan and floor plans, but not building blueprints, will be filed with the Ohio attorney general for posting on the Ohio law enforcement gateway or its successor.
	1. Copies of the comprehensive safety plan, building blueprints and floor plans will be filed in accordance with this policy within 90 days of their revision.
8. Upon request, Lighthouse Community School will grant access to the school building to law enforcement personnel to enable the personnel to hold training sessions for responding to threats and emergency events affecting the building, provided that the access occurs outside of student instructional hours and an employee of the Lighthouse Community School or governing authority is present in the building during the training sessions.

References:

ORC 3313.536. School Safety Plan for Each School Building.

ORC 3313.86. Health and Safety Review

Revised 7/2011

**School Concussion Protocol**

3313.539

Lighthouse currently does not participate in interscholastic athletics. However, should the Lighthouse Community School develop an interscholastic athletic program it will follow the rules as set forth in Ohio Revised Code 3313.539 and 3314.03. Lighthouse Community School will permit a student to practice for or compete in interscholastic athletics until the student has submitted, to a school official designated by the board or governing authority, a form signed by the parent, guardian, or other person having care or charge of the student stating that the student and the parent, guardian, or other person having care or charge of the student have received the concussion and head injury information sheet. A completed form shall be submitted each school year, as defined in section 3313.62 of the Revised Code, for each sport or other category of interscholastic athletics for or in which the student practices or competes.

If a student practicing for or competing in an interscholastic athletic event exhibits signs, symptoms, or behaviors consistent with having sustained a concussion or head injury while participating in the practice or competition, the student shall be removed from the practice or competition by either of the following:

(1) The individual who is serving as the student's coach during that practice or competition;

(2) An individual who is serving as a referee during that practice or competition.

If a student is removed from practice or competition, the coach or referee who removed the student shall not allow the student, on the same day the student is removed, to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible. Thereafter, the coach or referee shall not allow the student to return to that practice or competition or to participate in any other practice or competition for which the coach or referee is responsible until both of the following conditions are satisfied:

(a) The student's condition is assessed by any of the following who has complied with the requirements:

(i) A physician;

(ii) A licensed health care professional who meets the minimum education requirements established by rules adopted under section 3707.521 of the Revised Code by the professional's licensing agency.

(b) The student receives written clearance that it is safe for the student to return to practice or competition from the physician or licensed health care professional who assessed the student's condition.

ORC 3313.539

**Policy on Career Advising**

3313.6020 and 3313.89

 Lighthouse Community School adopted the following policy on career advising. The policy shall be updated at least once every two years.

Lighthouse Community School will make the policy publicly available to students, parents, guardians, or custodians, local post-secondary institutions by posting it on the school website..

Lighthouse Community School will:

Provide students with grade-level examples that link their schoolwork to one or more career fields for grades six through twelve.

Provide additional interventions and career advising for students who are identified as at risk of dropping out of school.

Train employees on how to advise students on career pathways, including training on advising students using online tools.

Not later than the first day of April of each year, LCS will publish on the school’s web site, information regarding the online education and career planning tool. The information shall include the internet web site address for the planning tool and a link to that web site. The information also shall include a link to the OhioMeansJobs web site.

Develop multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma.

Identify and publicize courses that can award students both traditional academic and career-technical credit.

Document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The school will not otherwise release this information without the written consent of the student's parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student, if the student is at least eighteen years old.

Help prepare students for their transition from high school to their post-secondary destinations, including any special interventions that are necessary for students in need of remediation in mathematics or English language arts.

Lighthouse Community School will identify students who are at risk of dropping out of school using a method that is both research-based and locally-based and that is developed with input from the classroom teachers and guidance counselors. If a student is identified as at risk of dropping out of school, the school will develop a student success plan that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway.

Prior to developing a student success plan for a student, Lighthouse Community School will invite the student's parent, guardian, or custodian to assist in developing the plan. If the student's parent, guardian, or custodian does not participate in the development of the plan, Lighthouse Community School will provide to the parent, guardian, or custodian a copy of the student's success plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.

By following the development of a student success plan for a student, Lighthouse Community School will provide career advising to the student that is aligned with the plan and, beginning in the 2015-2016 school year, the district's plan to provide career advising created under division (B)(2) of this section.

Not later than December 1, 2014, the department of education shall develop and post on its web site model policies on career advising and model student success plans.

Not later than July 1, 2015, the department shall create an online clearinghouse of research related to proven practices for policies on career advising and student success plans that districts may access when fulfilling the requirements of this section.

ORC 3313.6020

Added by 130th General Assembly File No. TBD, HB 487, §1, eff. 9/17/2014.

**Policy on Credit Recovery**

3313.603

1. Eligible students may enroll in Lighthouse Community School’s dropout prevention and credit recovery program and may qualify for graduation by successfully completing a competency-based instructional program offered by the school in lieu of completing the Ohio core curriculum.
	1. Eligible students must meet all of the following criteria:
		1. Be not younger than 16 and not older than 21 years of age;
		2. At the time of initial enrollment at Lighthouse Community School be at least one grade level behind their age cohort and/or have/are experiencing crises which significantly interfere with their academic progress such that they were/are prevented from continuing a traditional academic program.
2. Students enrolled in Lighthouse Community School’s dropout prevention and credit recovery program must attain applicable scores designated by the Ohio Department of Education on the Ohio Graduation Tests and designated college and work ready assessments which replace the Ohio Graduation Tests.
3. Participation in the dropout prevention and credit recovery program will be in accordance with an instructional plan which will be developed based on the individual student's needs.
4. Student participation in the dropout prevention and credit recovery program will be subject to the oversight of a credentialed teacher who will review the instructional plan, provide or supervise instruction, and evaluate student performance.
5. Lighthouse Community School’s dropout prevention and credit recovery program will include ongoing counseling and support for the development of an individual career plan for each student enrolled in the program that specifies matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship.
6. Credit-recovery and dropout prevention options may include, but are not limited to, distance learning, on-line coursework, tutorial programs, independent study, mentorship programs, and summer school.
7. Eligible students and their parent/guardian must sign and file with the school a written consent to the student’s graduating without completing the Ohio core curriculum. The written consent will acknowledging that one consequence of not completing the Ohio core curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

**Policy on Academic Prevention/Intervention Services**

3313.6012

1. Lighthouse Community School will provide academic prevention/intervention services to students with identified need. These academic prevention/intervention services are intended to supplement instruction provided by the general curriculum and to assist students in meeting state learning standards.
2. Lighthouse Community School will assess student achievement and needs in all program areas in compliance with applicable state laws and regulations. Diagnostic and other assessments will be used to measure student achievement and progress toward the attainment of state learning standards.
3. Academic prevention/intervention services will be provided to assist students who have been identified as at risk of or as not meeting designated state performance levels, including all students who score below the proficient level on a reading, writing, mathematics, social studies, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.
4. Academic prevention/intervention services may involve a variety of strategies, including but not limited to:
	1. Differentiated instruction that supplements the general curriculum
	2. Student support services needed to address barriers to improved academic performance
	3. Development and implementation of individualized classroom-based intervention services designed to address the instructional needs of students based on diagnostic and other assessment results, which may include but are not limited to:
		1. Scheduling options including additional class time
		2. Co-teaching
		3. Individualized instruction
		4. Small Group instruction
		5. Computer-assisted instruction
		6. Alternative education placement
	4. Other educationally-related support services to address needs associated with academic progress such as attendance, discipline, family-related issues, health and mental health issues.
	5. Referral to one or more outside agencies for additional support and assistance.
5. Academic prevention/intervention services will be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with a students’ individualized educational program.
6. Lighthouse Community School will regularly collect student performance data though the Statewide Education Management Information System and in student records. Performance data will include proficiency, achievement, diagnostic and other assessments to measure student achievement and progress toward the attainment of state learning standards.
7. Performance data will be used to evaluate the effectiveness of student intervention services. When performance data indicate that a student is making less-than-expected progress, their individualized intervention plan will be modified, if necessary, to assist students in meeting state learning standards.

References:

ORC 3313.6012 Policy governing conduct of academic prevention/intervention services.

ODE Guidelines for Using Ohio’s Diagnostic Assessments (2005).

CPS Policy on Student Assessment and Academic Prevention/Intervention Services.

CPS Policy on Intervention.

LYS Data Integrity Policy

Revised 7/2011

**College Credit Plus Program**

3313.6013, 3365 and OAC 3333.1.65

The Lighthouse Community School will approve participation by students who meet the State Board of Education’s criteria, to enroll in approved postsecondary programs during the seventh, eighth, ninth, tenth, eleventh, or twelfth grade year while in attendance at Lighthouse Community School. Students will be eligible to receive secondary credit for completing any of these programs. Students who defer graduation are not eligible for the College Credit Plus Program.

After April 1st no student may participate without the written consent of the School Administrator and for those students under the age of eighteen (18), the written consent of the parents or without attending the counseling services offered in relation to this educational option .

The School Administrator shall establish the necessary administrative guidelines to comply with State law which will thereafter be properly communicated to both students and their parents. The School Administrator shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

 Reference:

ORC 3365

ORC 3313.6013

OAC 3333-1-65

**Procedure for Notifying Parents of Core Curriculum Requirements**

3313.6014

The school will notify parents via the Student Handbook, of core curriculum requirements and that one consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

**Policy on College and Career Readiness and Financial Literacy**

3313.6015

1. Lighthouse Community School believes that preparing students for postsecondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being, will position them for success in later life.
2. Lighthouse Community School will integrate college and career readiness into the curriculum for consumer and family science or other classes for students in grades 7-12.
	1. College and career readiness will be consistent with the academic content standards established by the Ohio Department of Education and will be informed by the Ohio Department of Education’s Career-based Intervention Pathway (2011) or its successors.
	2. Whenever possible, Lighthouse Community School will use available public-private partnerships and resources and materials that exist in business, industry, and through the centers for economics education at institutions of higher education in the state.
3. Lighthouse Community School will integrate the study of economics and financial literacy into the curriculum of one or more existing social studies or other classes for students in grades 7-12.
	1. The study of economics and financial literacy will be consistent with the academic content standards established by the Ohio Department of Education and will be informed by the Ohio Department of Education’s Financial Literacy Implementation Committee Report (2008) or its successors.
	2. Whenever possible, Lighthouse Community School will use available public-private partnerships and resources and materials that exist in business, industry, and through institutions of higher education in the state.

References:

ORC 3313.6015 Resolution describing how School will address college and career readiness and

 financial literacy in its curriculum.

3301.079 Academic standards - model curriculum.

ODE Financial Literacy Implementation Committee Report (2008)

ODE Career-based Intervention Pathway (2011) Revised 8/2011



**Grade Promotion & Retention Policy**

3313.609

Students that attend Lighthouse Community School cannot be promoted to the next grade level if the student has been truant for more than ten per cent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level. Students in high school will be promoted based on the number of credits they earn.

**Post-Secondary Credit**

3313.613

Lighthouse Community School awards high school credit for courses successfully completed outside of regular school hours by a student at an accredited post-secondary institution. Such course may either be free of charge or paid for by the parent, guardian, or custodian of the student. High school credit awarded for a course successfully completed shall count toward the graduation requirements and subject area requirements of the school. If a course comparable to the course successfully completed under is offered by the school district, the school shall award comparable credit for the completed equivalent course. If no comparable course is offered by the school, the school will grant to the student an appropriate number of credits in a similar subject area.

ORC 3313.613

**Admission Policy**

3313.6411

The Lighthouse Community School will enroll at-risk students from throughout Hamilton County and students from the Cincinnati City School District who are entitled to attend the Cincinnati City Schools per Ohio Revised Code Sections 3313.64, or 3313.65.

Students who wish to enroll must first complete an enrollment packet and must qualify under the enrollment policy before being accepted into the school. A Lighthouse Community School staff with responsibilityfor admissions shall provide the student's parent, during the admissions process, with a copy of the most recent report card issued under section [3302.03](http://codes.ohio.gov/orc/3302.03) of the Revised Code.

The Lighthouse Community Scholl will select students who meet one or more of the following characteristics.

The At-Risk group that is served by Lighthouse Community School is students ages 11-22 in grades 6-12 who:

* are experiencing family conflict (runaways);
* are placed in out-of-home-care by departments of Job and Family Services or other governmental agencies.
* are involved with the juvenile justice system or other public system, or;
* are residents of one of the Lighthouse Youth Services programs (residential treatment, group home care, foster care, independent living, or family outreach);
* have been expelled or suspended more than once in the past year;
* are currently on IEP’s and have a disability determination of Emotional

 Disturbance

* are between the ages of 16 and 22 who are at least one grade level

 behind their cohort age groups

* experience crises that significantly interfere with their academic progress in a

 traditional school setting

**Policy on Protective Eye Devices**

3313.643

1. Lighthouse Community School requires every student and teacher to wear industrial quality eye protective devices at all times while participating in or observing any vocational, technical, industrial arts, fine arts, chemical, physical, or combined chemical-physical educational activities, involving exposure to potentially dangerous materials. Potentially dangerous materials include:
	1. Hot molten metals or other molten materials;
	2. Milling, sawing, drilling, turning, shaping, cutting, grinding, buffing, or stamping of any solid materials;
	3. Heat treatment, tempering, or kiln firing of any metal or other materials;
	4. Gas or electric arc welding or other forms of welding processes;
	5. Repair or servicing of any vehicle;
	6. Caustic or explosive materials;
2. Eye protective devices may be furnished for all students and teachers, purchased and sold at cost to students and teachers, or made available for a moderate rental fee, and will be furnished for all visitors who participate in or observe activities addressed by this policy.

References:

ORC 3313.643 Eye protective devices

**Policy Prohibiting Financial or In-Kind Incentives to Enroll Students**

3313.648

1. Neither the Lighthouse Community School Lighthouse Community School nor any employee of Lighthouse Community School will offer a monetary payment or other in-kind gift to any student or such student’s parent or guardian as an incentive for that student to enroll in Lighthouse Community School.
2. This prohibition does not apply to any books, supplies, equipment, or other goods or supports that are necessary to enable a student to participate fully in the course of instruction provided by Lighthouse Community School.

References:

ORC 3313.648 Prohibiting incentives to enroll in School.

Revised 8/2011

**Suspension and Expulsion**

 2919.222, 3313.534, 3313.649, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663, 3313.664, 3321.13 (B)(3) and (C), 3327.014

The following procedures will be followed if the principal recommends the student be suspended or expelled. Written notice or the intent to suspend shall be given to the student prior to an informal hearing with the principal. The purpose of this informal hearing is to review the reasons why suspension is being considered. This notice will indicate the provisions of the student code of conduct being violated, description of the behavior being punished, and date of the suspension. If the informal hearing results in suspension of a student, a notice of suspension will be delivered to thestudent’s parent/guardian. Notice of suspension will contain a date of the informal hearing, the reasons for the suspension, dates of the suspension, and the student code of conduct provisions violated.

**REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT**

**EXCLUSION OF STUDENTS**

The Lighthouse Community School recognizes that exclusion from the educational program of the schools, whether by emergency removal, out-of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this School, and one that cannot be imposed without due process. No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Lighthouse Community School. The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973. [See Policy 2465, "Suspension/Expulsion of Disabled Students."]

Students may be subject to discipline for violation of the Student Code of Conduct/Student

Discipline Code even if that conduct occurs on property not owned or controlled by the Lighthouse Community School but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Lighthouse Community School, or conduct that, regardless of where it occurs, is directed at a School official or employee, or the property of such official or employee. For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

A. "Emergency removal" shall be the exclusion of a student who poses a continuing

danger to School property or persons in the School or whose behavior presents an

on-going threat of disrupting the educational process provided by the School

B. "Suspension" shall be the temporary exclusion of a student by the School Administrator,

principal, assistant principal, or any other administrator from the School’s instructional

program for a period not to exceed ten (10) school days. Suspension may extend

beyond the current school year, if at the time a suspension is imposed, fewer than ten

(10) days remain in the school year. The School Administrator may apply any or all of the

period of suspension to the following year. The procedures for suspension are set

forth in the Student Code of Conduct/Student Discipline Code and Lighthouse Community School Policy 5611

"Due Process Rights". The School Administrator may also hold up to ten (10) days of a

suspension in abeyance as specifically provided in this policy and the Student Code

of Conduct.

C. "Expulsion" shall be the exclusion of a student from the schools of this School for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the School Administrator may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Lighthouse Community School Policy 5611 "Due Process Rights". The School Administrator may also hold up to seventy (70) days of an eighty (80) day expulsion or up to one hundred seventy days of a one (1) year expulsion in abeyance as specifically provided in this policy and the Student Code of Conduct.

**1. Firearm**

Unless a student is permanently excluded from school, the School Administrator shall

expel a student from school for a period of one (1) year for bringing a firearm to a

school building or on to any other property (including a school vehicle) owned,

controlled, or operated by the Lighthouse Community School, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Lighthouse Community School, except that the School Administrator may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the School Administrator shall expel a student from school for a period of one (1) year for possessing a firearm at school or on any other

property (including a school vehicle) owned, controlled, or operated by the Lighthouse Community School, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Lighthouse Community School, except the School Administrator may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The School Administrator shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice or juvenile delinquency system serving the School.

A firearm is defined as 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, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

The School Administrator may, in his/her sole judgment and discretion, modify or reduce such expulsion in writing, to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

a. Applicable State or Federal laws and regulations relating to students with

disabilities (for example, where the incident involves a student with a

disability and the misconduct is determined by a group of persons

knowledgeable about the child to be a manifestation of the student’s

disability);

b. The degree of culpability given the age of the student and its relevance to

the misconduct and/or punishment and/or evidence regarding the probable

danger posed to the health and safety of others, including evidence of the

student’s intent and awareness regarding possession of the firearm; and/or

c. The academic and disciplinary history of the student, including the student’s

response to the imposition of any prior discipline imposed for behavioral

problems.

**2. Knife**

Unless a student is permanently excluded from school, the School Administrator may expel a student from school for a period of up to one (1) year for bringing a knife to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Lighthouse Community School, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Lighthouse Community School, except that the School Administrator may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the School Administrator may expel a student from school for a period of one (1) year for possessing a knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Lighthouse Community School, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Lighthouse Community School, except the School Administrator may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. Furthermore, the School Administrator may, in his/her sole judgment and discretion, hold up to one hundred seventy days of such an expulsion in abeyance as specifically provided in this policy and the Student Code of Conduct.

A knife is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The School Administrator may, in his/her sole judgment and discretion, modify or reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for reasons including, but not limited to the following, as long as the modification is made in writing:

a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student’s disability);

b. The degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student’s intent and awareness regarding possession of the knife; and/or

c. The academic and disciplinary history of the student, including the student’s response to the imposition of any prior discipline imposed for behavioral problems.

**3. Violent Conduct**

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act:

a. would be a criminal offense if committed by an adult; and

b. results in serious physical harm to person(s) as defined in Revised Code Section

2901.01(A)(5), or to property as defined in Revised Code Section 2901.01(A)(6)

The School Administrator may expel the student for a period of up to one (1) year. The School Administrator may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The School Administrator may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student’s disability);

or

b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student’s response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the suspension or expulsion, there are fewer days remaining in the school year than the number of days of the suspension or expulsion, the School Administrator may apply any or all of the remaining period to the following school year.

Furthermore, the School Administrator may, in his/her sole judgment and discretion, hold up to one hundred seventy days of such an expulsion in abeyance as specifically provided in this policy and the Student Code of Conduct.

**4. Bomb Threats**

If a student makes a bomb threat to a school building or to any premises at which a school

activity is occurring at the time of the threat, the School Administrator may expel the student for a period of up to one (1) year. The School Administrator may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The School Administrator may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the following reasons:

a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student’s educational needs;

or

b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student’s response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the suspension or expulsion, there are fewer days remaining in the school year than the number of days of the suspension or expulsion, the School Administrator may apply any or all of the remaining period to the following school year.

Furthermore, the School Administrator may, in his/her sole judgment and discretion, hold up to one hundred seventy days of such an expulsion in abeyance as specifically provided in this policy and the Student Code of Conduct.

D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. (See Policy 5610.01)

If a student is expelled for more than twenty (20) school days or for any period of time that

extends into the next school year, the School Administrator shall provide the student and is/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

**Bus Transportation Privileges.**

If the School Administrator or designee determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

**Alternative to Suspension/Expulsion**

The School is committed to providing safe and orderly learning environments and, therefore, inappropriate behavior will not be tolerated. The Lighthouse Community School believes that suspending or expelling students who misbehave does not necessarily result in a change in the student’s behavior when, and if, s/he returns to school. To wit, the Lighthouse Community School authorizes the School Administrator to provide an "Alternative to Suspension/Expulsion Program".

This program is to provide an on-going learning experience. Students assigned to this program

shall continue their academic studies in core subjects (i.e., Language Arts, Mathematics, Social

Studies, and Science). Credit shall be awarded to students who qualify based upon the School’s criteria. In addition, students shall receive services designed to improve student outcome in the areas of behavioral, social/emotional health. The School Administrator shall develop the administrative guidelines necessary to implement this policy and provide the structure necessary to operate such a program.

**Expelling Students Who Withdraw**

The School Administrator shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Lighthouse Community School policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

**Admittance of Students Suspended or Expelled from Another School**

The Lighthouse Community School may temporarily deny admittance to any student who has been expelled from the schools of another Ohio School or an out-of-state School, if the student’s expulsion period set by the other School has not expired. The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of power of attorney designating the child’s grandparent as the attorney-in-fact or care taker authorization affidavit executed by the child’s grandparent and is seeking admittance into the schools of this School in accordance with Policy 5111.

The Lighthouse Community School may temporarily deny admittance to any student who has been suspended from the schools of another Ohio School, if the student’s suspension period set by the other School has not expired. The suspended student shall first be offered an opportunity for a hearing before the Lighthouse Community School.

**Expulsion of College Credit Plus Students**

When a student is expelled from this School, the School Administrator shall send written notice to any college in which the expelled student is enrolled under College Credit Plus at the time the expulsion is imposed. The written notice shall indicate the date the expulsion is scheduled to expire and that the Lighthouse Community School has adopted a provision in Policy 2271 under R.C. 3313.613 to deny high school credit for postsecondary courses taken during an expulsion. If the expulsion is extended, the School Administrator shall notify the college of the extension.

Other Provisions. The School Administrator may require a student to perform community service in conjunction with or in place of a suspension or expulsion. The Lighthouse Community School may adopt guidelines to permit the School Administrator to impose a community service requirement beyond the end of the school year in lieu of applying the suspension or expulsion into the following school year.

A copy of this policy is to be posted in a central location in each school and made available to

students and parents upon request. Key provisions of the policy should also be included in the

parent-student handbook.

R.C. 2919.222, 3313.534,

 3313.649, 3313.649, 3313.66, 3313.661, 3313.662,

R.C. 3313.663, 3313.664, 3321.13 (B)(3) and (C), 3327.014

18 U.S.C. Section 921

20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.

#### Suspension or Expulsion of Students with Disabilities

Procedures for the discipline of students with disabilities as outlined in the Ohio Revised code will be followed. Students will not be suspended for behavior that is a manifestation of their disabling condition. **However, students may be removed** **from the Lighthouse Community School when their behavior posses a threat to themselves or others.** Students who are removed from school for serious violations of the student code of conduct will be served through an interim program, or provided tutoring by a homebound instructor.

#### Appeal Procedures

Students and parents/guardians have the right to appeal a suspension or expulsion to the Lighthouse Community School Lighthouse Community School’s designee. Request for an appeal must be made in writing ten (10) days after the effective date of suspension and/or expulsion, and should be sent to the Lighthouse Community School administrator having responsibility of hearing appeals. Students and parents may be represented in all appeal hearings. Students and parents who are dissatisfied with the results of the appeal may further appeal the suspension and/or expulsion to the Hamilton County Court of Common Pleas. Students are not permitted to attend school or participate in extra-curricular activities while a suspension is being appealed. If a suspension or expulsion is reversed, sufficient time will be given to make up all assignments and work missed as a result of the absence.

ANTI-HARASSMENT, ANTI-INTIMIDATION,

ANTI-BULLYING & ANTI-DATING VIOLENCE POLICY

3313.666 and 3313.667

All communication in the school is to be conducted with respect. Students must not use words (written or verbal), gestures, photographs, drawings or any other form of communication to intimidate, harass or threaten harm to another person based on race, gender, religious belief, nationality, disability or sexual orientation. This does not prohibit discussion of these issues as appropriate in the classroom or other school setting.

1. It is the policy of Lighthouse Community School (LCS) that any form of harassment, intimidation, bullying or dating violence, by any student or school personnel, whether in the classroom, on school property, on school provided transportation or at school-sponsored events, is strictly prohibited and such conduct may result in disciplinary action including the possibility of suspension or expulsion.
2. Definitions: Harassment, intimidation, bullying and dating violence.
	1. “Harassment, intimidation, bullying or dating violence” means any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward other particular students more than once and the behavior both:
		1. Causes mental or physical harm to the other student; and
		2. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
	2. Harassment, intimidation, bullying or dating violence also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward other particular students more than once and the behavior both:
		1. Causes mental or physical harm to the other student/school personnel; and
		2. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.
	3. In evaluating whether conduct constitutes harassment, intimidation, bullying or dating violence, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.
		1. Harassment, intimidation, bullying or dating violence can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include:
			* Physical and/or sexual violence and/or attacks;
			* Dating violence;
			* Threats, taunts and intimidation through words and/or gestures;
			* Extortion, damage or stealing of money and/or possessions;
			* Exclusion from the peer group or spreading rumors; and,
			* Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
				1. Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries);
				2. Sending abusive or threatening instant or text messages;
				3. Using camera phones to take embarrassing photographs of students and posting them online; and,
				4. Using Web sites to circulate gossip and rumors to other students;
				5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.
	4. A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the school, School or the Ohio Lighthouse Community School.
	5. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension and expulsion/due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.
3. Complaint Processes
	1. Promulgation and publication of the prohibition against harassment, intimidation, bullying and dating violence and related procedures.
		1. The prohibition against harassment, intimidation, bullying and dating violence shall be publicized in any student, parent and staff/teacher handbooks and in any other school publications that set forth the comprehensive rules, procedures and standards of conduct for students and staff. In addition, information regarding the policy shall be incorporated into employee orientation and training materials. The following statement shall be included:

“Harassment, intimidation, bullying and dating violence behavior by any student or school personnel in Lighthouse Community School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, intimidation, bullying and dating violence, in accordance with Ohio House Bill 276 and Ohio Substitute House Bill 19 mean any intentional written, verbal, graphic or physical acts including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

* + - * Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students’/personal property; and
			* Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student/school personnel.”

# Complaints

# Formal Complaints: Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation, bullying and/or dating violence. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, bullying and/or dating violence, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the principal for review and action.

## Informal Complaints: Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation, bullying and/or dating violence by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, bullying and/or dating violence, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action.

## Anonymous Complaints: Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, bullying and/or dating violence.

## Whenever harassment, intimidation, bullying and/or dating violence is reported, whether formally, informally or anonymously, school personnel shall take appropriate and necessary steps to protect victims from additional harassment, intimidation, bullying and/or dating violence, as well as from retaliation following a report.

1. School Personnel Responsibilities and Intervention Strategies
	1. Reporting and Investigation:
		1. Teachers and Other School Staff: Teachers and other school staff who witness acts of harassment, intimidation, bullying and/or dating violence, as defined above, shall promptly notify the principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, bullying and/or dating violence shall promptly notify the principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the end of the school day) to the principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other school employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the end of the school day) to the principal or his/her designee.
			* In accordance with state law, a school School employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy if that person reports an incident of harassment, intimidation, bullying and/or dating violence promptly in good faith and in compliance with the procedures specified in the policy.
		2. It is imperative that harassment, intimidation, bullying and/or dating violence be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carry special statutory obligations. However, misconduct by one student against another student, whether or not it is defined as harassment, intimidation, bullying and/or dating violence, will result in appropriate intervention and disciplinary consequences.
		3. School personnel shall take appropriate and necessary steps to protect victims from additional harassment, intimidation, bullying and/or dating violence, as well as from retaliation following a report.
		4. In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, bullying and/or dating violence in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, bullying and/or dating violence and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation, bullying and/or dating violence.”
		5. In grades seven through twelve, age-appropriate instruction in dating violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships.
		6. Administrator Responsibilities
			* Investigation: The principal and or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation, bullying and/or dating violence. Under the direction of the principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, bullying and/or dating violence were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.
			* Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.
	2. Remedial Actions
2. Verified acts of harassment, intimidation, bullying and/or dating violence shall result in an intervention by the principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation, bullying and/or dating violence behavior is enforced, with the goal that any such prohibited behavior will cease.
3. Harassment, intimidation, bullying and/or dating violence behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to acts of harassment, intimidation, bullying and/or dating violence. While conduct that rises to the level of “harassment, intimidation, bullying and/or dating violence,” as defined above will generally warrant disciplinary action, whether and to what extent to impose disciplinary action in accordance with school policy is a matter for the professional discretion of the principal. The following sets forth possible interventions for principals to enforce the prohibition against “harassment, intimidation, bullying and/or dating violence.”
	1. Non-disciplinary Interventions:
		1. When verified acts of harassment, intimidation, bullying and/or dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, bullying and/or dating violence, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating, bullying or violent.
		2. If a complaint arises out of conflict between students or groups of students, mediation using Resolution Circles may be considered. Special care, however, is warranted in addressing such cases with mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim’s communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, mediation may be deemed inappropriate to address the concern.
	2. Disciplinary Interventions
		1. When acts of harassment, intimidation, bullying and/or dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences allowed by school policy. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.
		2. School suspension and alternative educational settings may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation and to develop a reasonable plan to prevent further harassment, intimidation, bullying and/or dating violence.
		3. Expulsion may be imposed only after a hearing. This consequence shall be reserved for serious incidents of harassment, intimidation, bullying and/or dating violence and/or when past interventions have not been successful in eliminating prohibited behaviors.
	3. Intervention Strategies
		1. Students who have been determined to have engaged in prohibited behaviors are subject to intervention and disciplinary action, which may include suspension or expulsion from school. The school’s commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education, targeted intervention and the promotion of a school atmosphere in which harassment, intimidation, bullying and/or dating violence will not be tolerated by students, faculty or school personnel.
		2. In addition to the prompt investigation of complaints of harassment, intimidation, bullying and/or dating violence and direct intervention when such prohibited acts are verified, other school actions may ameliorate any potential problem with harassment, intimidation, bullying and/or dating violence in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:
			* Respectful responses to harassment, intimidation, bullying and/or dating violence concerns raised by students, parents or school personnel;
			* Planned professional development programs addressing targeted individuals’ problems; including what is safe and acceptable Internet use;
			* Data collection to document victim problems to determine the nature and scope of the problem;
			* Use of peers to help address the needs of victims and include them in group activities;
			* Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
			* Awareness and involvement on the part of all school personnel and parents with regard to victim problems;
			* An attitude that promotes communication, friendship, assertiveness skills and character education;
			* Modeling by school personnel of positive, respectful and supportive behavior toward students;
			* Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (see *Ohio School Climate Guidelines*);
			* Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
			* Forming harassment, intimidation, bullying and/or dating violence task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.
		3. Intervention Strategies for Protecting Victims
* Supervise and discipline offending students fairly and consistently;
* Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
* Maintain contact with parents and guardians of all involved parties;
* Provide or arrange for counseling for the victim if assessed that it is needed;
* Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, bullying and violent behavior. Personnel are to intervene when prohibited behaviors are witnessed;
* Check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying/dating violence or retaliation from the offender or other parties.

# Reporting Obligations

* 1. Report to the Parent or Guardian of the Perpetrator
		1. If after investigation, acts of harassment, intimidation, bullying and/or dating violence by a specific student are verified, the principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

### Reports to the victim and his/her parent of guardian

### If after investigation, acts of harassment, intimidation, bullying and/or dating violence against a specific student are verified, the principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, bullying and/or dating violence.

* 1. Reports to the School Lighthouse Community School
		1. The school principal shall semiannually provide the president of the school Lighthouse Community School with a written summary of all reported incidents and post the summary on the School Web site, if one exists. The list shall be limited to the number of verified acts of harassment, intimidation, bullying and/or dating violence, whether in the classroom, on school property, to and from school, or at school-sponsored events.
	2. Police and Child Protective Services
		1. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. Lighthouse Community School must also investigate for the purpose of determining whether there has been a violation of Lighthouse Community School Policy or Procedure, even if law enforcement or CPS is also investigating. All Lighthouse Community School personnel must cooperate with investigations by outside agencies.
	3. In addition to, or instead of, filing a bullying/harassment/intimidation/dating violence complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Revised Code or common law that may apply.
	4. Expulsion may be imposed only after a hearing before the Lighthouse Community School, a committee of the Lighthouse Community School or an impartial hearing officer designated by the Lighthouse Community School in accordance with Lighthouse Community School policy. This consequence shall be reserved for serious incidents of harassment, intimidation, bullying and/or dating violence and/or when past interventions have not been successful in eliminating prohibited behaviors.
1. Training: To the extent that state or federal funds are appropriated for these purposes, Lighthouse Community School will provide training, workshops, or courses on the school’s harassment, intimidation, or bullying policy to students, school employees and volunteers who have direct contact with students. Time spent by school employees in the training, workshops, or courses shall apply towards any state- or School-mandated continuing education requirements.
	1. Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying and/or dating violence, and their rights and responsibilities under this and other School policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other School and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.
	2. In grades seven through twelve, age-appropriate instruction in dating violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships.
	3. If the parent or legal guardian of a student less than eighteen years of age submits to the principal a written request to examine the dating violence prevention instruction materials used at Lighthouse Community School, the principal, within a reasonable period of time after the request is made, shall allow the parent or guardian to examine those materials at the school.
	4. Information regarding the policy on harassment/intimidation/bullying/dating violence behavior shall be incorporated into employee training materials and volunteers with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or School mandated continuing education requirements.
	5. School personnel members are encouraged to address the issue of harassment/intimidation/bullying/dating violence in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment/intimidation/bullying/dating violence.”

References and Related Resources

* ODE School Climate Guidelines
* **Ohio Revised Code (ORC**), Sections 3313.666 and 3313.667
* Ohio House Bill 276 (HB 276)
* Ohio Substitute House Bill 19 (HB 19)

Rev. 8/2011

Policy on Student Immunizations

3313.67 and 3313.671

1. Lighthouse Community School is committed to securing the immunization of, and to preventing the spread of communicable diseases among the pupils attending or eligible to attend the school, and therefore requires all students to be immunized against poliomyelitis, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, rubeola and others legally designated in accordance with State statutes, unless specifically exempt for medical or other reasons.
2. Exemptions:
	1. The School Administrator may exempt specific students from being immunized against either or both measles and mumps if the student presents a signed statement from a parent or physician indicating s/he has had measles or mumps and does not need to be immunized. The student will be allowed to attend school only if a physician's statement indicates there is no danger of contagion. In case of an outbreak of the disease for which the student has not been immunized or an epidemic, the School Administrator shall not allow the student to attend school.
	2. The School Administrator may also exempt a student from immunization if a physician certifies in writing that immunization from a particular disease is medically contra-indicated.
	3. A student may also be exempted from immunization if a parent or guardian objects for good cause, including religious conviction.
3. A student who has not completed immunization may be admitted to school provided the necessary immunizations are received in the fastest time consistent with the approved immunization schedule and good medical practice.
4. No student will remain at Lighthouse Community School for more than fourteen days unless the student presents written evidence that the student has been immunized against mumps, poliomyelitis, diphtheria, pertussis, tetanus, rubeola, and rubella or is in the process of being immunized.
5. Lighthouse Community School will keep an immunization record for each student, available in writing to the pupil’s parent or guardian upon request, which will include:
	1. Immunizations against the diseases mentioned in paragraph A of this policy.
	2. Any tuberculin tests given pursuant to ORC 3313.71;
	3. Any other immunizations required by the Lighthouse Community School pursuant to division (A) of this section.
	4. Annually by the fifteenth day of October, Lighthouse Community School will report a summary of the immunization records of all initial entry students to the director of health, on forms prescribed by the director.

References:

ORC 3313.67 Immunization of pupils - immunization record - annual summary.

ORC 3313.671 Proof of required immunizations - exceptions. Rev. 8/2011

Policy on New Student Records

3313.672

1. At the time of initial entry into Lighthouse Community School, new students are required to present to the person in charge of admission:
	1. Any records given the student by the public or nonpublic elementary or secondary school the student most recently attended;
	2. A certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child, if that type of order or decree has been issued;
	3. A copy of a power of attorney or caretaker authorization affidavit, if either has been executed with respect to the child; and
	4. A certification of birth issued pursuant to Chapter 3705 of the Revised Code, a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation, or an alternative document allowed by law. Any of the following will be accepted in lieu of a certificate or certification of birth by the person in charge of admission:
		1. A passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
		2. An attested transcript of the certificate of birth;
		3. An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
		4. An attested transcript of a hospital record showing the date and place of birth of the child;
		5. A birth affidavit.
2. If a student requesting admission to Lighthouse Community School has been discharged or released from the custody of the Ohio department of youth services just prior to requesting admission to the school, the student will not be admitted until the records required by this policy have been received.
3. Within twenty-four hours of the entry into the school Lighthouse Community School will request the student’s official records from the public or nonpublic elementary or secondary school the student most recently attended. If the public or nonpublic school the student claims to have most recently attended indicates that it has no record of the student’s attendance or the records are not received within fourteen days of the date of request, or if the student does not present a certification of birth or another document described in this policy the principal of the school will notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may be a missing child, as defined in ORC 2901.30.
4. Whenever an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child, including a temporary order, is issued resulting from an action of divorce, alimony, annulment, or dissolution of marriage, and the order or decree pertains to a child who is a student in Lighthouse Community School, the residential parent of the child will notify the school of those allocations and designations by providing the person in charge of admission at the student’s school with a certified copy of the order or decree that made the allocation and designation.
	1. Whenever there is a modification of any order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child that has been submitted to a school, the residential parent will provide Lighthouse Community School with a certified copy of the order or decree that makes the modification.
5. Whenever a power of attorney is executed under ORC 3109.51 to 3109.62 that pertains to a child who is a student in Lighthouse Community School, the attorney in fact will notify the school of the power of attorney by providing the person in charge of admission with a copy of the power of attorney.
6. Whenever a caretaker authorization affidavit is executed under ORC3109.64 to 3109.73 of the Revised Code that pertains to a child who is in Lighthouse Community School, the grandparent who executed the affidavit will notify the school of the affidavit by providing the person in charge of admission with a copy of the affidavit.
7. If, at the time of a student’s initial entry Lighthouse Community School, the student is under the care of a shelter for victims of domestic violence, the student or the student’s parent will notify the school of that fact. Upon being so informed, the school will inform the elementary or secondary school from which it requests the student’s records of that fact.
8. Whenever Lighthouse Community School is notified by a law enforcement agency that a missing child report has been filed regarding a student who is currently or was previously enrolled in the school, the person in charge of admission at the school will mark that student’s records in such a manner that whenever a copy of or information regarding the records is requested, any school official responding to the request is alerted to the fact that the records are those of a missing child.
	1. Upon any request for a copy of or information regarding a student’s records that have been so marked, the person in charge of admission immediately will report the request to the law enforcement agency that notified the school that the student is a missing child.
	2. When forwarding a copy of or information from the student’s records in response to a request, the person in charge of admission will do so in such a way that the receiving School or school would be unable to discern that the student’s records are marked pursuant to this policy but will retain the mark in the student’s records until notified that the student is no longer a missing child.
	3. Upon notification by a law enforcement agency that a student is no longer a missing child, the person in charge of admission will remove the mark from the student’s records in such a way that if the records were forwarded to another School or school, the receiving School or school would be unable to discern that the records were ever marked.

References: ORC 3313.672 Presenting school records, custody order if applicable and certification of

 birth by new student. Rev. 8/2011

**Policy on Tuberculosis Screening**

3313.71

1. Lighthouse Community School will conduct tuberculosis screening of staff and students in accordance with guidelines promulgated by the Ohio Public Health Council through Hamilton County Public Health and the Hamilton County TB Control Unit.
	1. Lighthouse Community School will follow the Guidelines for TB Screening for Hamilton County schools promulgated by the Hamilton County TB Control Unit. The following students and staff will be required to obtain tuberculosis screening:
		1. Foreign-born staff persons and students from high incidence countries who have been in the US for 5 years or less must provide documented evidence of having a negative Mantoux Test 5 TU PPD or a negative QuantiFERON blood test, within 90 days of their first day of employment with, or enrollment in the school.
			1. A list of current high incidence countries can be accessed at: [www.hamiltoncountyhealth.org](http://www.hamiltoncountyhealth.org)
	2. For a period of no more than 30 days, pending the outcome of these screening tests, a person may begin attendance or employment if documentation of a negative screening for TB symptoms approved by Hamilton County Public Health is verified by a licensed physician or nurse.
	3. If the TB skin test or QuantiFERON blood test is positive, the person may remain in the school, but must provide verification of a normal chest x-ray and physician verification of the absence of communicable tuberculosis within 90 days of their first day of employment with, or enrollment in the school.
	4. A positive skin test does not indicate active TB disease. Lighthouse Community School will remove only those staff and students who display signs and symptoms of active TB disease, with or without a positive skin test.
	5. Retesting is not required unless the student or staff person returns to a high-risk setting, such as a homeless shelter, prison or non-tourist travel in a high-risk country, for at least one week.
	6. Any person with a documented history of tuberculosis, a positive PPD or a positive QuantiFERON test and a normal chest x-ray, must provide documented proof of the absence of TB symptoms, as determined by symptom screening by a licensed physician or nurse. Repeated chest x-rays are not required in the absence of symptoms of tuberculosis.
	7. Students and staff who travel to high-risk countries, as defined by World Health Organization Global TB Control, in a non-tourist capacity, such as a mission trip, for at least two weeks, must provide documented evidence of having a negative Mantoux Test 5 TU PPD or negative QuantiFERON test, in no less than 60 days but no more than 90 days after their return from that setting.
2. Lighthouse Community School will waive the required TB screening where an affected student presents a written statement from the student’s family physician certifying that such test has been given and that such student is free from tuberculosis in a communicable stage, or that such test is inadvisable for medical reasons, or from the student’s parent or guardian objecting to such test because of religious convictions.
3. Whenever the school becomes aware that a student, teacher, or other school employee is found to be ill or suffering from tuberculosis in a communicable stage or other communicable disease, the school will promptly send the student, teacher, or other school employee home, with a statement, in the case of a student, to the student’s parents or guardian, briefly setting forth the discovered facts, and advising that the family physician be consulted.
4. Lighthouse Community School will keep accurate records of all TB examinations, according to the form prescribed by the state Lighthouse Community School, and will report any required data in the format prescribed by the state Lighthouse Community School.
	1. Individual records of TB screening will not be open to the public and will be solely for the use of the state Lighthouse Community Schools of education and Lighthouse Community Schools of health officer.
5. If any teacher or other school employee is found to have tuberculosis in a communicable stage or other communicable disease, the teacher’s or employee’s employment will be discontinued or suspended upon such terms as to salary as the Lighthouse Community School deems just until a physician has certified to a recovery from such disease.

References:

ORC 3313.71 Examinations and diagnoses by school physician.

Hamilton County TB Control Unit memo 8/29/2008.

[www.hamiltoncountyhealth.org](http://www.hamiltoncountyhealth.org) Rev. 8/2011

**Policy on Medications**

3313.716 3313.718

A process will be developed by each school, consistent with Lighthouse Community School policy and administrative procedures, including a provision for sharing the administration of medications and other health related duties among administrators, teachers and other staff. The Instructional Leadership Team (ILT) or any subcommittee developing this plan shall invite a representative of the school’s office personnel to participate in its deliberation on this matter.

**Administration of Prescription Medications in School**

The school designee shall give a school-hours dose of medication to a pupil as prescribed, if necessary during school hours, according to the following guidelines:

A. Designation:1. To be named a designee, a person must be:

a. A licensed health professional; or

b. An employee of the School who has completed a School-approved drug administration training program conducted by a licensed health professional.

2. A designee may be identified either by name or by position, training, qualifications, or similar distinguishing factors.

3. Each school principal must ensure that he or an employee at his school is designated.

4. If a designee objects, on the basis of religious conviction, to administering the drug, he shall not be required to administer it.

B. The school designee will be responsible for administering the medication, observing that the medication has been taken, and documenting the medications given on the appropriate form.

1. The administration of medication requires accuracy and the school designee shall give full attention to this responsibility. This is explained by the six “R’s”

• Right child, using 2 identifiers e.g. name, birth date, picture

• Right medicine

• Right time

• Right dose

• Right route of administration

• Right documentation

2. The school designee has the right to refuse to administer any medication if there is any doubt about submitted forms, student identification, dosage, or appearance of medication or container.

C. Prescription medication must be ordered by a physician, nurse practitioner or dentist.

1. The school designee shall give oral or inhaler medication. Oral medication does not include giving medication by the following routes: eye, ear and nose, topical, transdermal, lotions, or injections except as provided in item C2 or C3.

2. Students officially designated as having special needs may be given prescribed medication by any route, as required in their Plan of Care (IEP, 504, IHP), by trained school designee. For example, the school designee may be trained to give insulin by injection, pen, or pump to students with insulin requiring diabetes.

3. The school designee can give medication by any route as an emergency intervention to the student, before the emergency medical system has responded.

4. Students may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, if both of the following conditions are satisfied:

(1) The school principal has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval shall include at least all of the following information:

 (a) The student's name and address;

(b) The names and dose of the medication contained in the inhaler;

(c) The date the administration of the medication is to begin;

(d) The date, if known, that the administration of the medication is to cease;

(e) Written instructions that outline procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;

(f) Any severe adverse reactions that may occur to the child using the inhaler and that should be reported to the physician;

(g) Any severe adverse reactions that may occur to another child, for whom the inhaler is not prescribed, should such a child receive a dose of the medication;

(h) At least one emergency telephone number for contacting the physician in an emergency;

(i) At least one emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;

(j) Any other special instructions from the physician.

5. Students may possess and use an epinephrine autoinjector to treat anaphylaxis if both of the following conditions are satisfied:

The student has the written approval of the prescriber of the autoinjector and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The prescriber's written approval shall include at least all of the following information:

(a) The student's name and address;

(b) The names and dose of the medication contained in the autoinjector;

(c) The date the administration of the medication is to begin;

(d) The date, if known, that the administration of the medication is to cease;

(e) Acknowledgment that the prescriber has determined that the student is capable of possessing and using the autoinjector appropriately and has provided the student with training in the proper use of the autoinjector;

(f) Circumstances in which the autoinjector should be used;

(g) Written instructions that outline procedures school employees should follow in the event that the student is unable to administer the anaphylaxis medication or the medication does not produce the expected relief from the student's anaphylaxis;

(h) Any severe adverse reactions that may occur to the child using the autoinjector that should be reported to the prescriber;

(i) Any severe adverse reactions that may occur to another child, for whom the autoinjector is not prescribed, should such a child receive a dose of the medication;

(j) At least one emergency telephone number for contacting the prescriber in an emergency;

(k) At least one emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;

(l) Any other special instructions from the prescriber.

D. A school designee may administer over-the-counter (OTC) medication to any student with appropriate consent and per Lighthouse Community School policy.

1. The Cincinnati Health Department school nurse, if present can administer OTC medications to a student if the OTC consent form is signed by the parent/guardian.

2. The LCS designee, in the absence of a Cincinnati Health Department school nurse, can give the OTC medication to the student with self reported complaints as listed on a consent form if the consent form is on file and signed by both the parent/guardian and provider.

E. The Administration of Medication Form

1. Must list the name of the medication, dosage, time to administer, how to administer, date to begin, date to terminate administration, any severe reactions to be reported to the provider, and the signature of the provider ordering the medication.

2. Must be signed by the parent/guardian giving permission to the school designee to give a school-hours dose/doses of medication as prescribed by the provider.

3. Must be provided to every person authorized to administer the drug.

4. Must be submitted to the LCS designee for any changes to the originally submitted Administration of Medication Form.

5. Is subject to two renewal periods:

a. Each school year for prescribed medications, the Administration of Medication form for prescribed medications requiring parent/guardian and provider signature must be renewed.

b. Every three years for emergency medications: asthma inhaler, EpiPen for allergic reactions, Glucagon/GlucaGen for severe hypoglycemia, and rectal diazepam/Diastat for seizures.

F. Management of Medication Errors

1. Medication errors must be reported immediately to the principal. Examples include: wrong child, wrong dose, and wrong medication.

2. For any medication errors, a written accident/incident report form must be submitted to the principal and parent/guardian must be notified as soon as possible.

G. Receipt and Storage of Medication:

 1. The parent/guardian must bring the prescribed drug to the principal/designee, with the container clearly labeled by the pharmacist identifying the name of the child, dosage directions, name of provider, and prescription number. Only the original container for prescription drugs may be accepted.

2. Student/parent/guardian-supplied OTC medications must be in the original labeled container with the protective seal intact.

3. The principal/designee must store the drug in a locked place.

H. Medication left at school when course of medication is complete: When medication is discontinued, or if medication is left over at the end of the school year, it must be personally given to the parent/guardian or destroyed in front of a witness. The return of medication to the parent/guardian or the destruction of leftover medication must be documented on the medication log.

I. Diastat or diazepam, the emergency medications for seizures, and other controlled substances must be returned to the family or the Drug Enforcement Agency (DEA) must be notified prior to the disposal of medications.

J. This policy adopted by the Lighthouse Community School, does not apply to or otherwise regulate conduction of disease prevention programs sponsored by the Cincinnati or Ohio Department of Health. All disease prevention programs sponsored by the Ohio Department of Health and given by employees of local or state health department, school employees, parents, and volunteers, are exempt from all requirements of this policy.

**Diabetes Care**

3313.7112

A student that is enrolled in Lighthouse Community School who has diabetes will receive appropriate and needed diabetes care in accordance with an order signed by the student's treating practitioner.

1. The diabetes care to be provided includes any of the following:

(a) Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;

(b) Responding to blood glucose levels that are outside of the student's target range;

(c) In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;

(d) Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;

(e) Providing oral diabetes medications;

(f) Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the order of the student's treating practitioner;

(g) Following the treating practitioner's instructions regarding meals, snacks, and physical activity;

(h) Administering diabetes medication, as long as the conditions prescribed in division (C) of this section are satisfied.

2. Not later than fourteen days after receipt of an order signed by the treating practitioner of a student with diabetes, the board of education or governing authority shall inform the student's parent, guardian, or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. The school will give the student’ an information sheet informing them that the student may be entitled to a 504 plan regarding the student’s diabetes.

(C) Notwithstanding division (B) of section 3313.713 of the Revised Code or any other provision of the Revised Code, diabetes medication may be administered under this section by a school nurse or, in the absence of a school nurse, a school employee who is trained in diabetes care under division (E) of this section. Medication administration may be provided under this section only when the conditions prescribed in division (C) of section 3313.713 of the Revised Code are satisfied.

Notwithstanding division (D) of section 3313.713 of the Revised Code, medication that is to be administered under this section may be kept in an easily accessible location.

**Policy on Automatic External Defibrillator**

3313.717, 3701.85 and 2305.235

1. To enhance safety automatic external defibrillators (AED) have been placed in building(s) throughout the school.
2. An AED is a medical device that interprets the cardiac rhythm of a person in cardiac arrest and, if appropriate, delivers an electrical shock to the heart intended to allow it to resume effective electrical activity.
3. The Lighthouse Community School directs the School Administrator to develop administrative procedures that govern AEDs, including the use of the AED, placement of the AED, and training of employees in accordance with Ohio law.
4. The Majority of staff (51% or greater) will always be certified to use the AED.
5. The AED will be located in the Student Office cabinet.
6. The Office Manager will be responsible for ensuring that the AED is in ready order.
7. No person shall be held liable in civil damages for injury, death, or loss to person or property, or held criminally liable, for performing automated external defibrillation in good faith, regardless of whether the person has obtained appropriate training on how to perform automated external defibrillation or successfully completed a course in cardiopulmonary resuscitation.

R.C. 2305.235

R.C. 3701.85

R.C. 3313.717

Protecting Students with Peanut and other Food Allergies

3313.719

1. Lighthouse Community School, in consultation with parents, school employees, volunteers, students, and community members, is committed to ensuring the safety and well-being of students with peanut and other food allergies. Lighthouse Community School acknowledges that accidental exposure to life-threatening foods can be reduced in the school setting if the school works with students, parents/guardians, and health care professionals to minimize risks and provide a safe educational environment for food-allergic students.
2. Parents/guardians are responsible for notifying the school of the student’s allergies and working with the school team to develop a plan that accommodates the student’s needs throughout the school including in the classroom, in the cafeteria, school building and grounds; during school-sponsored activities; and on the school bus. This plan will include completion of a written Food Allergy Action Plan on forms recommended by the Ohio Department of Education.
3. In addition to notification, parents/guardians are required to:
	1. Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide.
	2. Provide a physician’s standing order for epinephrine, if applicable.
	3. Provide emergency contact information.
	4. Provide properly labeled medications as well as a functioning epinephrine auto-injector, if applicable, and replace medications and auto-injectors after use or upon expiration.
	5. Ensure that the student is educated in the self-management of the food allergy including:
		1. Safe and unsafe foods.
		2. Strategies for avoiding exposure to unsafe foods.
		3. Symptoms of allergic reactions.
		4. How and when to tell an adult they may be having an allergy-related problem.
		5. How to read food labels (reading level appropriate).
	6. Review policies/procedures with the school staff, the student’s physician, and the student after a reaction has occurred.
4. Students with food allergies:
	1. Should not trade food with others.
	2. Should not eat anything with unknown ingredients or known to contain any allergen.
	3. Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
	4. Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
5. When notified that a student has a food allergy, Lighthouse Community School will:
	1. Ensure that applicable federal laws including ADA, IDEA, Section 594, FERPA and any state laws or other school policies that apply are followed.
	2. Review the health records submitted by parents and physicians.
	3. Include food-allergic students in school activities. Students will not be excluded from school activities solely based on their food allergy.
	4. Identify a core team of, but not limited to, school nurse (if available), teacher, principal, school food service, and counselor (if appropriate) to work with parents and the student to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
	5. Assure that all teachers and staff who interact with the student on a regular basis understand food allergy, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student’s meals, educational tools, arts and crafts projects, or incentives.
	6. Follow the Food Allergy Action Plan when an allergic reaction occurs.
	7. Evaluate the effectiveness of the Food Allergy Action Plan and, if indicated, revise the plan.
	8. Ensure that medications and autoinjectors are stored and administered in accordance with the Policy on Student Medication and Medical Devices.
	9. Permit students to carry their own epinephrine, if developmentally appropriate, after approval from the student’s physician/clinic and parent/guardian.
	10. Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
	11. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
	12. Review policies/prevention plan with the core team members, parents/guardians, student , if developmentally appropriate, and physician after a reaction has occurred.
	13. Discuss appropriate management of the food allergy with parents/guardians.

References:

ORC 3313.719 –Requirement to establish a written policy with respect to protecting students with peanut or other food allergies.

Food Allergy Action Plan

United States Department of Agriculture (USDA) - Accommodating Children with Special Dietary Needs in the School Nutrition Programs.

Rev. 8/2011

Policy on Display of the National Flag

3313.80

1. The principal of Lighthouse Community School will ensure that the United States flag is displayed on school property during each day the school is in session.
2. The displayed flag will be not less than five feet in length and in good repair.

References:

ORC 3313.80 Display of the national flag.

Rev. 8/2011

**Policy on Donated Copies of National and State Mottoes**

3313.801

If a copy of the official motto of the United States of America "In God We Trust" or the official motto of Ohio "With God, All Things Are Possible" is donated to the school, or if money is donated specifically for the purpose of purchasing such material, the board shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district, provided all of the following conditions are satisfied:

(1) The motto is printed on durable, poster-quality paper or displayed in a frame.

(2) The dimensions of the paper or frame are at least eight and one-half inches by eleven inches.

(3) The copy contains no words other than the motto and language identifying the motto as the motto of the United States of America or Ohio.

(4) The copy contains no images other than appropriate representations of the flag of the United States of America or Ohio.

**School Wellness Policy**

3313.814, 3313.816 and 3313.817

**July 1, 2011**

**Reviewed August 15, 2017**

The Lighthouse Community School Wellness Team has established the following wellness policy, as required by law for the Lighthouse Community School, effective July 1, 2011

The School Wellness Team consists of the following members:

 School Administrator Student Support Specialist

 Assistant Principal Student

 Lunch and Breakfast Coord.

The School Wellness Team has developed a policy that addresses the key elements of school wellness as determined by the School Health Index supplied by the Center for Disease Control and the School Nutrition Association.

School Wellness is an increasingly important aspect of schools today. Lighthouse Community School recognizes the relationship between health and academic performance. The School Wellness Team also recognizes the need to address child obesity and to offer nutritious meals and snacks to promote student health and well being. The School Wellness Team assures that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture. The School Wellness Team understands the importance of regular physical activity for staff and students. The school environment must be safe and accessible for all interested parties but also conducive to learning.

The School Wellness Team utilized the School Health Index self-assessment modules and the planning for improvement process to develop the following areas of school wellness:

Health Education School Nutrition Services

 School Counseling & Social Services Healthy School Environment

 School-Site Health Promotion Family & Community Involvement

 Physical Education

 Year

 of Implementation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goals | 20172018 | 20182019 | 20192000 | Implementation |
| Module 1: Maintain a safe school environment by conducting building safety checks at least twice yearly.  | 1 | 1 | 1 | Maintenance Department |
| Module 1: Maintain a safe school environment by conducting an inspection for health related problems | 1 | 1 | 1 | Health Department |
| Module 2: Provide Health Education Professional Development opportunities for teachers | 1 | 1 | 1 | School Administrators |
| Module 2: Gather student input on nutritional food preferences regarding the school’s food service program | 2 | 2 | 2 | Health Teacher Food Service Worker |
| Module 3: Teacher’s provide opportunities for student activity within the classroom | 1 | 1 | 1 | Teachers |
| Module 4: Implement a breakfast program accessible each day for all students | 1 | 1 | 1 | School administrationFood Service Supervisor |
| Module 4: Promote Healthy and nutritional eating by displaying posters in the cafeteria and kitchen areas | 1 | 1 | 1 | School and Food Service Supervisors |
| Module 4: Limit the amount of fried foods served in the cafeteria. | 1 | 1 | 1 | Food Service Supervisor |
| Module 4: Provide Professional development opportunities for food service staff | 1 | 1 | 1 | School and Food Service Supervisors |
| Module 5: Provide Educational information and opportunities for students, staff and the community on a variety of health related topics | 1 | 1 | 1 | School administrator, Health teacher |
| Module 5: Analyze student body size/obesity by conducting height, weight and BMI checks for grades 7-9 in the fall and spring each year | 2 | 3 | 3 | Health teacher, Food Service Supervisor |
| Module 6: Offer smoking prevention education beginning at the fall for all grades | 3 | 3 | 3 | Health Teacher |
| Module 6: Collaborate with staff and community resources/agencies on student health related issues |  1 | 1 | 1 | School AdministratorHealth Teacher |
| Module 6: Improve school atmosphere by providing positive messages daily to all students. |  1 | 1 | 1 | TeachersSchool Administrators |
| Module 7: Improve staff awareness on community and local fitness and wellness programs | 1 | 1 | 1 | School Administrator |
| Module 7: Collaborate with county health department, local hospitals and other agencies to sponsor/host health screenings/awareness opportunities for community, students and staff members | 1 | 1 | 1 | School administratorHealth Teacher |
| Module7: Provide parents and community members with more health/wellness related information to promote a healthy school environment | 2 | 2 | 2 | School AdministratorHealth Teacher |

Evaluation Procedures

The Lighthouse Community School Wellness Team will meet at least once annually to evaluate the effectiveness of the policy and make any necessary revisions. The invitation for feedback extends to community, students, faculty and administrators. All input will be considered in the evaluation of the goals and the team will determine if the goal needs to be modified, deleted or added. The team will evaluate each goal for the 2017-18year.

1. Fully in Place
2. Partially in place
3. Under development
4. Not in place

**Sales of Food and Beverages**

Lighthouse Community School supports the National School Lunch and Breakfast Program. Each day the school is in session the lunchroom, will serve the students foods and beverages approved under United States Department of Agriculture guidelines during scheduled breakfast and lunch periods.

Prior to the school day, during the school day, and after the end of the school day, no foods or beverages shall be sold to students at any location, including vending machines and school stores, within the building nor anywhere else on school campus.

Policy on School Treasurer Qualifications, Licensure and Bonding

3314.011

1. Lighthouse Community School will ensure the designated school treasurer is licensed under ORC section 3301.074 or has completed not less than sixteen hours of continuing education classes, courses, or workshops in the area of school accounting as approved by the sponsor of the school.
	1. If the treasurer is not so licensed, she/he will complete an additional twenty-four hours of continuing education classes, courses, or workshops in the area of school accounting as approved by the sponsor of the school within one year after assuming the duties of fiscal officer of the school as well as an additional 8 hours of training per year.
2. If required by the Auditor if State in accordance with ORC 3314.011, the treasurer will execute a bond, in an amount and with surety to be approved by the Lighthouse Community School, payable to the State, and conditioned for the faithful performance of all official duties required of the Treasurer. Such bond will be deposited with the President of the Lighthouse Community School, and a copy thereof, certified by the Treasurer, will be filed with the Hamilton County Auditor.

References:

ORC 3314.011 Designated Fiscal Officer Bond-Licensing

Ohio Auditor of State Legal Requirements for Community Schools, 2007

Rev. 8/2011

**School Monitoring Policy**

3314.015, 3314.074

Cincinnati City School District shall provide monitoring, oversight, and technical assistance to the Lighthouse Community School. In order to provide monitoring, oversight, and technical assistance, the Treasurer or designee of Cincinnati City School District shall meet with the Lighthouse Community School Board or fiscal officer of Lighthouse Community School monthly to review the financial and enrollment records. Not later than ten days after each review, Cincinnati City School District shall provide the Lighthouse Community School Board and fiscal officer with a written report regarding the review. Copies of those financial and enrollment records shall be furnished to the Cincinnati City School District, members of the Lighthouse Community School Board, and the fiscal officer of Lighthouse Community School as designated in section [3314.011](http://codes.ohio.gov/orc/3314.011) of the Revised Code on a monthly basis.

If the Lighthouse Community School closes or is permanently closed, the fiscal officer of Lighthouse Community School shall deliver all financial and enrollment records to the treasurer or designee of Cincinnati City School District within thirty days of the school's closure. If the fiscal officer of Lighthouse Community School fails to provide the records in a timely manner, or fails to faithfully perform any of the fiscal officer’s other duties, the Cincinnati City School District has the right of action against the fiscal officer of Lighthouse Community School to compel delivery of all financial and enrollment records of the school and shall, if necessary, seek recovery of any funds owed as a result of any finding of recovery by the auditor of state against the fiscal officer of Lighthouse Community School.

The Cincinnati City School District will monitor Lighthouse Community School’s compliance with all laws applicable to the school and with the terms of the contract by;

1. Monitoring and evaluating the academic and fiscal performance and the organization and operation of the school on an annual basis. The evaluation of a school's academic and fiscal performance shall be based on the performance requirements specified in the contract between the Cincinnati City School District and the Lighthouse Community School Board under section [3314.03](http://codes.ohio.gov/orc/3314.03) of the Revised Code, the state report cards issued for the school under section [3302.03](http://codes.ohio.gov/orc/3302.03) or [3314.017](http://codes.ohio.gov/orc/3314.017) of the Revised Code, and any other analysis conducted by the department of education.
2. Reporting on an annual basis the results of the evaluation conducted under division (D)(2) of section [3314.03](http://codes.ohio.gov/orc/3314.03) of the Revised Code to the department of education and to the parents of students enrolled in the community school;
3. Providing technical assistance to the community school in complying with laws applicable to the school and terms of the contract;
4. Taking steps to intervene in the school's operation to correct problems in the school's overall performance, declaring the school to be on probationary status pursuant to section [3314.073](http://codes.ohio.gov/orc/3314.073) of the Revised Code, suspending the operation of the school pursuant to section [3314.072](http://codes.ohio.gov/orc/3314.072) of the Revised Code, or terminating the contract of the school pursuant to section [3314.07](http://codes.ohio.gov/orc/3314.07) of the Revised Code as determined necessary by the sponsor;
5. Having in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year. (See Attachment A)

The Cincinnati City School District will provide and execute the plan outlined in the  ***Assurance to ODE Form*** (attachment A) for an orderly wrap-up of the school’s affairs upon a permanent closure of the school, preferably prior to the school closing its doors. The Lighthouse Community School is officially closed when instruction is no longer taking place and the Lighthouse Community School Board or the Cincinnati City School District issues an official notice which states the date of the school’s closure. The Cincinnati City School District and a representative of the Lighthouse Community School are required to complete and sign the *Assurance to ODE Form*. The role of Cincinnati City School District in this process is to assure that the Lighthouse Community School Board has taken required actions to properly address closing issues and/or to take those actions itself if the Lighthouse Community School Board is no longer able or functioning. In asmuch as a plan for school closure is a required part of the school’s contract with Cincinnati City School District, final preparations as part of that plan will be in place prior to the last day students are in attendance.

The Cincinnati City School District will collaborate with ODE in assuring that a final FTE review will be scheduled within 7 **business** days and the final state audit will be scheduled within 30 days of the closure while student original records are on site. The Cincinnati City School District must also sign the assurance form and submit it to the Office of Community Schools. In those circumstances where certain parts of the assurances cannot be completed due to conditions that impede the submission of complete assurances, the Cincinnati City School District shall notify the Office of Community Schools and arrange for a supplement of the assurances to be turned in at a later date.

**Records**

As more fully described in this guidance, Cincinnati City School District is required to secure all school records that are needed by the Ohio Department of Education, U. S. Department of Education, Ohio Auditor of State and other interested entities in order to close the school as well as generate a final FTE review and final audit. Records generally describe particular information that is maintained and kept for the proper administration of the school, and include student, staff, and administrative/financial information. Please note the following categories and types of records should not be considered as the entire list of documents which might be examined during a closing procedure. Other records may be requested during an FTE review or final audit.

Student records include but are not limited to: documents normally found in permanent record folders that are necessary for these reviews and audits, include attendance records that detail enrollment and attendance history; grades and grade levels achieved; transcripts, particularly for students enrolled in grades 9-12 and for graduates of the school; proof of residency documents that identify a student’s home district; two (2) SOES reports, one with names and SSID numbers, and one with SSID numbers only; special education folders; and other such information that may be maintained and kept in a student permanent record folder.

Staff records include but are not limited to: employment agreement or contract; salary and benefits information; attendance and leave information; employee licenses; LPDC status and record of continuing education; and other such information that may be maintained in an employee record folder.

Administrative/financial records include but are not limited to: lease or rental agreement; deed if property is owned; inventories of furniture and equipment, including purchase price, source of funds for payment, date purchased, and property tag number; bank and financial reports, including all financial statements created by the fiscal officer; bank statements and checks; schedule of unpaid debt detailing amount, vendor and date of obligation; invoices, receipts, vouchers, and purchase orders that detail expenditures, grant records, including detail of federal and state grant awards and final expenditure reports, contracts; and other such information that may be maintained to serve as the administrative/financial records for the school.

All such records are to be secured by the Cincinnati City School District prior to closing and shall be maintained until such time as detailed under records retention requirements. In the case of student records, see in particular the procedures detailed in Initial Notifications, Student Records and School Records on the Assurance Form.

**References**

Ohio Revised Code (ORC) 3314.015 “(E): The department shall adopt procedures for use by a community school governing authority and sponsor when the school permanently closes and ceases operation, which shall include at least procedures for data reporting to the department, handling of student records, distribution of assets in accordance with section 3314.074 of the Revised Code, and other matters related to ceasing operation of the school.

**Training on Public Records and Open Meetings Laws**

3314.037

Board members, the designated fiscal officer of the school, and other administrative employees of the school, and all individuals performing supervisory or administrative services for the school under a contract with the school shall complete training on an annual basis on the public records and open meetings laws, so that they may comply with those laws as prescribed by division (A)(ll)(d) of section 3314.03 of the Revised Code.

**Policy on Child Abuse Prevention**

**In-Service Training**

3319.073

The Lighthouse Community School will adopt or adapt the curriculum developed by the Department of Education, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development. The curriculum will include training on school safety and violence prevention, dating violence prevention, and human trafficking content. The curriculum will also include training on the school’s harassment, intimidation, or bullying policy adopted under section 3313.666 of the Revised Code. The curricula will include training in youth suicide awareness and prevention.

Each person employed by Lighthouse Community School to work as a nurse, teacher, counselor, school psychologist, or administrator shall complete at least four hours of the in-service training within one year of commencing employment, and every five years thereafter.

**Teacher Evaluation Policy**

3319.111; 3319.112; 3319.58

The Lighthouse Community School (Lighthouse Community School) of Lighthouse Community School, Inc. adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Lighthouse Community School in November 2011. The Lighthouse Community School acknowledges that this teacher evaluation policy aligns with the Standards for the Teaching Profession as set forth in State law.

The Lighthouse Community School directs the School Administrator to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

**Definition of “Teacher”**

This policy applies to LCS employees who are employed under a teacher license issued under Ohio. Rev Code Ch. 3319 including teachers with Alternative Educator Licenses (AEL) and Teach for America (TFA) teachers, or under a professional or permanent teacher’s certificate issued under former Ohio Rev. Code 3319.222, or under a permit issued under Ohio Rev. Code 3319.301, and who spend at least fifty percent of the time employed providing student instruction. Leave substitutes and other substitute teachers serving in long-term assignments shall be evaluated annually according to this policy, but the other terms and conditions of substitute teachers' employment shall be governed by the collective bargaining agreement.

**Assigning an Effectiveness Rating**

Starting in the 2013-2014 school year, each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating using the OTES model evaluation matrix.

The Lighthouse Community School annually reports to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted and the number teachers assigned each rating. Teachers’ names and any other personally-identifiable information shall not be reported to ODE.

 **Calculating Teacher Performance**

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Starting in 2013-14, teachers will have two formal observations: one shall be announced and one shall be unannounced. Classroom walkthroughs are informal observations less than 30 minutes. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following Ohio Standards for the Teaching Profession and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;

2. Understanding the Content Area for which they have Instructional Responsibility;

3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;

4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;

5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;

6. Collaborating and Communicating with Students, Parents, Other Educators, School Administrators and the Community to Support Student Learning; and

7. Assuming Responsibility for Professional Growth, Performance and Involvement.

The School Administrator/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the Ohio Standards for the Teaching Profession and the Ohio Teacher Evaluation System Performance Rubric.

Framework for Annual Evaluation Teacher Principal Conference (Self-Assessment)

Teacher Performance Evaluation Rubric

Classroom Walkthrough Form

Annual Formative Observation Evidence (Script) Form

Annual Formative Observation

Annual Formative Observation Conference Sheet

Annual Goals Measurement Form Annual Evaluation Summary Sheet

**Calculating Student Growth Measures**

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) ODE-Approved Assessments; and/or 2) Locally-determined Measures.

 1. ODE Approved List of Assessments: Assessments, if utilized by the School, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The School Administrator/designee, in consultation with teachers and subject to Lighthouse Community School approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

2. Locally-determined Measures: The School Administrator/designee, in consultation with teachers, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The student growth distribution (ODE approved assessments, and/or locally determined measures) for teachers is detailed in the Student Growth Component Document.

In the calculation for student academic growth, a student who has sixty or more unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”

**Evaluation Timeline**

 Starting in 2013-14, Lighthouse Community School shall follow the timeline and number of evaluations set forth below.

Lighthouse Community School administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by an evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

Starting in 2013-14, the Lighthouse Community School, via resolution, elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

**Credentialed Evaluators**

The Lighthouse Community School will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

**Professional Growth and Improvement Plans**

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Lighthouse Community School-approved list. The professional growth plan shall include the following components:

Identification of an annual focus and two goals aligned to that focus. One goal is focused on student achievement/outcomes for students. The other goal is focused on teacher performance in the Ohio Standards for the Teacher Professions.

The plan shall also include areas for professional growth.

In the alternative, teachers who meet Above-Expected levels of student growth may choose to complete a professional project as a part of the annual evaluation (OTES Option C).

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Lighthouse Community School-approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:

Identification of an annual focus and two goals aligned to that focus. One goal is focused on student achievement/outcomes for students. The other goal is focused on teacher performance in the Ohio Standards for the Teacher Professions.

The plan shall also include areas for professional growth.

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the School Administrator/designee for the evaluation cycle. The improvement plan shall include the following components:

Improvement statement which lists specific area for improvement as related to the Ohio Standards for the Teaching Profession. Desired level of performance which lists specific measurable goals to improve performance. Specific Plan of Action. Assistance and Professional Development.

**Testing for Teachers in Core Subject Areas**

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

**Retention and Promotion Decisions**

RC 3319.111(F) requires Lighthouse Community Schools of education to include in its teacher evaluation policy procedures for using the evaluation in making retention, promotion, and reduction-in-force decisions.

Seniority shall not be the basis for making retention decisions, except when making a decision between teachers who have comparable evaluations up to three years.

A teacher's annual evaluation from the 2012-13 school year shall be considered for requisite professional development, but not for retention and promotion and separation decisions. Starting in 2013-14, a teacher's annual evaluation shall be considered for retention and promotion, but not for separation decisions at the end of the 2013-14 school year. Starting in 2014-15, a teacher may be separated based on evaluations from the 2013-14 and 2013-15 school years.

For retention (as a result of reduction-in-force) the following will occur:

o Annual evaluation results will be compared when considering a reduction-in-force.

o Up to three years of evaluation results, beginning with 2013-14 evaluations, may be considered until evaluation results are no longer equal.

o Teachers with higher evaluation results will be retained.

**Removal of Poorly-Performing Teachers**

The Lighthouse Community School adopts the following procedures to be used by School administrators in removing poorly-performing teachers:

Teachers who earn an effectiveness rating of “Ineffective” or “Developing” two times during a span of three years may be recommended or considered for separation at the end of the school year.

The Insufficient Progress Document details the various parameters associated with removal of poorly-performing teachers as a result of summative annual evaluation results.

 **Professional Development**

The Lighthouse Community School’s plan for the allocation of resources to support professional development is as follows:

Lighthouse Community School will develop an annual and 3-year Professional Development Plan. This plan will include a multi-tiered structure to support the development of all teachers based on annual evaluation results.

**Salary**

Teachers that are eligible for a salary increase will receive this increase on the first payroll upon their return to work, the following school year.

**Policy Review**

The Lighthouse Community School has reviewed and approved the procedures and tools developed by the administration in consultation with teachers to implement this policy for the 2012-13 school year. On an annual basis not later than August 1, the Lighthouse Community School and the Leadership Committee shall review this policy, as well as any procedures and tools developed to implement this policy.

Adopted 4-15-2013

**Policy on Student Records**

**Special Education Student Records**

**Confidentiality of Student Records**

 3319.321 and OAC 3301-51-04

1. Lighthouse Community School safeguards the confidentiality of personally identifiable student information at use, collection, storage, retention, disclosure and destruction stages.

1. The Lighthouse Community School principal is responsible for maintaining the confidentiality of personally identifiable student information.
2. All school personnel collecting or using personally identifiable student information will receive training and instruction regarding school policies regarding that information.
3. Lighthouse Community School will maintain for public inspection a current listing of the names and positions of those school employees who may have access to personally identifiable student information.
4. Lighthouse Community School will ensure that all contractors adhere to applicable confidentiality requirements.
5. Lighthouse Community School will permit parents/guardians (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used, including information regarding .
	1. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
	2. Lighthouse Community School does not charge a fee to search for or retrieve information. Lighthouse Community School may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.
	3. Lighthouse Community School will comply with a request to access records without unnecessary delay and before any meeting regarding an IEP or any hearing or session pursuant to resolution of disputes regarding identification, evaluation or educational placement of a child with a disability or the provision of a free, appropriate public education and in no case more than 45 days after the request has been made.
	4. Lighthouse Community School will comply with reasonable parent/guardian requests for interpretation and/or explanation of student records.
	5. Lighthouse Community School presumes that a parent has the authority to inspect and review records relative to that parent's child unless the school has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.
6. Lighthouse Community School will maintain a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents/guardians and authorized school employees), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.
7. Lighthouse Community School will obtain parent/guardian consent before personally identifiable student information is disclosed to third parties unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA) or as otherwise allowed or required by law.
	1. The parent/guardian consent must be in writing, signed and dated and must:
		1. Specify the records to be disclosed;
		2. State the purpose of the disclosure; and
		3. Identify the party or class of parties to whom the disclosure may be made.
	2. Lighthouse Community School obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:
		1. To officials of participating agencies providing or paying for transition services;
		2. To officials in another School or school in connection with the child’s enrollment in a nonpublic school; and/or
		3. For purposes of billing insurance and/or Medicaid.
8. The rights of parents/guardians regarding education records under FERPA transfer to the student at age 18. Once a student reaches the age of 17, the IEP must include a statement that the student has been informed regarding this transfer of rights.
9. Lighthouse Community School includes in the records of a student with a disability a statement of any current or previous disciplinary action that has been taken and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled students.
	1. When a student transfers from the school, the transmission of any of the student’ records will include both the student’s current IEP and any statement of current or previous disciplinary action that has been taken.
	2. A statement of disciplinary action shall:
		1. Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the student:
			1. Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
			2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
			3. Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and
		2. Include any information that is relevant to the safety of the child and other individuals involved with the child.
		3. May include a description of any other behavior engaged in by the student that required disciplinary action, and a description of the disciplinary action taken.
		4. If Lighthouse Community School reports a crime to the appropriate law enforcement officials, the school will transmit copies of the special education and disciplinary records of the student to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.
		5. Nothing in this policy prohibits Lighthouse Community School from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
10. Upon request, Lighthouse Community School will ensure that parents/legal guardians are fully informed regarding what student information is used, maintained and destroyed and of how Lighthouse Community School protects the confidentiality of these educational records.
	1. Whenever possible, Lighthouse Community School will provide this notice in the native language of the parent/guardian.
	2. Notification will include:
		1. A summary of the types of information collected, used, stored and destroyed; data sources and collection methods; and uses that are made of the information.
		2. A summary of the policies and procedures that Lighthouse Community School follows regarding storage, disclosure to third parties, retention and destruction of educational records.
		3. A description of all of the rights of the parent/guardian regarding this information, including rights under FERPA and implementing regulations in 34 C.F.R. Part 99 (July 1, 2005).
11. Lighthouse Community School will maintain a **permanent record** of each student’s name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed (if applicable).
12. Records containing personally identifiable information—including IEPs, ETRs and results of standardized assessments—for departed students will be maintained for \_\_\_ years after the student’s graduation or projected graduation date for students who leave before graduating.
13. If a parent/guardian requests that Lighthouse Community School amend information in the education records collected, maintained or used in the provision of special education or related services, Lighthouse Community School will decide whether to amend the information in accordance with the request within a reasonable period of time. If Lighthouse Community School decides to refuse to amend the information in accordance with the request, the school will inform the parent/guardian of the refusal and advise the parent of the right to a hearing as set forth below.

Revised 7/2011

**HEARING PROCEDURE**

 If the parent/guardian requests a hearing to challenge information in education records, the hearing will be conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the school receives the request. The hearing will conducted in accordance with the following procedures:

(a) The parents/guardian shall be given notice of the date, time and place reasonably in advance of the hearing;

 (b) The records hearing will be conducted by any individual, including an official of the school, who does not have a direct interest in the outcome of the hearing;

 (c) The parents/guardian shall be afforded a full and fair opportunity to present evidence relevant to the child’s education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;

(d) The parents/guardian may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;

 (e) Lighthouse Community School will make its decision in writing within a reasonable period of time after the hearing; and

 (f) The decision will be based solely upon the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.

If Lighthouse Community School, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, Lighthouse Community School will amend the information accordingly and informs the parent in writing. If Lighthouse Community School, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent’s right to place in the child’s records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the school. This statement will be maintained by the Lighthouse Community School as part of the records of the child as long as the record or contested portion is maintained by the school; and disclosed any time the records of the child or the contested portion is disclosed by the school to any party.

1. At least one year prior to destruction of records containing personally identifiable information for departed students, Lighthouse Community School will inform parents/guardians that the personally identifiable student information that has been collected, maintained or used is no longer needed to provide educational services to the student. When so notified, parents/guardians may request that the personally identifiable student information be destroyed, and Lighthouse Community School will comply with the request except as otherwise noted in this policy.

Reference: ORC 3301; OAC 3301-51-04; ORC 3319.321

**Reporting Criminal Offenses:**

3319.39

All staff members are responsible for reporting any criminal offense with which they are charged to their School Administrator within 24 hours of the charge. The School Administrator must report any charges to the Board Chair or School Treasurer. Failure to follow this policy may result in immediate termination. If any charge results in a conviction or the employee has pleaded guilty to, has been found guilty by a jury or court of, has been convicted of, has been found to be eligible for intervention in lieu of conviction for, or has agreed to participate in a pre-trial diversion program for an offense , that must also be reported within 24 hours. The School Administrator or Lighthouse Community School Board Chair will promptly notify the Ohio Department of Education, School Administrator of Public Instruction and the Office of Professional Conduct of offenses as prescribed in 3314.40. If any conviction is listed in the Ohio Department of Jobs and Family Services rule 1501:2-5-09, the staff member may be terminated from employment as required by our licensing.

Lighthouse Community School shall require that the reports of any investigation by the school of an employee who works in the school, regarding whether the employee has committed an act or offense for which the School Administrator or Lighthouse Community School Board Chair is required to make a report to the School Administrator of public instruction as prescribed under 3314.40 of the Revised Code, be kept in the employee’s personnel file. If, after an investigation under division (A) of section 3319.311 of the Revised Code, the School Administrator of public instruction determines that the results of that investigation do not warrant initiating action under section 3319.31 of the Revised Code, the governing authority shall require the reports of the governing authority’s investigation to be moved from the employee’s personnel file to a separate public file.

**Criminal Background Record Check**

3319.39, 3319.91, 3301.541

109.57, 109.572, 2950, 2953.32,

The Lighthouse Community School Board requires a background check of each applicant the School Administrator recommends for employment. This requirement includes all substitutes and persons employed on a part-time basis who may have care, custody, or control of students.

Lighthouse Community School shall employ only those applicants who are fully qualified to work in an educational environment. Before employing an applicant, the administration shall conduct a pre-employment background check which shall include, but not be limited to, a check of criminal records as required by state law.

Any information and records obtained from such inquiries are confidential and shall not be released or disseminated.

For each person to whom this section applies, Lighthouse Community School will conduct a subsequent criminal records check by the fifth day of September every fifth year thereafter.

If a person has been convicted of or pleaded guilty to any offense described in division (B)(1) of section 3319.39 of the Revised Code shall not be hired or shall be released from employment, as applicable, unless the person meets the rehabilitation standards adopted by the department under division (E) of that section.

R.C. 109.57, 109.572, 2950, 2953.32, 3319.39, 3301.541

Revised 8/9/10

Revised 12/

**EMERGENCY INTERVENTION POLICY (PBIS)**

3319.41 and 3319.46

Lighthouse Community School emphasizes positive disciplinary approaches focusing on prevention, encouragement, skill development, positive reinforcement, and effective therapeutic interventions. In keeping with our Mission and Values, we believe that the provision of a physically and psychologically safe therapeutic environment is a basic for optimal development and effective treatment. Creating

calm surroundin1gs and establishing positive, trusting relationships are essential to

facilitating our students’ progress and well-being. Our goal is to prevent, reduce and

minimize the use of punitive, adverse, coercive and intrusive behavioral interventions

and safety measures.

**Positive Behavior Intervention and Supports**

Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances. Behavioral interventions are to be based on sound behavioral principles that have been empirically shown to be effective. These include contingency management and extinction strategies.

The school staff work to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion. Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.

The Positive Behavior Intervention and Supports includes:

 1. Appropriately licensed and trained school staff to identify conditions such as:

 a. Where, under what conditions, with whom and why specific inappropriate behavior may occur.

 b. Preventative assessments include:

 i. A review of existing data,

 ii. Interviews with parents, family members and students and

 iii. Examination of previous and existing behavioral intervention plans.

 c. With the analysis of this data the school develops and implements preventative behavioral interventions and teach appropriate behavior.

 i. Modify the environmental factors that escalate the inappropriate behavior.

 ii. Support the attainment of appropriate behavior.

 iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.

 2. A functional behavioral assessment will be performed for all students who display severe or a pattern of unhealthy or disruptive behaviors that impede the learning environment for themselves and/or others.

 a. Functional behavioral assessments are developed into behavioral intervention plans that incorporate appropriate positive behavioral interventions.

 b. Families/guardians are to be included in the development of the behavior intervention plans and given information that can help families extend positive behavioral supports at home.

 3. The school will implement a system of supports that will

 a) aide the students’ efforts to manage their own behavior;

 b) implement instructing techniques in how to self-manage behavior,

 c) decrease the development of new problem behaviors;

 d) prevent worsening of existing problem behaviors;

 e) redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors.

 f) include family involvement as an integral part of the system

On rare crisis or emergency occasions when necessary to control dangerous and

potentially harmful behaviors and to preserve safety and security, emergency

interventions including physical restraint by trained and qualified employees using

authorized holds and in accordance with the following policy may become

necessary.

Physical restraint involves the use of specific, safe physical techniques to temporarily

control a student when there is an immediate risk of harm to self or others, and it is

determined as the only means to de-escalate the threatening behavior. Briefly

holding a student, without undue force, for the purpose of comforting him or her or to

prevent self-injurious behavior, or holding a student’s hand or arm to safely escort him

or her from one area to another is not a restraint.

When physical restraint is used, the following rules and procedures will be followed.

1. Trained employees may utilize physical restraint as an emergency

intervention designed to maintain safety and de-escalate dangerous

situations as quickly as possible. Physical restraint may be used as an

emergency intervention only until such time as the threat of harm has

been minimized or law enforcement or other emergency mental health

or medical personnel arrive at the program site.

2. Physical restraint may only be used when there is an eminent risk of harm

to self or others. Physical restraint may never be used as a consequence,

punishment, retaliation, or means of coercing or controlling students in the

absence of dangerous behavior. Use of physical restraint in violation of this

policy will result in disciplinary action with involved employees.

3. Physical restraint as an emergency intervention is limited in duration until

the risk of harm is minimized or to the time it takes emergency personnel to

arrive, whichever is earlier, not to exceed 30 minutes.

4. The decision to contact law enforcement and/or other emergency

personnel should be made whenever it is determined that a student’s

behavior poses a significant, eminent risk of harm to self or others and

when non-physical crisis intervention and de-escalation strategies have

been unsuccessful or are not possible.

a) The decision to contact emergency personnel must be approved by thesenior staff person on-site, as applicable, in descending order: School Administrator, Principal/Assistant Principal, Behavior Management Specialist, Student Support Specialist, and School Counselor .

b) The Principal, if not on site, must be notified immediately

whenever emergency personnel are contacted. If the Principal is

unavailable or cannot be reached, the School Administrator should be

notified. If the School Administrator is not available, the Vice President of Behavioral Health and Psychiatric Services should be notified.

5. Students and their legal guardians will be informed during their initial orientation of when and how it will use physical restraint and/or seclusion, including the circumstances which may result in restraint and/or seclusion.

6. Prior to implementing physical restraint and/or seclusion, students must be

assessed for potential medical and psychological contraindications to these

interventions.

(a) Contraindications for the restraint or seclusion may include physical or

medical conditions such as seizure disorders, cardiac illness, pregnancy,

etc. and/or psychological reasons such as physical or sexual trauma, etc.

These conditions may not, by themselves, contraindicate restraint or

seclusion. Licensed medical professionals (for physical/medication

conditions) and licensed clinical employees (for psychological conditions)

should assess the student to determine whether student conditions constitute a contraindication.

7. Only those employees who have received training in safe and humane

physical holds as well as non-physical crisis intervention and de-escalation

techniques for intervention with disruptive and aggressive behavior, reviewed

and updated at least annually, are permitted to physically restrain a student.

a) Training must be provided by trainers who are certified to train staff in the applicable techniques.

 b) All employees involved in the direct administration of seclusion or restraint will receive initial and ongoing competency-based training from certified trainers in the following:

1. The contributing factors or causes of threatening, dangerous and aggressive behavior, including environmental, interpersonal, historical, psychological and medical conditions which may contribute to the behavior.

 (2) How employee behavior and interactions may impact the behaviors of the persons served.

 (3) The use of alternative interventions as described in the Behavioral Intervention policy, including prevention of dangerous, threatening and aggressive behavior, environmental modification, positive reinforcement techniques, appropriate supervision and direction, and effective de-escalation techniques.

 (4) Recognizing signs of physical and psychological distress, including trauma reactions, in students who are being restrained.

 (5) Processes for re-establishing effective communication with students after a restraint and for processing/de-briefing the student.

 (6) When and how to restrain or seclude safely.

 (7) How to monitor and continually assess students for signs of cooling to allow the earliest safe release.

 8) The practice of intervention done by a team.

 (9) The practice of intervention done by an individual.

 c) All employees using restraint must be currently certified in CPR and have current certification or training in First Aid. This must be documented in employee personnel files.

 d) Documentation of training in non-physical de-escalation techniques an

 physical holds for disruptive and aggressive persons must be present in

 personnel files and must include the types of holds employees are trained

 to use.

 e) Training in de-escalation techniques and physical restraint will include the trainee being placed in the restraint holds.

 f) A list of employees authorized to use physical restraint and/or seclusion as well as how to reach them will be maintained at the school and will be available to employees and volunteers.

9. Physical restraint will allow the greatest possible comfort to students and will be

done in such a way as to preserve the human dignity of students.

10. Any time a student is injured or believes that he or she has been injured the

student must be provided the opportunity to seek medical assistance.

11. While in restraint or seclusion, students will be observed by at least 1 person not involved in the restraint and assessed at least every 15 minutes to evaluate

the need for continued restraint or seclusion and to attend to needs

regarding meals, fluid intake, hygiene, toileting, ambulation and other needs,

as necessary. Where necessary, employees take appropriate actions to meet

these needs. If medical personnel are available, vital signs including as

indicated temperature, pulse, respiration and blood pressure should be

assessed at least every 15 minutes.

12. The use of physical restraint will not include

 a) the use of “prn” or standing orders.

 b) prone restraint as defined in Executive Order 2009-13S

 c) corporal punishment

 d) deprivation of basic needs

 e) Restraint that unduly risks serious harm or deedless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:

 1)Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way,

 2) Pinning down with knees to torso, head and/or neck,

 3) Using pressure Points, pain compliance and joint manipulation techniques,

 4) Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint

 5) Using other students or untrained staff to assist with the h old or restraint, or

 6) securing a student to another student or to a fixed object;

 f) mechanical or chemical restraints

 g) aversive behavioral interventions or

 h) seclusion of students in a locked room.

13. Minimum staffing levels for safety in the use of physical restraint will be 2

persons with the availability of additional employees.

**Lighthouse Community School**

**Behavioral Intervention & Disciplinary Policy**

3319.41 3319.46

Lighthouse Community School believes that management of behavior problems in students is best accomplished through prevention, positive interventions and the teaching of coping skills, including relaxation and other self-soothing skills. When other interventions are necessary, Lighthouse Community School emphasizes approaches which are the least intrusive and least disruptive to the student. The goal of all behavioral interventions at Lighthouse Community School is to help the students re-establish positive behavior so that they can learn and progress academically.

1. All students shall be treated with kindness, consistency and respect at all times. All behavioral intervention techniques will comply with the Lighthouse Community School policy on student rights and the Lighthouse policy on Positive Behavioral Interventions and Supports.” Under no circumstance will any school employee; teacher, principal administrator, nonlicensed school employee or bus driver use corporal punishment, aversive behavioral strategies or denial of basic needs as a disciplinary measure.
2. Behavioral interventions are to be based on sound behavioral principles that have been empirically shown to be effective. These include contingency management and extinction strategies.
3. All behavioral interventions will be designed to meet the needs of students with disabilities, as documented in assessments and the Individualized Education Plan (IEP).
	1. Physical restraint may be contra-indicated in individuals with physical disabilities, medical conditions or certain emotional difficulties.
	2. Staff will ensure that rules, consequences, and alternative behaviors are carefully communicated to students with cognitive, learning or sensory disabilities. During interventions requests, prompts, warnings and other interventions will be delivered in language that is understandable to the student.
	3. Behaviors which are a manifestation of a student’s disability will be identified in the IEP. Staff will adhere to behavioral intervention plans specified in the IEP.
4. Lighthouse Community School staff will emphasize positive intervention approaches. Positive behavioral interventions include reinforcement, extinction with differential reinforcement of desired behaviors, de-escalation strategies including prompted relaxation, skill-building, and classroom management strategies.
	1. Reinforcement: Reinforcement refers to strategies that increase adaptive and desired behaviors through the contingent presentation of rewards or withdrawal of negative events. Positive reinforcement occurs when a person is rewarded for appropriate behavior. Reinforcements/rewards utilized at Lighthouse Community School include:
		1. Social Reinforcements (i.e., labeled verbal praise, differential attention for desired behaviors);
		2. Material Reinforcements (i.e., prizes, treats);
		3. Activity Reinforcements (i.e., increased privileges); and
		4. Token Reinforcements (i.e., points).
	2. Extinction occurs when a behavior gradually decreases and/or is eliminated because the reinforcements have been removed. Since attention is a very powerful reinforcement, ignoring inappropriate behavior is usually the quickest method of extinguishing it. This is most effective when staff differentially reinforce alternative, desired behaviors.
	3. De-escalation Strategies: De-escalation strategies are designed to prevent escalation of negative or dangerous behavior and to return a student to learning as quickly as possible. Lighthouse Community School emphasizes prevention approaches, including teaching students self-soothing and coping strategies that include relaxation strategies (including rehearsal of prompts to initiate relaxation), cognitive self-talk strategies, and other skills including assertive communication and problem solving. When students do begin to escalate into angry/aggressive or anxious states, intervention strategies are targeted to the specific level of arousal:
		1. Respond to anxiety/agitated behaviors with supportive responses (i.e., empathy, reflective statements, problem solving, defusing techniques, and prompted relaxation).
		2. Respond to verbal aggression with directive responses (e.g., effective requests and warnings, review of consequences, validation of feelings).
		3. Respond to physical aggression with physical interventions (see policy on physical restraint: Only use approved holds; only use to prevent harm to self and others).
		4. Respond to signs of cooling down with therapeutic interventions (e.g., problem solving, rehearsing coping and relaxation strategies).
		5. Temporary removal of a student from the classroom may be used in order to reduce stimulation and allow students to de-escalate. The goal is always for the student to return to the classroom as soon as possible.
	4. Classroom management: Lighthouse Community school provides a classroom environment designed to minimize behavior problems and facilitate student learning and development. An effective classroom environment is characterized by:
		1. A consistent, structured daily schedule;
		2. Opportunities for positive relationship development with peers and staff;
		3. Opportunities for fun, multi-sensory learning activities;
		4. Consistent consequences for behavior with a focus on reinforcement of desired behavior; and
		5. Opportunities for successful student self-management through skill development and staff prompting.
5. When a student is noncompliant with appropriate staff requests or violates school rules, the use of restrictive and/or aversive behavior management techniques may be appropriate. In all circumstances, Lighthouse Community School uses the least restrictive and/or aversive technique required for the situation.
	1. Noncompliance: Noncompliance occurs when the student refuses to obey an appropriate direction, followed by an appropriate warning.
		1. Give the request
		2. Wait 5-10 seconds. If the student complies, praise him or her.
		3. If the student does not comply, give an “IF-THEN” warning: “If you do not \_\_\_\_\_ then [describe the consequence].” Only warn with consequences that you are willing and able to follow through on. Try to have specific, consistent consequences in mind for common areas of noncompliance.
		4. If the student complies after the warning, praise her or him. If she or he does not, implement the consequence.
		5. For some incidents of noncompliance, the consequence should be given until the student complies (such as no period breaks until the assignment is completed).
	2. Rule Violation: This occurs when the student fails to obey an established rule. It is assumed that the student has been informed of the rule and of the consequences for rule violation beforehand. When a rule is broken, there is no warning before consequences are given. Once you become aware that a rule has been broken, give the consequence as soon as possible. After the student is calm and well-controlled, rehearse the rule by asking the following questions. This rehearsal is the warning for the next time.
		1. What is the rule?
		2. Why is it important to obey the rule?
		3. What happens if you break the rule again?
		4. What should you do instead?
	3. Consequences for noncompliance and/or minor rule violations may include:
		1. Deduction of points.
		2. Brief therapeutic assignments.
		3. Loss of privileges.
		4. Assignment to the alternative school program.
	4. In addition to the consequences above, consequences for major rule violations may include:
		1. For criminal or delinquent behavior, filing of charges with law enforcement or reporting to Parole/Probation officers.
		2. Consistent with the IEP and in consultation with referring agent and other providers, students may be temporarily removed from the classroom and/or school for major or repeated infractions.
6. Physical Restraint: On rare occasions when the behavior of a student presents immediate danger to themselves or others, physical restraint by trained staff using authorized holds may become necessary. Lighthouse Community School will use all available de-escalation and less restrictive techniques ad defined in the Emergency Intervention Policy to minimize the use of restraint.
	1. Contraindications for physical restraint may include physical problems or unstable medical conditions which pose a risk of harm to students if restrained, or psychological reasons such as a history of physical or sexual abuse if the student’s trauma issues are triggered by the physical contact.
	2. The use of prone restraint as defined in Executive Order 2009-13S is never allowed.

**Alternative School Program**

Students who misbehavior may be referred to the behavioral intervention group. These group sessions are designed to help students learn and practice self-control strategies as well as techniques to improve decision-making, communication, social interactions and learning. Specific areas of focus will include:

* Self-Management skills (self-soothing/relaxation, focusing and concentration skills, positive self-talk strategies, identification and correction of thinking errors, problem solving and decision-making skills, anger management skills)
* Communication Skills (active listening, assertive communication)
* Interpersonal Relationship Skills (assertive relationship skills, resisting negative peer pressure, respecting others).

**Rule Violations and Consequences**

Each rule violation will be reviewed on an individual basis; the specific consequence will be determined by the principal and/or designee in consultation with other staff after taking into account all factors related to the incident. Under no circumstance will any school employee; teacher, principal administrator, non licensed school employee or bus driver use corporal punishment, aversive behavioral strategies of denial of basic needs as a disciplinary measure.

All school rules apply to behavior before, during and after school, on or adjacent to school property, and/or during all school-sponsored activities regardless of location.

The following is a list of violations and the disciplinary measures which may be invoked:

**Tardiness:** Students who are late to school for reasons beyond their control are considered tardy; students who are late to school due to a decision on the students’ part to arrive late are considered truant. Generally speaking, the only reason accepted for being tardy is a medical appointment or illness. All tardiness will be classified as unexcused except those caused by illness, medical appointments, or unusual circumstances which, in the judgment of the teacher or principal, constitute a valid reason for being tardy.

**Truancy**: Any student who is absent for part or all of the day without permission from a school official, parent or legal guardian is truant. Any student leaving school before the end of the school day without permission from a school official is truant.

* Students whose absence is unexcused must report to the office when they return to school.
* Truancy charges can be filed after 3 unexcused absences.
* Repeated violations may result in a conference with parent/guardian and other involved providers and/or a court referral.

**Leaving School Grounds without permission:**

* Loss of privileges (e.g., breaks, outings).
* Referral to alternative school program.
* Truancy Officer notified.
* Repeated violations may result in a conference with parent/guardian and other involved providers and/or a court referral.

**Out of Classroom without Permission**: Includes being in off-limits areas such as basement, side or rear of school.

* Loss of privileges (e.g., breaks).
* Increased supervision.
* Referral to alternative school program
* School work missed while out of class without permission cannot be made up.

**Possession of Contraband**: Any item that represents a safety hazard or interferes in any way with the educational operation of the school is prohibited. A few examples of these items are weapons, tobacco products; illegal drugs and drug paraphernalia, glass bottles, sharp objects, laser pointers, animals, large radios, television sets, skateboards, lighters and matches, and fireworks. Use of hand held games and personal CD players are permitted only during times designated by the teacher in the classroom. LCS is not responsible for items that are lost or stolen.

* Confiscation of contraband.
* Loss of points and/or privileges.
* Referral to alternative school program.
* Regular searches.
* Filing of charges for illegal and/or dangerous contraband.

**Weapons:** Weapons are not allowed on school property at any time. A weapon is defined as any instrument that can be used to inflict bodily injury on another person. Students violating this rule may be suspended or recommended for expulsion. Legal action (i.e., filing of charges) may be taken.

**Drug/Alcohol Possession, selling or use:** On school property, or while attending school sponsored activities.

* Temporary removal from school (if intoxicated).
* Referral to alternative school program.
* Conference with parent/guardian and other providers.
* Suspension. Possible expulsion for trafficking or repeated possession/use.
* Filing of charges.
* Referral for substance abuse assessment with requirement that recommended treatment be completed.

**Fighting:**

* Loss of points/privileges.
* Placement in a different classroom for the remainder of the day.
* Placement in alternative school program.
* Temporary removal from school.
* Filing of charges.
* Repeated fighting may result in:
	+ Conference with parent/guardian and other providers; and/or
	+ Suspension with possible recommendation for expulsion

**Noncompliance and disrespectful behavior**: Includes noncompliance, inappropriate language, verbal abuse of others, rule violation, insolence, disorderly conduct, and disrespect:

* Loss of points/privileges.
* Therapeutic Assignments
* Referral to alternative school setting.
* Conference with Parent/Guardian and other providers.

**Cheating:** Student cheating is both unethical and intellectually dishonest. It is the policy of the school to consequence cheating in any of its forms—copying homework, copying test answers, obtaining copies of test or quizzes without the teacher’s permission, helping others cheat, copying works of others without proper acknowledgement, or other behavior that is considered dishonest.

* F on assignment
* Referral to alternative school setting.

**Chronic Misbehavior/Disruption of Classroom:** Students who continually prevent a teacher and/or keep other students from learning.

* Temporary removal from the class.
* Temporary removal from school.
* Loss of points/privileges.
* Referral to alternative school program.
* Development of a behavioral contract before being readmitted to class.

**Menacing, Threats and Harassment**: Lighthouse Community School strives to maintain a safe, effective learning environment. Threatening/menacing and harassment, including harassment based on race, ethnicity, age, gender, sexual/affectional identify, ability, limitation or other individual characteristics will not be tolerated.

* Loss of points/privileges.
* Therapeutic assignment.
* Referral to alternative school program.
* Temporary removal from classroom or school if behavior leads to or perpetuates disruption.
* Conference with parent/guardian and other involved providers.
* Filing of charges, if indicated.

**Sexual Harassment:** Sexual harassment will not be tolerated at the Lighthouse Community School. Students are to be free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual’s school performance or creating an intimidating, hostile, or offensive school environment. **Physical contact between students is not permitted at Lighthouse Community School.** In the event that a student feels he/she has been or is being sexually harassed on school property or at a school related event, it should be reported to a staff person. Consequences for violations include:

* Loss of points/privileges.
* Therapeutic assignment.
* Referral to alternative school program.
* Temporary removal from classroom or school if behavior leads to or perpetuates disruption.
* Conference with parent/guardian and other involved providers.
* Filing of charges, if indicated.

Revised

**Attendance**

 3321.041, 3321.13, 3321.19, 3321.191

The educational program offered by Lighthouse Community School is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session.

In accordance with the Ohio statute, the School Administrator shall require from the parent guardian or person in charge of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a signed statement of the cause for such absence. The School shall also accept a voicemail or telephone call from the parent stating the cause of such absence and shall record such statement in a log maintained at each school. The Lighthouse Community School reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

Repeated infractions of Lighthouse Community School policy on attendance may result in truancy charges being filed. Students who miss one hundred and five (105) consecutive instructional hours without a legitimate excuse will be automatically withdrawn.

The Lighthouse Community School considers the following factors to be reasonable excuses for time missed at school:

A. Personal illness or illness in the family necessitating the presence of the child: A pattern of absences in excess of five (5) consecutive days shall require a written physician’s statement verifying the illness and the number of days the child was required to be absent. (Ohio Administrative Code (OAC) 3301-69-02).

B. Quarantine of the home: Such absence is limited to the length of the quarantine as determined by the proper health officials (OAC 3301-69-2).

C. Death in the family: Such absence is limited to a period of three days unless reasonable cause may be shown for a longer absence (OAC 3301-69-2).

D. The Superintendent may excuse a student over fourteen (14) years of age from attendance at school for a future limited period for the purpose of performing essential work directly or exclusively for his/her parents or guardians. Such excuse shall be limited to five (5) days and can be renewed for five (5) additional days. At no point may such excuse permit a student to be absent from school for more than ten (10) consecutive days. (ORC 3321.04).

E. Observation or celebration of a bona fide religious holiday

F. Absence during the school day for medical or dental appointments: Such absence may require a written note from the medical or dental professional upon return to school. (OAC 3301-69-2).

H. Such good cause as may be acceptable to the School Administrator

I. Absences related to a student visiting with his or her parent related to military leave or deployment

J. College visits

K. The Superintendent may excuse a child from attendance for any part of the remainder of the current school year if the child’s bodily or mental condition does not permit attendance at school or a special education program during such period; this fact is certified in writing by a licensed physician or, in the case of a mental condition, by a licensed physician, a licensed psychologist or a certificated school psychologist; and provision is made for appropriate instruction of the child. (ORC 3321.04).

L. For students receiving instruction at home by a qualified teacher, a file shall be maintained in the Superintendent’s Office. Documentation shall state how the inability of the child to attend school or a special education program or the qualifications of the person instructing the child at home were determined. (ORC 3321.04)

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Lighthouse Community School.

The Lighthouse Community School shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

A student will be considered habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month, 72 or more hours in one school year.

If the student is absent without a legitimate excuse for seven (7) or more consecutive school days, for ten (10) or more school days in one (1) month, or for fifteen (15) or more school days in one (1) year they could be adjudicated a delinquent child in accordance with H.B 410.

Legitimate excuses for the absence of a student who is otherwise habitually truant include but are not limited to:

A. the student was enrolled in another school;

B. the student was excused from attendance in accordance with R.C. 3321.04; or

C. the student has received an age and schooling certificate.

If a student is habitually truant and the student’s parent has failed to cause the student’s attendance, the Lighthouse Community School authorizes the School Administrator or Designee to file a complaint with the Judge of the Juvenile Court and/or to take any other appropriate intervention actions as set forth in this Lighthouse Community School’s policy.

If a student is absent without a legitimate excuse for seven (7) or more consecutive school days, for ten (10) or more school days in one (1) month, or for fifteen (15) or more school days in one (1) year and the student’s parent has failed to cause the student’s attendance, the Lighthouse Community School authorizes the School Administrator or Designee to file a complaint with the Judge of the Juvenile Court.

Within ten days after the absences of a student surpass the threshold for a habitual truant, HB 410 requires that a School Administrator or Designee to assign the student to an absence intervention team. An intervention team must include: (1) a representative from the child’s school district or school, (2) another representative from the child’s school district or school who knows the child, and (3) the child’s parent (or parents designee), or the child’s guardian, custodian, guardian ad litem, or temporary custodian. Within 14 school days after the assignment, the team must develop an intervention plan for that student in an effort to reduce or eliminate further absences. As a part of the absence intervention plan Lighthouse Community School may, in its discretion, contact the appropriate juvenile court and ask to have the student informally enrolled in the court’s alternative to adjudication. If Lighthouse Community School chooses to have students informally enrolled in the alternative to adjudication, the school must develop a written policy regarding the use of, and selection process for, that program to ensure fairness.

Each intervention plan must vary based on the individual needs of the student. But each plan must state that the attendance officer must file a complaint in the juvenile court not later than 61 days after the date the plan was implemented, if the child has refused to participate in, or failed to make satisfactory progress on, in the intervention plan or an alternative to adjudication. Furthermore, within seven days after the plan’s development, the district or school must make reasonable efforts to provide the student’s parent, guardian, custodian, guardian ad litem, or temporary custodian with written notice of the plan.

In order to address the attendance practices of a student who is habitually truant, the Lighthouse Community School authorizes the School Administrator or Designee to take any of the following intervention actions:

A. notify the Registrar of Motor Vehicles of the student’s absences

B. take appropriate legal action

The School Administrator or designee will to inform the student and his/her parents, guardian, or custodian of the record of excessive absence as well as the School's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's excessive absence.

Beginning with the 2017-2018 school year, Lighthouse Community School will report to the Department of Education, as soon as practicable, and in a format and manner determined by the Department, any of the following occurrences:

1. When a student has been absence for 38 or more hours in one school month, or 65 or more hours in a school year and the school district sends notice of the fact to the student’s parent, guardian, or custodian;
2. When a child has been absent without legitimate excuse the requisite number of hours to classify the child as an habitual truant;
3. When a child has been adjudicated an unruly child for being a habitual truant violates the court order regarding the adjudication; and
4. When an absence intervention plan has been implemented for a child.

Summary of Duties:

|  |  |
| --- | --- |
| Triggering Instance | Steps to be taken |
| Student is absent (excused or unexcused) for 38 or more hours in one school month or 65 or more hours in one school year.  | * District or school’s new policy must include developing a truancy intervention plan for any student who meets this absence trigger.
* District or school must provide written notice to the parent, within seven days of the triggering absence.
* District or school may utilize any other intervention strategies contained in the new policy.
 |
| Student is absent (unexcused) for 30 or more consecutive hours, 42 or more hours in one school month, or 72 hours in one school year.  | * District or school must assign the student to an absence intervention team within seven days of the triggering absence.
* District or school must make three meaningful, good faith attempts to secure participation of the parent and investigate whether a failure to participate warrants a report to child protective services.
* Within 14 days of assignment of a team, the team must develop an absence intervention plan
* Within seven days of the plan’s development, the district or school must provide written notice of that plan to the parent.
* District or school may contact the court about informal enrollment of the child in an alternative to adjudication.
 |
| Student refuses to participate or fails to make satisfactory progress on absence intervention plan.  | * Attendance officer must file a complaint in the juvenile court not later and 61 days after plan implementation.
 |

If a student is absent from school for the sole purpose of traveling out of the state to participate in an enrichment activity approved by the Lighthouse Community School Board or in an extracurricular activity, the school shall count that absence as an excused absence, up to a maximum of four days per school year. The student is required to complete any classroom assignments that the student misses because of the absence.

If a student will be absent from school for four or more consecutive school days for a purpose described above, a classroom teacher employed by the school district shall accompany the student during the travel period to provide the student with instructional assistance.

**Attendance Officer**

3321.14, 3321.17

The Lighthouse Community School authorizes the School Social Worker to act as the Attendance Officer who assumes the rights and responsibilities as described in 3321.14. The Attendance Officer will be compensated for any expenses resulting from the performance of duties.

The attendance officer provided for by section 3321.14 or 3321.15 of the Revised Code shall be vested with police powers, may serve warrants, and may enter workshops, factories, stores, and all other places where children are employed and do whatever is necessary in the way of investigation or otherwise to enforce the laws relating to compulsory education and the employment of minors.

The attendance officer may also take into custody any youth of compulsory school age not legally employed on an age and schooling certificate who is not attending school and shall conduct such youth to the school he has been attending or should rightfully attend.

The attendance officer provided for by section 3321.14 or 3321.15 of the Revised Code shall institute proceedings against any officer, parent, guardian, or other person violating laws relating to compulsory education and the employment of minors, and otherwise discharge the duties described in sections 3321.14 to 3321.21 of the Revised Code, and perform any other service that the School Administrator of schools or Lighthouse Community School of the School by which the attendance officer is employed considers necessary to preserve the morals and secure the good conduct of school children, and to enforce those laws.

The attendance officer shall be furnished with copies of the enumeration in the school of the lists of pupils enrolled in the schools and shall report to the School Administrator discrepancies between these lists and the enumeration.

The attendance officer shall cooperate with the director of commerce in enforcing the laws relating to the employment of minors. The attendance officer shall furnish upon request any data that the attendance officer has collected in their reports of children from six to eighteen years of age and also concerning employers to the director and upon request to the state Lighthouse Community School.

The attendance officer shall keep a record of the attendance officer’s transactions for the inspection and information of the School Administrator of schools and the Lighthouse Community School; and shall make reports to the School Administrator of schools as often as required by the School Administrator. The state Lighthouse Community School may prescribe forms for the use of attendance officers in the performance of their duties. The blank forms and record books or indexes will be furnished by the School Administrator.

The attendance officer shall cooperate with the director of commerce in enforcing the laws relating to the employment of minors. The attendance officer shall furnish upon request any data that the attendance officer has collected in their reports of children from six to eighteen years of age and also concerning employers to the director and upon request to the state board of education

**Reporting violation of law by employer or fellow employee.**

4113.52

If any staff member becomes aware of a violation of any state or federal statute or any ordinance or regulation of a political subdivision that the school has authority to correct, and the staff member reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety , a felony, or an improper solicitation for a contribution, the staff member orally shall notify the staff member’s supervisor or other responsible officer of the staff member’s school of the violation and subsequently shall file with that supervisor or officer a written report that provides sufficient detail to identify and describe the violation.

 If the school does not correct the violation or make a reasonable and good faith effort to correct the violation within twenty-four hours after the oral notification or the receipt of the report, whichever is earlier, the staff member may file a written report that provides sufficient detail to identify and describe the violation with the prosecuting authority of the county or municipal corporation where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general’s jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the school and the industry, trade, or business in which the school is engaged.

If an staff member makes a report, the school, within twenty-four hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the staff member, in writing, of any effort of the school to correct the alleged violation or hazard or of the absence of the alleged violation or hazard.

If an staff member becomes aware in the course of the staff member’s employment of a violation of chapter 3704 (Air Pollution), 3734 (Solid and Hazardous Waste Disposal), 6109 (Safe Drinking Water), or 6111 (Water Pollution). of the Revised Code that is a criminal offense, the staff member directly may notify, either orally or in writing, any appropriate public official or agency that has regulatory authority over the school and the industry, trade, or business in which the school is engaged.

If an staff member becomes aware in the course of the staff member’s employment of a violation by a fellow staff member of any state or federal statute, any ordinance or regulation of a political subdivision, or any work rule or company policy of the staff member’s school and the staff member reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety , a felony, or an improper solicitation for a contribution, the staff member orally shall notify the staff member’s supervisor or other responsible officer of the staff member’s school of the violation and subsequently shall file with that supervisor or officer a written report that provides sufficient detail to identify and describe the violation.

The school may not take any disciplinary or retaliatory action against an staff member for making any report authorized by 4113.52, or as a result of the staff member’s having made any inquiry or taken any other action to ensure the accuracy of any information reported under either such division. The school may not take any disciplinary or retaliatory action against an staff member for making any report authorized in paragraph A if the staff member made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the staff member’s having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Prohibited disciplinary or retaliatory action includes doing any of the following:

(1) Removing or suspending the staff member from employment;

(2) Withholding from the staff member salary increases or staff member benefits to which the staff member is otherwise entitled;

(3) Transferring or reassigning the staff member;

(4) Denying the staff member a promotion that otherwise would have been received;

(5) Reducing the staff member in pay or position.

(C) An staff member shall make a reasonable and good faith effort to determine the accuracy of any information reported under division (A)(1) or (2) of this section. If the staff member who makes a report under either division fails to make such an effort, the staff member may be subject to disciplinary action by the staff member’s school, including suspension or removal, for reporting information without a reasonable basis to do so under division (A)(1) or (2) of this section.

**SALARY ADMINISTRATION PLAN**

4111.17

The basic purpose of an effective salary administration plan is to ensure that school personnel

receive fair and equitable compensation (in relation to the school’s progress and ability to pay)

and that the school receive a maximum return in its investment in salaries. The school’s salary

administration plan is based on merit.

To achieve this basic purpose, the school’s salary administration program has three objectives:

1. To provide compensation opportunities for employees which are related to the

responsibilities and skills needed to perform the job;

2. To reward individuals for performance and contribution to the school’s mission

goal, and objectives;

3. To use compensation funds in a way that will most effectively motivate personnel to

achieve school objectives.

In order to accomplish these objectives, it is essential that these policies be uniformly applied

and adhered to throughout all programs in the school.

**Salary Administration Practices**

In the administration of this policy, we are to be guided by the following practices:

1. To select employees with character, qualifications, and experience, and to

encourage and assist within school limits every employee to advance to the

maximum of the employee’s ability;

2. To pay salaries which compare favorably with those paid by other employers for

similar work, and to reward each employee in accordance with the value of the

employee’s services;

3. To determine fairly all placements, promotions and other changes in status on the

basis of performance, ability, and experience;

4. To operate the school so that the work of serving our students will be performed

pleasantly, effectively, professionally, and economically.

For Program Directors to continuously apply these principles, the following practices apply:

**Salary Levels for Different Positions**

The differences in salary levels for different jobs are based upon the relative contribution to

school goals and objectives. The objectives, scope, duties and requirements of each job are

described, analyzed, and evaluated, and each job is placed in a level with established minimum

and maximum salaries, which reflect the proper monetary relationship for the value of the job.

**Salary Increases**

The Annual Salary Increase Guide takes into account two major factors in determining the

amount of an employee’s salary increase. First, the increase is based on merit as described in

the employee’s performance rating. The cost of living is the second major factor influencing an

employee’s salary increase. Each year, the Lighthouse Community School Board of Directors will approve a cost of living adjustment percentage increase rate.

Occasionally, the Principal may wish to postpone a Salary Adjustment in order to enable

an employee sufficient time to improve their performance rating. This extended period will be

determined by the School Administrator, in consultation with Human Resources and will form the

basis upon which future Salary Adjustments are awarded.

Lighthouse Community School shall not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry by paying wages to any employee at a rate less than the rate at which the employer pays wages to another employee for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar conditions. Lighthouse Community School will not reduce the wages of other employees to comply with 4111.17

Lighthouse Community School is an Equal Opportunity Employer

4111.17

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Lighthouse Community School will be based on merit, qualifications, and abilities. Lighthouse Community School will not tolerate discrimination in employment or personnel practices including the advertisement of positions, recruitment, selection, promotion, demotion, transfer, disciplinary action, layoffs, termination and payment of wages. These activities shall be conducted without regard to race, creed, color, religion, marital status, sex, sexual preference, national origin, age, disability, or any other characteristic protected by law.  Lighthouse Community School is a Drug Free Workplace.

INTERROGATION OF STUDENTS

The Lighthouse Community School is committed to protecting students from harm that may or may not be directly associated with the school environment but also recognizes its responsibility to cooperate with law enforcement and public children's services agencies. Such agencies should investigate alleged violations of the law off school property if at all possible. An investigation can take place immediately on school property at the request of the building administrator if the alleged violation of law took place on school property or in emergency situations.

When police or other authorities arrive at the school and wish to interview a student or investigate an alleged violation of law, they must contact the building administrator indicating the nature of their investigation and their desire to question a student or students. Before the student(s) is (are) questioned as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the parent prior to questioning and shall remain in the room during the questioning.

If the student is the subject of a child abuse/neglect investigation, the building administrator shall attempt to contact the parent prior to questioning, and s/he or a designated guidance counselor or school social worker will remain in the room during questioning.

If an agency investigating child abuse/neglect indicates that the parent is believed to be the perpetrator, the building administrator will not contact either parent prior to the interview. The building administrator or a designated guidance counselor or school social worker will remain in the room during questioning. All attempts to notify the parents should be documented diligently.

When an authorized law enforcement officer or children's services agency removes a student, the building administrator shall notify the parent and the School Administrator. No school official may release personally identifiable student information in education records to the police or children's services agency without prior written permission of the parent, a lawfully issued subpoena, or a court order.

Transportation Policy

This policy sets forth transportation services to students at Lighthouse Community School for which the State Board of Education prescribes minimum services.

B. Students attending Lighthouse Community Schools whose residence is one mile or

farther from the school of attendance will be offered transportation services as follows:

C. Students attending Lighthouse Community School *whose residence is one mile or farther from the*

*school,* will be offered transportation services as follows:

1. *Transportation will be offered by yellow school bus, if practical*

2. *Metro Pass may be used for students in grades 7 – 12 when yellow bus is*

*impractical.*

* Bus fare will be provided to students until they are issued a Metro Pass. This pass will last the entire school year and is the responsibility of the student.
* Should the Metro Pass be lost, the student must inform staff in the morning as they arrive at school. The school will inform Metro about the lost Metro Pass. The school will give the student a one way bus pass so that they can pick up their new Metro pass at the Mercantile Building.
* The student is responsible for paying Metro $10 for the re-issued bus pass. No other bus fare will be given to the student.

3. Students who live outside the City of Cincinnati School District will be issued bus fare each day that will get them home and back to school the next day.

D. When the geography of a student’s residence in relation to their school of attendance and the limitations of meeting time schedules cause transportation to be impractical, Taxi service will be offered.

1. The student will be picked up from and dropped off at the residence that is in their student file unless they are in foster care or at a homeless shelter. The student

E. Transportation will be offered to students attending Lighthouse Community School that

have "transportation as a related service" required by their individualized education

plan in accordance with such plan.

F. Students who miss their yellow bus, metro bus or taxi will not be given alternative transportation.

G. Where practical, transportation service shall meet the following objectives:

1. Student ride time shall be less than seventy-five (75) minutes one way.

3. Transportation vehicles shall arrive and depart school within fifteen (15) minutes of start and completion of the school program.

4. Bus stops shall be within one-half (1/2) mile of residence.

H. When the geography of a student’s residence in relation to the location of Lighthouse Community School and the limitations of meeting time schedules cause transportation to be impractical,

"reimbursement in lieu of transportation" will be offered. Reimbursement will be $4.50 per day for each day the student at school.