



Student/Parent Handbook 2025-2026

Lighthouse Academy for Dyslexia
2436 W. Commerce St.
Ocean Springs, MS 39564
228-447-4941
www.lighthousedyslexia.org

Updated 7/20/25

Our Vision

Lighthouse Academy for Dyslexia exists so that children with dyslexia can understand their intrinsic worth and unlock their full academic potential.

Our Mission

The mission of Lighthouse Academy for Dyslexia is to foster community-wide awareness of dyslexia, to identify children with the characteristics of dyslexia, and to provide an academic rich, research-based, multi-sensory, educational environment to include positive experiences that challenge students while building necessary skills for academic and personal success.

Nondiscrimination Policy

Lighthouse Academy for Dyslexia is an equal opportunity employer and educational institution. The school does not discriminate in employment or in enrollment. Lighthouse Academy for Dyslexia admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and athletic and other school-administered programs.

Table of Contents

5	Staff
7	Definition of Dyslexia
7	Philosophy of Reading Remediation
8	Curriculum
9	Admissions/Evaluation Policy
12	Address/ Telephone Change
12	Attendance Policy
13	Tardy Policy
14	Check Out Policy
14	Arrival/Departure
15	Parent Partnership
15	Disciplinary Policy
17	Personal Device Agreement
17	Apple iPad Usage Agreement
18	Academic Honesty/Cheating
19	Dress Code
22	Emergency Drill/Operations Policy
22	First Aid Policy
23	Fundraising
23	Grading Policy
25	Parent-Teacher Conferences
25	Lost and Found
25	Search and Seizure Policy
26	Textbooks and Related Items
26	Visitor Policy

26	Grievance Procedure
26	Homework Policy
26	Exiting the Program/Withdrawal Policy
27	Promotion/Retention Policy
27	Promotion After Retention Policy
28	Financial Policy/ FACTS Payment Policy
29	Security Policy/Weapons Banned Policy
29	Concussion Management Policy
31	Liability Insurance Policy for Teacher and Parent Driver
31	Bullying/Harassment Policy
33	Alcohol Policy
33	Personal Items

Board of Directors

Leslie Kelley, Board Chair

Mike Goodwin, Treasurer and Secretary

Lauren Williams

Haley Martin

Earnest Taylor

Laura Lacoste

Premo Sabbatini

Traci Barrientos

Holly Gibbs

Staff

Traci Barrientos, M.Ed., CALT-QI, CDS, LDT
Executive Director

Lauren Houston, Ed.S, CALT-QI, LDT
Principal

Stephanie Hill, M.Ed., CALT, LDT
Director of Technology, Dyslexia Therapist

Sorrel Duncan, M. Ed., CALT, LDT
Director of Finance, Lead Multisensory Math Teacher

Kayla Reggio, M.Ed., CALT-QI
Director of Curriculum Development and Teacher Training

Lucretia Simpson, M.Ed, CALT
Dyslexia Therapist and Teacher

Christin Breland, M.Ed, CALT
Math Teacher

Wendy Luscly, M.Ed, CALT
Dyslexia Therapist and Teacher

Renee Hooper, M.Ed
Dyslexia Therapist Intern and Teacher

Susan Roberson, M.Ed., LDT, CALT
Dyslexia Therapist

Olivia Holley, M.Ed
Dyslexia Therapist Intern and Teacher

Debra Powell, M.Ed
Dyslexia Therapist Intern and Teacher

Melanie Walton, M.Ed
Dyslexia Therapist Intern and Teacher

Dee Fury, B.A.
Math Teacher

Alex Hill, M.Ed
Dyslexia Therapist and Teacher

Hope Hardy, M.Ed, CALT
Dyslexia Therapist and Teacher

Stephanie Grammar, Mississippi Whole Schools Project Director

Specials (Art/Theater) Teacher

Candace Pulley
Office Specialist

Donna Coffman
Teacher's Assistant

Shelby Carlington
Teacher's Assistant

John Mundy, Ph.D
STEM Teacher

Janelle Rometta
Movement Teacher

Definition of Dyslexia

What Is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the IDA Board, November 2002. This definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.)

Philosophy of Reading Remediation

The following has been sourced from IMSLEC.

Lighthouse Academy for Dyslexia's reading program is designed to remediate the specific disability of dyslexia using Orton-Gillingham based methodology that provides multi-sensory, explicit, direct instruction of English phonology. The principles of instruction and content in Orton-Gillingham based therapy are essential for effective reading remediation for the dyslexic student. The organization of instructional material follows the logical order of the English language, sequencing from the easiest, most basic elements and progressing methodically to more difficult material. It is a cognitive approach, teaching students to think through language problems when reading, writing, and spelling. The English Language is 85% predictable when one knows the rules.

The critical components of reading instruction include the following:

Phonology and Phonological Awareness: Phonology is the study of sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their components.

Sound-Symbol Association: This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound/symbol association is taught and mastered in two directions: visual to auditory and auditory to visual. Students learn to master the blending of sounds and letters into words as well as the segmenting of whole words into individual sounds.

Syllable Instruction: A syllable is a unit of oral and written language with one vowel sound. Instruction includes the teaching of the six syllable types in the English language: closed, vowel-consonant-e, open, consonant -le, r-controlled, and vowel digraph/diphthong. Syllable division rules are directly taught in relation to word structure.

Morphology: Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in language. The curriculum includes instruction in the comprehension of written language. The curriculum includes the study of base words, roots, prefixes and suffixes.

Syntax: Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Semantics: Semantics is the aspect of language concerned with meaning. The curriculum includes instruction in the comprehension of written language.

Handwriting: Students are specifically taught letter formation and letter connections with emphasis placed on the automaticity of cursive letter formation. Cursive handwriting is emphasized because of its continuous, fluid motion.

Curriculum

Research proves that dyslexic students require structured, sequential, multisensory, and repetitious instruction; therefore, due to these unique learning needs, an Orton-Gillingham, research-based, multisensory curriculum is necessary.

Lighthouse Academy's Dyslexia Therapists are trained in Basic Language Skills I, II, and III which is published by Neuhaus Education Center and in **Situational Learning by Alphabetic Phonics**. It meets the International Dyslexia Association's Best Practices for Teaching Reading and is accredited by the International Multisensory Structured Language Association (IMSLEC) as appropriate intervention for dyslexic students. Lighthouse Academy's therapists are trained through William Carey University, Mississippi College, the Dyslexia Resource Center, and the Mississippi Dyslexia Institute.

EnVision Math is used to provide a sequential and repetitious approach. It follows the College and Career Readiness Math Standards. It is delivered using a **Multisensory Math Approach** created by Marilyn Zecher, M.A., CALT, OG Fellow.

Decodable readers are used for controlled reading practice; however, students are also presented with connected text as studies show this essential exposure is necessary to build fluency, word, and worldly knowledge.

Neuhaus Published Curriculum of Scientific Spelling, Multisensory Grammar, Developing Metacognitive Skills, Word Detective, and Situational Learning are resources used to develop personalized therapy plans for each group and language arts lessons. We train and support teachers and school leaders in implementing the Hochman Method©, based on "The Writing Revolution," an explicit set of evidence-based strategies for teaching expository writing.

Hands-on Science and Social Studies topics are taught through Mystery Science and Scholastic News.

Admissions/Evaluation Policy

Lighthouse Academy for Dyslexia is a nonpublic special purpose school committed to serving young students with dyslexia. On average, it takes a student three to four years to master enough tools for a student to reenter a typical school environment.

Evaluation Policy

According to Mississippi Law, psycho-educational evaluations to determine a diagnosis of dyslexia may be administered by a psychometrist, psychologist, or speech language pathologist.

In order to be considered for admittance to Lighthouse Academy for Dyslexia, the following standardized test scores are required, along with a diagnosis:

IQ
Academic Achievement
Phonological Processing
Reading
Language
Rapid Naming
Written Expression

If problems outside of our area of expertise are indicated, we will make recommendations for further evaluation by an appropriately qualified professional.

Testing at Lighthouse Academy is generally administered in one day and includes all testing required for admission to the school. Testing must indicate a primary diagnosis of dyslexia in order to be a candidate for the school

Lighthouse Academy Diagnosticians:

Emily Weilgosz CCC-SLP

❖ ASHA Certified Speech Language Pathologist

Christin Breland, M.Ed, CALT

The state department requires that final reports containing the diagnosis of dyslexia be signed by the diagnostician to apply for scholarship assistance.

Testing submitted outside of Lighthouse Academy's Diagnostic Center must include all measurements stated above and reviewed by Mrs. Weilgosz. If testing is incomplete, Lighthouse Academy for Dyslexia may need to administer additional testing for a fee.

*The CTOPP must be current (within the last calendar year). Lighthouse Academy will administer a current CTOPP if needed at an additional fee. *If a student is coming from a homeschooled or virtual testing environment, Lighthouse will require academic testing. (State testing will not qualify for this requirement since we will not be able to see a child's cumulative file until after admissions.)

If you have any questions about testing requirements, please contact Kayla Reggio, k.reggio@lighthousedyslexia.org, Lauren Houston, l.houston@lighthousedyslexia.org or Emily Weilgosz, diag@lighthousedyslexia.org at (228) 447-4941.

Admissions Policy

Students entering 1st, 2nd, 3rd, and 4th grades will be considered for acceptance into the school. Students must remain in the school for at least 3 years in order to complete the program.

Students must have a full evaluation to determine if dyslexia is the primary disability. (Refer to Evaluation Policy)

Parents must complete the Lighthouse Academy for Dyslexia application and mail:

- a.) the application,
- b.) diagnosis of dyslexia
- c.) \$150 application fee payable via credit/debit card, cash, or check made out to the following:

Lighthouse Academy for Dyslexia

ATTN: Admissions

2436 W. Commerce St. Ocean Springs, MS 39564

(Applications will not be accepted without submission of all 3 items.)

After the application packet is received, the diagnosis will be reviewed, and an interview will be scheduled if appropriate.

At the time of the interview, parents are required to bring all educational files to include cumulative records (grades and behavior notes), SPED files, evaluations, and Tier paperwork. Parents will also be required to sign a release of information to Lighthouse Academy for additional access to other relevant school documentation.

After the interview, all educational files will be reviewed. A student questionnaire will be sent to the child's current teacher to complete.

A decision for admissions will be made based on the review of the diagnosis, the interview, the review of educational files, and the student questionnaire. If accepted, parents must submit the student's Form 121 and Birth Certificate.

Acceptance:

Lighthouse Academy for Dyslexia is an equal opportunity employer and educational institution. The school does not discriminate in employment or in enrollment. Lighthouse Academy for Dyslexia does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, or other school-administered programs.

Admission to Lighthouse Academy for Dyslexia will be determined on the basis of diagnostic testing, discipline records, teacher and parent observation notes, a teaching situation, and an admission interview. Parents will be notified of admission status.

Continued enrollment is contingent upon satisfactory academic progress, acceptable attendance, proper conduct, and payment of tuition.

After the time of the interview, the student will be registered for the next school year if it is determined by the parent and principal that it is the appropriate placement for the student. If accepted, parents must submit the student's Form 121 and Birth Certificate.

Waiting List:

Students who have been accepted will be placed on the waiting list to begin the following school year. Factors that may affect a student's placement on the waitlist may include but are not limited to the following: current resident of Mississippi, best fit for the Academy's academic program, commuting distance, likelihood of completing the entire remediation program. Students will be referred to the Mississippi Dyslexia Institute for out-client therapy if a space is not available or if a student is ineligible for enrollment.

Enrollment:

Enrollment is complete when a FACTS payment account has been established.

All students admitted to Lighthouse Academy are considered to be on probation for the first 90 school days. During this time, a student may be dismissed for academic, attendance, or disciplinary reasons.

Transfers:

Applications for transfer students will be reviewed on a case-by-case basis, based on the same requirements as regular enrollment, and will take into consideration previous exposure to therapy and availability of open spaces within the school.

All students in grades one through four who plan to enroll in Lighthouse Academy for the first time, will be required to present a copy of their child's birth certificate and a Certificate of Compliance before the student will be allowed to attend school. The Certificate of Compliance,

Mississippi Department of Health Form 121, may be obtained from your local health department or a private physician.

The requirement that students present a Certificate of Compliance before they are allowed to attend school was mandated by the state legislature in 1978. School officials can neither make exceptions nor issue compliance certificates. The County Health Officer, located at your local health department, can make exceptions for medical reasons. The following vaccines are required to attend school:

- A. DTaP (Diphtheria, Tetanus, Whooping Cough)
- B. Polio
- C. Hepatitis B
- D. MMR (Measles, Mumps, Rubella)
- E. Varicella (Chickenpox)
- F. Tdap (Tetanus, Diphtheria and Acellular Pertussis)- 7th grade students
(This information is provided to parents with 6th grade students.)

Address/Telephone Change

It is the parent's responsibility to report changes of address or telephone number to the school office immediately. Failure to do so may result in a delay of emergency contact or important information being disseminated.

Attendance Policy

Lighthouse Academy for Dyslexia has high regard for academic excellence. We believe that school attendance has a significant impact on achievement and is imperative to successful progression and completion of the dyslexia therapy program. The school requires students to be in regular attendance for 180 days as indicated by the school calendar. It is the parent's responsibility to assure the daily school attendance of their child/children.

"Compulsory-school-age children" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year. An "unlawful absence" is an absence during a school day by a compulsory-school-age child and is not due to a valid excuse for temporary nonattendance.

Parents must notify the school office when a child is going to be absent. Absences must be verified by a doctor's statement and parent note. All absences will be considered unexcused unless parental contact is made by note with a valid reason for the absence upon the student's return to class. All other absences require medical or legal documentation to be submitted to the school office. Documentation must be submitted to the office on the day the student returns for the absence to be considered excused. Documented dates must coincide with the actual days of absence.

Excused absences are a result of one or more of the following:

- Personal illness
- Medical or dental appointment, verified
- Illness/Death in the family
- Legal Proceedings
- Observance of religious holidays
- Emergency or set of circumstances judged as sufficient cause by the Principal
- Any school-sponsored activity approved by the administration (these absences will not be counted against student's attendance requirements)

Students are allowed 10 excused absences per school year. Parents will be required to provide written notification of absences, via email.

All absences other than the reasons listed above will be **unexcused**.

House Bill 1530 provides that a compulsory-school age child who is absent more than 37% of his/her instructional day must be considered absent the entire day. HB 1530 requires that students must be present 63% of the individual student's instructional day as set by the Board of Directors for Lighthouse Academy to be counted as full day.

Unlawful Absences of Children

Law enforcement officers shall be authorized to investigate all cases of nonattendance and unlawful absences of children. They shall file a petition with the youth court against parent or child under the provisions of the Mississippi Compulsory Attendance Law.

MS Code §37-13-91

For absences to be considered excused, parents must provide the school with notification of the reason for the absence.

Tardy Policy

All students are expected to be inside the building by 7:45 a.m. Students will be considered tardy beginning at 7:46a.m. Failure to report to school in a timely manner disrupts the peaceful transition into academic subjects and interrupts learning. Tardies are a disturbance to our therapy sessions; therefore, students are encouraged to be punctual each day.

Students who fail to be in the assigned class when the tardy bell rings are considered tardy and will be reported as "tardy" in FACTS.

The only excused tardy will be for students who check in with a written medical or legal excuse. The medical or legal excuse must be presented to administration when the student checks in and will not be accepted at any other time.

Administration can decide to excuse tardies for bad weather or delays caused by traffic/accidents.

A student will be allowed four (4) tardies to class without penalty each nine weeks. These tardies should be used for unexpected emergencies. If a student is tardy five (5) times in a nine week period, this will result in an unexcused absence. Ten(10) tardies= 2 unexcused absences, Fifteen (15)=3 unexcused absences.

Five (5) or more tardies in a nine-week period will result in a parent conference with administration.

Excessive tardies will result in a conference with the executive director and the principal to determine the further course of action.

At the beginning of each term, students will begin with zero tardies.

Check Out Policy

Parents who find it necessary to check out during the school day, are encouraged to provide written notice the morning of the check out or a phone call to the front desk beforehand. Check outs are provided for legitimate reasons such as illness, doctor or legal appointments, and emergencies.

When the parent/guardian picks up the student, he/she must sign the student out. If someone other than the parent(s) will be checking out a child, that person's name and information must be on the check-out form. Please be prepared to show a valid driver's license.

Parents are highly discouraged to check out after 2:00 p.m. as this causes disruptions in dismissal procedures. Lighthouse Academy discourages check outs during reading therapy.

Arrival/Departure

School hours are from 7:30-2:40/2:50.

The school receives students beginning at 7:30 a.m.

Tardy bell rings at 7:46.

1st- 4th grade dismissal is at 2:40 p.m.

5th- 6th grade dismissal is at 2:50 p.m.

For families needing before or after-school care, we recommend contacting the Ocean Springs YMCA, Smart Beginnings, or In The Zone.

Parent Partnership at Lighthouse Academy

The education of a child is a partnership between parents and the school. If, in the opinion of the school administration, that partnership is irretrievably broken, and/or parental behavior becomes a substantial distraction from the education of students, parents may be required to withdraw their children from the school. This conduct includes, but is not limited to: physical behavior, harassment of teachers and or administration, verbal abuse to teachers and or administration, social media activities, internet posts, GroupMe, and interaction with local and national media. The school is not required to re-enroll a student and reserves the right to reevaluate a child's placement at the end of every academic year.

Disciplinary Policy

The behavior policy of Lighthouse Academy fosters the total Christian formation of each student through the nourishment of religious values, self-discipline, personal growth, and academic excellence. The goal is best realized through the cooperation of students, parents, teachers, and school administrators.

Lighthouse Academy's school expectations are Be Responsible, Be Respectful, and Be Obedient. Lighthouse Academy's rules are (1) Follow directions the first time. (2) Eyes on speaker, body in a listening position. (3) Use kind words and be helpful. (4) Be in your seat unless otherwise directed. (5) Raise your hand to speak then wait to be called on. (6) Do hard things until they are easier.

Parents are invited and expected to support Lighthouse Academy in the rigorous enforcement of behavior policy since discipline is necessary to provide for the orderly growth and development of the individual and to ensure the health and safety of each student.

In order for each student to benefit from the school's uniquely designed therapeutic program, it is critical that a secure, positively controlled learning environment conducive to learning be maintained; therefore, persistent disruption of the class that causes other students' learning to be disturbed will not be tolerated.

Our school wide Positive Behavior Plan is a Lighthouse Loot System. All students will receive Lighthouse Loot for positive behavior. Once a week, the Loot Cart will be brought to each class. Students will have the option of choosing tangible and intangible rewards from the cart.

The following major infractions bypass the discipline plan and are immediately referred to administration and could result in immediate after school detention, suspension, or expulsion from Lighthouse Academy:

1. Major classroom disruptions and defiance
2. Use or possession of dangerous objects (firearm or weapon of any kind, fireworks, use of classroom materials as weapons)
3. Open defiance of a teacher/school personnel
4. Profanity or vulgarity of any kind (to include acts or gestures or symbols)
5. Threats, bullying, intimidation or harassment towards students or staff members
6. Stealing or possession of stolen property
7. Leaving campus without authorization
8. Refusal to follow directions of a teacher/school official
9. Provoking or instigating a fight or disturbance
10. Action resulting in injury or endangerment of other students or staff members
11. Physically fighting
12. Use, sale or possession of drugs or alcohol on school property or at any school function
13. Use or possession of any form of tobacco or tobacco paraphernalia on school property or at any school function
14. Possession of toy weapons or candied paraphernalia
15. Selling, trading, or possession of unauthorized items or offensive items
16. Indecent exposure
17. Improper physical contact
18. Gang-related activity (displays, gestures)
19. Vandalism (defacing or otherwise injuring property that belongs to the school, or other students)
20. Improper use of computer/internet or personal electronic device
21. Other behaviors/possession of items as determined by the school principal to be disruptive to the learning environment.

Steps to follow for major infractions:

- Bring the student to the office.
- Teacher will document the incident in writing.
- The teacher will discuss the situation with the principal.
- The principal will assess the situation and may confer with the executive director to determine the nature of the discipline which may include after school detention, suspension and/or expulsion from school.

For recurring infractions that are not major infractions:

Steps to follow are

Teachers will enforce the following discipline plan:

- 1.) Verbal warning
- 2.) Parent Contact
- 3.) Privileges removed or withheld
- 4.) Conference with teacher and administration (step one may start here if the behavior is recurring)
- 5.) After School Detention
- 6.) Suspension

7.) Expulsion

If behavior problems persist, and the child continues to misbehave in spite of teacher, parent, or administrative intervention, the child may be expelled from Lighthouse Academy. Please reference #8 on your parent contract. “Lighthouse Academy has the right to release any students for behavioral reasons.”

Expulsion

The Lighthouse Board of Directors realizes that expelling a student from school is a very serious matter. Should a student and his parents not be able to eliminate behavioral problems before multiple office visits occur, the student may be expelled. Lighthouse Academy is not a behavior modification school but rather a school for students with the primary diagnosis of dyslexia.

Personal Device Agreement

Students **are not** to use personal cell phones, iWatches, or unapproved devices (deemed inappropriate by the school principal) during school hours. In the event a student needs to phone home, the school office specialist or a staff member will assist the student in contacting the parents with the school phone. Failure to comply with this policy will result in seizure of the device. The device will be returned to the parent/guardian of the student at dismissal. **Repeated violation to this policy will result in after school detention or suspension.**

Apple iPad Usage Agreement

The mission of the Apple program at Lighthouse Academy is to create a collaborative learning environment for all students. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students’ engagement with content and promoting the development of lifelong learners. Students will transition from information consumers to creative producers and owners of knowledge. Lighthouse Academy endeavors to prepare students for an ever-changing world that sees technological advancements happening at a rapid rate, and we are committed to preparing students for success in college and beyond.

Using the Apple iPad at School: As we journey into using iPads for the delivery of curriculum and assessment, iPads are intended to become a daily part of a student’s school instructional day. Teachers will use iPads as a tool to encourage collaboration and engagement along with communication.

Using the iPad Outside of School: If deemed appropriate by a student’s teacher, students may need to transport the Apple iPad to and from school. A Wi-Fi internet connection will be required to access students’ files and online classrooms. The school’s iPads are safeguarded by a stringent content filter and firewall, ensuring secure usage both on and off campus. This comprehensive protection prevents access to inappropriate websites and applications at all times. Although the content filter is in place at all times, parents are still encouraged to monitor students’ internet usage.

School Business Usage All activity performed on the Apple iPad may be monitored by the administration. Students should only use this device for appropriate school business.

Apple iPad Care The Apple devices are fitted with cases for durability; therefore, normal usage should not cause damage to the devices. Students are responsible for the general care of the iPad they have been issued.

Each device is tracked with the serial number and is checked out to the student for the school year. Students will return the device at the end of the school year.

Below are a few general precautions students should take when using and storing their iPads:

- no food or drink should be next to the iPad.
- cords, cables, and removable storage devices must be inserted carefully into the iPad
- the iPad should not be used or stored near pets.
- the iPad should not be exposed to extreme temperatures, such as leaving it in a car overnight during the winter or in extreme heat.
- the iPad should not be used with the power cord plugged in when the cord may be a tripping hazard.
- the iPad must remain free of any writing, drawing, or non-removable stickers.
- heavy objects should never be placed on top of the iPad
- only clean the screen with a soft, dry microfiber cloth or antistatic cloth

Students are responsible for paying the replacement cost for devices that are lost, damaged, or stolen. Below are the replacement costs:

Replacement iPad - \$350
Replacement keyboard - \$25
Replacement power cord - \$15
Replacement headphones - \$10

Academic Honesty

Students are expected to maintain academic integrity when using their device. Students who share files for the purpose of cheating will be subject to the school's discipline policy. Also, when taking a test or quiz, students must follow the instructions of their teacher regarding accessing the internet, email, files, etc. Teachers are able to view students' screens at all times during the school day in order to monitor use. Students may only use the apps that are on the iPads.

Dress Code Policy

Personal Dress Code Policy

At Lighthouse Academy for Dyslexia, we value an environment that promotes learning and productivity. Our dress code policy is designed to create a professional and focused atmosphere. All members of our community are expected to adhere to the following guidelines:

1. **Professional Attire:** Clothing and uniforms should be neat, clean, and appropriate for an educational/work environment. This includes avoiding excessively casual or revealing clothing.
2. **Minimize Distractions:** To maintain focus in classrooms and workplaces, clothing and accessories that are overly loud, flashy, or provocative must be avoided. This includes but is not limited to:
 - o Graphic or slogan t-shirts, jackets, or sweatshirts that may be offensive or disruptive.
 - o Ripped or torn clothing.
 - o Very short skirts or shorts, and overly revealing tops.

Shirts

Collared Shirts must be white, navy, or light blue/ powder blue/ Monet blue/ sky blue.
(Lighthouse Academy Logo is *optional* but not required.)

Lighthouse Academy has partnered with Serendipitee in Ocean Springs to offer our families a discount of 20% for logo monograms. The cost would be \$4 per polo.

The following is **not** allowed: fitted shirts, midriff shirts, pleated shirts, or zipped closures.

- Visible undershirts must be white.

****Lighthouse Academy t-shirts *may only be worn on Fridays.***

Jumpers

Girls may wear uniform style jumpers (navy or khaki). **Lighthouse Academy Logo is *optional*.**

- Jumpers should be at an appropriate length (past the fingertips when arms are down).

Belts

Cloth or leather belts may be worn (black, brown, navy, or khaki).

Jackets, Coats, Sweaters

Pullovers or light jackets must be navy, light blue, white, or khaki. Lighthouse Academy uniform sweatshirts are available for purchase and are the only uniform sweatshirts allowed to be worn in class.

- Coats and jackets of any other kind may be worn *outside the building* in extreme weather only.

Pants, Shorts, Skorts

Pants and Shorts may be worn and must be *navy or khaki only*. Girls may also wear skorts (*navy or khaki only*).

- Shorts and Skorts should be an appropriate length past the fingertips when arms are down.

The following are **not** school uniform options: bell bottoms, capri/ pedal pushers, denim, lace, spandex, sweatpants, athletic wear, jeggings, leggings as pants, low riding, sagging, linen, carpenter, zip- off, pants with holes, faded knees, and parachute pants.

Shoes

The following shoes are allowed:

- Athletic Tennis Shoes (non-skid sole)
- Closed Toe Shoes
- Solid Color Shoes (White, Grey, Navy, Brown, or Black)

*small colored trademarks are allowed. Keep shoes as close to Lighthouse Academy colors as possible. No lights, bells, sounds, or distracting footwear is acceptable. If your child cannot tie his or her shoes, please purchase shoes with alternative closures.

The following are not allowed: boots, cleats, flip flops, high tops, crocs, light up shoes, sandals, open toe shoes, and shoe skates.

Socks and Tights

No-show socks, ankle socks, bobby socks, knee socks, or crew socks must be worn with shoes to school. All socks must be white or navy.

Closed toed white or navy tights are allowed to be worn with jumpers.

Leggings are not considered appropriate uniform pants. They may not be worn in place of uniform slacks.

Notes:

Rain Gear and non-uniform compliant personal jackets may NOT to be worn in the building or the classroom .

Hats/Scarves/Gloves- These cold weather items are not to be worn in the building or classroom. They must be worn outside only.

In addition to the above clothing requirements, there are certain minimum standards of hygiene, sanitation and personal appearance which students are expected to follow.

To minimize distractions, maintain an orderly learning environment, and teach students to respect authority and follow community standards, clothing that contains vulgar or lewd imagery,

promotes illegal drug, alcohol, or tobacco use, is political in nature, or is likely to cause serious disruption or violate other students' rights is prohibited.

All Students:

Visible body piercing (other than ears) shall not be allowed. This includes tongue piercing.

Footwear shall be worn including socks, stockings, or hose.

Midriffs shall not be exposed.

Cleanliness of dress, body, and hair is mandatory.

Headwear, including hoods, shall not be worn in the school building.

Sunglasses shall not be worn in the building.

Any style of clothing tending toward immodesty, offensive, or are deemed distracting by the administration because of reference to race, sex, ethnic group, political, etc. shall be prohibited. Lighthouse Academy exists for the purpose of remediating dyslexia and closing academic gaps due to dyslexia. This challenging task requires complete focus on the task of remediation; therefore, distracting or disruptive learning environments are a top priority.

Oversized clothing, "sagging" and/or "low-riding" clothing is not acceptable.

Only natural hair colors will be permitted. (Example: blonde, brunette, etc.) Please do not send your child to school with brightly colored highlights, hair extensions or other distracting hair accessories or styles. Failure to comply with the full-dress code may result in your child's inability to participate in special school events.

Any clothing or appearance styles that are deemed as a distraction by the administration will not be permitted.

No false nails. Nails should be kept well groomed. This is necessary for proper handwriting and typing instruction.

Boys

Underclothing shall be worn.

No facial hair

Extreme hairstyles are not permitted (ex. Long sideburns, mohawks).

No jewelry

No makeup

No body piercing

Girls

Underclothing shall be worn.

No see-through clothing may be worn.

No clothing top shall be cut so low in front as to expose any part of the breast or be excessively low in the back.

Extreme hairstyles are not permitted.

No jewelry except for ear studs

No body piercing

Emergency Drill Policy

Disaster preparedness measures are a part of the school program. Students are expected to learn the procedures to be followed for fire, lockdown, and tornado drills as well as other emergency conditions. Students are expected to cooperate fully with the supervising teacher when emergency drills are conducted.

Emergency Operations Policy

Our school social media accounts, school website, and **FACTS** remain the official source of all information. During emergency situations, parents are encouraged to listen to local radio and television stations for announcements from administration concerning the closing of school for inclement weather or other emergencies.

First Aid Policy

If an accident occurs, the student(s) involved are to report to the supervising teacher or to administration, if possible. If not possible, other students are to summon the supervising teacher or administration for help. In case of minor accidents or sudden illness, immediate temporary care and first aid will be administered. Parents will be notified when deemed necessary. Home, business, and emergency phone numbers are to be furnished to the school. In the event of an emergency, 911 will be called.

Fundraising

In order to keep tuition and other fees at a minimum and to provide students with excellence in education, we must conduct various fundraisers throughout the school year. All families are required to participate.

Parents are welcome to submit fundraising requests. Fundraising requests may be reviewed by the administration, and the appropriate sponsor of the fundraiser will be notified of approval or denial. Fundraisers not submitted at least ten (10) days prior to the fundraiser will be denied.

All monies raised should be deposited to the Director of Finance.

Grading Policy

Grades at LAD should reflect a realistic picture of students' achievements and areas for improvement. Grades will be composed of the below categories and weighted in alignment with the educational philosophy of the school. Please see the description categories below for additional guidance.

Grading Scale

Grade Type	Weighted %age of Grades
Assessments	40%
Classwork/Homework	45%
Effort & Perseverance	15%
TOTAL	100%

Teachers are required to input **9 Grades** per nine weeks.

- Minimum two perseverance grades
- Minimum two assessment grades

Assessments

- Assessments can be formal or informal. Quizzes, tests, projects, progression of projects, oral presentations, reports, etc can all count towards assessment grades.
- Assessments should reflect student work towards a goal *or* the end product of learning.
- Minimum two assessment grades

Classwork/Homework

- Classwork grades include anything that is completed during class time. This can include independent work and work completed as a group.
- Homework is intended to reinforce any learning taking place in the classroom.
- Homework should not take more than 20 minutes for 1 - 2 grades and more than 30 - 40 minutes for 3 - 6 grades to complete, unless special circumstances such as a project or paper are taking place occasionally.

Effort and Perseverance

- The below *Effort and Perseverance* rubric will be completed and sent home with graded papers.
- No recorded grades will be given lower than a 50% or 10/20, which is an F.
- Effort and Perseverance grades will be recorded for Reading and Math ONLY.
- Anecdotal notes should be recorded throughout the school year to help score rubrics every 4.5 weeks

General

- If a student makes a D or below the teacher will contact the parent or guardian. The contact should be documented.

Grades must be updated *weekly* into **FACTS** to ensure parent access. Teachers are required to give one grade per week in each subject. Teachers should send biweekly signed paper packets home on Wednesdays. Following is the grading scale for Lighthouse Academy students.

A= 100-90	Outstanding/Excellent
B= 89-80	Exceeds Requirements
C= 79-70	Meets Minimum Requirements
D= 69-60	Working Below Ability Level
F= 59 and below	Unacceptable Performance/ No Credit

Parent/Teacher Conferences

Lighthouse Academy for Dyslexia holds two parent/teacher conference weeks, fall and end of the year. Fall conferences are held in September or October. End of the year conferences are held in April/May. Each family will receive a schedule for both weeks when the time is appropriate. Parents are responsible to sign up for a day and time.

Parents may contact the teacher if they would like to request a conference at any other time in the year. Each teacher may be contacted through email. The email address of each teacher is the first initial, followed by a period, and the entire last name at @lighthousedyslexia.org. (for example: m.smith@lighthousedyslexia.org)

Teachers and administrators may request parent conferences during any time throughout the school year.

Lost and Found

Items found in any classroom, the building, or the playground may be turned in to any teacher or administration. Students who have lost items may claim them before or after school. Lighthouse Academy is not responsible for lost or stolen items. Parents and students are encouraged not to bring items of great value to school as such items may become lost and not found.

Search and Seizure Policy

The right of inspection of a student's school desk and/or assigned area is inherent in the authority granted to school boards and administrators and should be exercised to assure that the school will exercise every safeguard to protect the well-being of all students. In an attempt to protect students from exposure to illegal drugs and dangerous materials, school property is subject to searches by the administration where there is reasonable suspicion to believe that illegal drugs or dangerous materials are present. If the principal or her designee has reasonable suspicion to believe that a student has illegal substances and/or dangerous items or weapons in his/her desk, book bag, backpack, purse, or on his/her person or his/her property, the principal or her designee has the authority to make a search of the appropriate object in order to discover the presence of any contraband. When a search, based on reasonable suspicion, is conducted, the administrator shall record the reason(s) for believing a search is justified. The search should, when possible, be conducted in front of an adult witness, and both the witness and searcher should briefly record, in writing, what was: (a) said, (b) done, (c) found, and (d) at what time the search took place. While it is not necessary, the student's consent to the "reasonable suspicion" search is obtained, if possible, and the search is conducted in the presence of the student. In the event that illegal drugs or dangerous materials are present, the parents of the student, and the executive director shall be immediately notified. Under reasonable circumstances, the OSPD may be contacted.

Textbooks and Related Items

Students are held responsible for all textbooks, readers, and materials issued to them. Students will be held responsible for any damages to textbooks, readers, or materials and will be fined accordingly. Periodic book checks are conducted by teachers.

Visitor Policy

All visitors must first sign in and receive a visitor's tag before continuing with the visit. Appropriate dress is expected of all visitors.

Grievance Procedure

Any student/parent who has a grievance during the course of the school year should contact the person with whom he/she disagrees. If the problem cannot be resolved at this level, he/she should contact the principal. If the problem is not resolved, he/she should move to the next level which is the Executive Director. After making contact through the appropriate chain of command, if the problem still persists, parents may submit a request to speak to the Board of Directors.

Students/parents are encouraged to follow the chain of command in an effort to resolve any problems at the lowest possible level in the chain of command.

Homework Policy

Homework is assigned for the purpose of reinforcing skills taught in the classroom, developing organizational skills, improving reading, writing, and math abilities, and encouraging independence and self-reliance. The maximum time for homework completion should be 30 minutes. Please contact the teacher if homework is taking longer than this time.

Exiting the Program/Withdrawal Policy

Lighthouse Academy's therapeutic, educational program is a three-academic-year plan. Students are expected to complete all three years. After completing the three-year program, individual CTOPP evaluations will be administered. An individual accommodation plan (504 Plan or Service Plan) will be written before releasing the student.

Students are enrolled in the school on an annual basis; however, parents must understand that Lighthouse Academy offers a 3-4 year academic program. Each year, the school prepares for students based on enrollment, employs the necessary teachers and therapists, and purchases needed materials to accommodate registered students. Tuition and registration fees do not cover all of the school's operational costs. Therefore, the following policy is in effect: To withdraw a student mid-year, a parent or guardian must submit a letter to the Executive Director. The withdrawal of a student does not void a family's financial obligation. The Board of Directors will not release anyone from financial obligations unless there are significant and valid

circumstances. To request a release from these financial obligations, the parent or guardian must submit a letter to the Board of Directors clearly stating the reasons for the withdrawal and a request to be released from the financial obligation.

A student exiting the program before completion will be given a current progress report upon early release. (Students must be enrolled at least 15 school days during a nine-week period to receive a grade for that period.) Cumulative records will transfer immediately upon written request by the requesting school, provided all fees and/or fines are paid and all school property is returned.

Promotion/Retention Policy

Incoming students: Students who are coming from an accredited school with failing grades in ELA subjects, may be promoted to the next grade if the failing grades are a result of their diagnosis of dyslexia.

Current students: In order to be promoted from one grade level to another, students must maintain passing grades in ELA subjects and in math. The yearly average shall be determined by averaging the two-semester numerical grades.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59-Below

If a student does not have passing grades, they will be asked to repeat a book or a grade level.

If a therapist or teacher has a concern or a student is not proficient in an area the teacher or therapist may suggest that a student repeat a book or a grade level.

Promotion After Prior Retention Policy

Students who have previously been retained may be considered for grade acceleration ("skipping a grade") under the following conditions:

- The student demonstrates mastery of current grade-level content
- The student shows maturity and readiness to benefit from an advanced placement
- Parental support for grade advancement is documented

- Performance at or above the 50th percentile on a nationally norm-referenced standardized achievement test (e.g., Woodcock-Johnson, Iowa Assessments, KTEA)

All decisions will be made through a formal review process involving:

- Student's classroom teachers
- School administrator(s)
- Academic support staff or intervention team
- Parent/guardian

Internal Review Checklist for Grade Advancement (After Retention)

- ☐ Teacher recommendation and documented classroom mastery
- ☐ Parent/guardian consultation and support documented
- ☐ Evidence of academic growth and readiness from intervention records
- ☐ Standardized test scores at or above 50th percentile (reading/math)
- ☐ Student social-emotional readiness considered
- ☐ Administrator approval
- ☐ Final placement decision recorded in student file

BOD Approved via email 6/20/25

Financial Policy

It is the policy of Lighthouse Academy for Dyslexia that all tuition accounts must be kept current in order for a student to continue enrollment. Upon the FACTS payment system draft, if a payment is not made available, the account will be assessed a late fee, and the family will be contacted to attempt to collect the missed payment. If a student's tuition account becomes 60-days past due, parents will be required to meet with the Board of Directors, and the student will be unable to continue enrollment in Lighthouse Academy for Dyslexia until the tuition account is made current. Exams, report cards, and transcripts will not be issued to a student whose family has not met all financial obligations to the school. If a student withdraws from Lighthouse Academy for Dyslexia during the middle of the school year, the family remains responsible for the full amount of tuition for the remainder of the school year unless released from financial responsibility by the Board of Directors.

Tuition and fees must be paid in full so that students can receive final report cards at the end of the year.

FACTS Payment Policy

All Lighthouse Academy families will establish a FACTS payment account for the collection of tuition payments and incidental expenses throughout the year.

Security Policy/Weapons Banned Policy

Lighthouse Academy for Dyslexia requires any visitor on campus to sign in and out when entering or leaving the building.

Lighthouse Academy for Dyslexia is a weapon free campus. We do not allow any weapon to be carried onto campus by any teacher, student, or visitor.

Concussion Management Policy

A concussion is a brain injury, and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.**

Symptoms may include one or more of the following:

- Headaches Amnesia
- Pressure in head
- Don't feel right
- Nausea or vomiting
- Fatigue or low energy
- Neck pain
- Balance problems or dizziness
- Nervousness or anxiety
- Blurred, double or fuzzy vision
- Irritability
- Sensitivity to light or noise
- More emotional
- Feeling sluggish or slowed down
- Confusion
- Feeling foggy or groggy
- Concentration or memory problems
- Drowsiness

- Change in sleep patterns
- Repeating the same question/comment

Signs observed by teachers or parents:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Moves clumsily or displays incoordination
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can't recall events prior to accident
- Seizures or convulsions
- Any change in typical behavior or personality
- Loss of consciousness

Policy:

- A student who reports or displays any symptoms or signs of a concussion at recess, P.E., or physically active event, will be immediately removed from the activity.
- The student should not be allowed to return to the activity for the remainder of the day regardless of whether the student appears or states that he/she is normal.
- The parent(s)/guardian(s) will be contacted.
- If symptoms continue, the student should be taken to the emergency room.
- If the student has sustained a concussion, he/she should be referred to a licensed physician preferably one with experience in managing sports concussion injuries.
- The student who has been diagnosed with a concussion should be returned to play only after full recovery and clearance by a physician. Recovery from a concussion, regardless of loss of consciousness, usually takes 7-14 days after resolution of all symptoms.
- Return to play after a concussion should be gradual.
- Students should not continue to practice or return to play while still having symptoms of a concussion. Sustaining an impact to the head while recovering from a concussion may cause Second Impact Syndrome, a catastrophic neurological brain injury.
*Parents must get a note from a physician stating when a child can return to physical activities.

Liability Insurance Policy for Teacher and Parent Driver

Lighthouse Academy for Dyslexia does require any parent or teacher to fill out a “Proof of Liability Insurance” form before driving any student(s) of Lighthouse Academy for field trips or any other activity. If the parent cannot provide proof of liability insurance or refuses to fill out the form, the parent will not be permitted to drive any student at Lighthouse Academy. Volunteer drivers must carry no less than \$300,000 for bodily injury protection and \$100,000 in property damage protection to transport students other than their own children.

Bullying/Harassment Policy (In-Person and Cyber) MS Code Ann. 37-11-67 and 37-11-69

The Board of Directors of Lighthouse Academy prohibits bullying or harassing behavior of students, school employees, or volunteers. Lighthouse Academy will make every reasonable effort to ensure that no person or school employee is subjected to bullying or harassing behavior by other students or other school employees.

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that:

- (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or
- (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s education, including but not limited to educational performance, opportunities, or benefits.

A “hostile environment” means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The above conduct constitutes bullying if that conduct interferes with a student’s education or substantially disrupts the operation of a school.

Lighthouse Academy for Dyslexia does not condone or allow any type of bullying or harassment within our school community whether it be on school property, a school-sponsored function, or off school property when such conduct, in the determination of the school principal and executive director, renders the offending person’s presence a disruption to the operation of the

educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole. We take bullying/harassment extremely seriously.

The school encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official. Retaliation or reprisal against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying or harassing behavior, is prohibited.

Lighthouse Academy recognizes the fundamental right of every student to take “reasonable actions” as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassment.

“Reasonable action” includes, but is not limited to, promptly reporting the bullying or harassing behavior to a teacher, principal, counselor, or other school employee.

Any report of bullying or harassing behavior must be made promptly but, absent exceptional justifying circumstances, no later than five (5) school days after the alleged act or acts occurred.

The policies are as follows:

In person:

- If a student is being bullied or harassed by another student, they should report the incident in detail to an adult.
- If a teacher suspects any bullying or harassment, he or she should report it to the administration.
- Administration will conference with the reporting individual to gather further information. The reporting individual and the school administrator shall complete a “Bullying/Harassing Behavior” complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, the name(s) of the victim(s) of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.
- If a teacher or administrator deems appropriate, a conference will also be held with the student in question to investigate further.
- If the results of the conference(s) indicate bullying, a conference will be held with both parties involved.
- If the bullying continues, the student committing the bullying could face suspension or expulsion from the school.

Cyber:

- If a student, parent, or teacher witnesses cyberbullying, they should report it to the administration immediately.
- If possible, evidence should be printed off.
- Administration will conference with the student and parent if necessary, to gather further information.
- If a teacher or administrator deems appropriate, a conference will also be held with the student in question to gather further information (investigation).

- If the results of the conference(s) indicate bullying, a conference will be held with both parties involved.
- If the bullying continues, the student committing the bullying could face suspension or release from the school.

Alcohol Policy

Lighthouse Academy for Dyslexia does not allow any persons, teachers, volunteers, or students to have alcohol on campus or come to Lighthouse Academy under the influence.

Personal Items

All personal items (i.e. toys, playing cards, etc.) should remain at home. The only things brought to school should be school supplies and assignments. If a child brings a personal item that is deemed inappropriate or a distraction, it will be kept in the office and parents can pick it up at dismissal. Lighthouse Academy cannot be responsible for unauthorized personal items brought onto campus.