



WISCONSIN INSTITUTE FOR LAW & LIBERTY, INC.

330 E. Kilbourn Ave., Suite 725, Milwaukee, WI 53202-3141
414-727-WILL
Fax 414-727-6385
www.will-law.org

November 12, 2025

Via Electronic Mail

Lighthouse Learning Academy
c/o: Superintendent Diane Johnson (diane.johnson@trschoools.k12.wi.us)

Superintendent Johnson:

We represent Karen Sharkey, a parent who recently enrolled her child at Lighthouse Learning Academy (herein referred to as “Lighthouse”). It is our understanding that Lighthouse is a charter school that is chartered by the Two Rivers Public School District and operates as a virtual charter school, as defined in Wis. Stat. § 115.001(16).

Lighthouse uses an innovative and commendable instruction model that allows *the parents* to select instructional curriculum that will best serve their child’s unique needs. Under Lighthouse’s model, the school will purchase the curricular materials that the parent selects.¹ While teachers and staff help to facilitate and monitor each student’s Individual Learning Plan (ILP), the parent is primarily responsible for administering the plan and guiding the curriculum throughout the day.² This is primarily why Mrs. Sharkey chose to enroll her child at Lighthouse—because it explicitly “encourage[s] parents to participate in the process of selecting the most appropriate materials that fit the needs of the student.”³

Mrs. Sharkey selected instructional materials that she believes would be best for her child, but Lighthouse has refused to purchase four of her selections for reasons that violate her constitutional rights, as explained in more detail below. As to two of the four, the entire justification Mrs. Sharkey has been given is that the materials were produced by a company whose curriculum is based on the philosophies of a Christian educator—even though the materials themselves have no religious content whatsoever. As the United States Supreme Court has recently and repeatedly emphasized, that kind of hostility to religious people constitutes improper discrimination and violates the Free Exercise Clause. And while the other

¹ Lighthouse Learning Academy Charter School Two Rivers Public School District, *Parent and Student Expectations and Procedures Handbook*, p. 28. Exhibit 1.

² Two Rivers Public Schools, *School/Parent/Student Agreement Form 2025–26*, September 16, 2025. Exhibit 2.

³ Lighthouse Learning Academy Charter School Two Rivers Public School District, *Parent and Student Expectations and Procedures Handbook*, p. 10. Exhibit 1.

two of Mrs. Sharkey’s selections contain some religious references, religion is not the focus, and, regardless, these materials were chosen by Mrs. Sharkey, not the school, and will be taught by her and only to her child. Therefore, the same rule applies—the school cannot discriminate against her curriculum choice solely because it includes religious elements.

Our goal in sending you this letter is, we hope, to resolve this issue with Lighthouse such that the curricular products requested by Mrs. Sharkey can and will be purchased for her child without further dispute. However, if Lighthouse continues to refuse to allow Mrs. Sharkey to select these materials for her child—while allowing other parents to select whatever nonsectarian curriculum they want—we will have no choice but to pursue appropriate legal action.

The four items requested by Mrs. Sharkey are as follows:

1. Simply Charlotte Mason—Elementary Arithmetic Series book 5 with Practical Geometry Part 1;
2. Simply Charlotte Mason—Shakespeare in Three Steps—A Comedy of Errors;
3. Simply Charlotte Mason—Using Language Well Book 5 Bundle;
4. A learning platform that teaches Hebrew and Koine Greek called “Biblingo.”

These instructional materials were selected by Mrs. Sharkey in communications on September 11 and 22, 2025. Lighthouse denied the first three requests primarily because Simply Charlotte Mason, the company that produced them, produces Christian curriculum as well as non-religious curriculum. As to the Biblingo program, although it is language instruction designed to teach the historical Biblical languages, some of the materials use “pictures and videos of the biblical world,” which apparently made the materials unacceptable to Lighthouse.

Lighthouse’s contention is that if it purchased these materials, as requested by Mrs. Sharkey, the school would be violating the Establishment Clause. Lighthouse is in error. In fact, if Lighthouse continues its refusal to purchase these materials, it will violate Mrs. Sharkey’s constitutional rights and improperly discriminate against religion.

In a trilogy of recent cases, the U.S. Supreme Court has explained that the government may not “disqualify[] otherwise eligible recipients from a public benefit ‘solely because of their religious character.’” *Espinoza v. Montana Dep’t of Revenue*, 591 U.S. 464, 475 (2020) (quoting *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 582 U.S. 449, 475 (2017)); *Carson as next friend of O. C. v. Makin*, 596 U.S. 767 (2022). So, for example, the state may not deny a church-run preschool funding for a playground (*Trinity Lutheran*) or deny scholarships to parents who send their children to private religious schools (*Espinoza*; *Carson*). The first two cases in this

trio held that public benefits may not be denied “on the basis of religious status.” *Carson*, 596 U.S. at 787. *Carson* clarified that public benefits also may not be denied “on the basis of their anticipated religious use,” even if that “use” is “instructing children” “in their faith.” *Carson*, 596 U.S. at 786–89.

The Supreme Court has also recently emphasized, both in these cases and in others, that the First Amendment requires “neutral[ity] toward religion”—any overt “hostility to religion” violates the Free Exercise clause. *E.g.*, *Masterpiece Cakeshop v. Colorado C.R. Comm’n*, 584 U.S. 617, 640 (2018); *Everson v. Bd. of Educ. of Ewing Twp.*, 330 U.S. 1, 18 (1947) (“[T]he First Amendment requires the state to be a neutral in its relations with groups of religious believers and non-believers; it does not require the state to be their adversary.”).

Lighthouse’s categorical rejection of Mrs. Sharkey’s requested materials violates these principles. Lighthouse provides a public benefit to all parents by allowing them to select curriculum materials for their own children. Yet Lighthouse appears to be using religious status or use as a disqualifying factor from this public benefit. Although Lighthouse provides some facilitation and oversight, parents have the primary responsibility to teach their children during the day using the materials they select. Indeed, Lighthouse has rejected two of the materials that Mrs. Sharkey requested based solely on the religious status of the producer of those materials, which is squarely forbidden under *Trinity Lutheran* and *Espinoza*. As Mrs. Sharkey has explained to you, “The Simply Charlotte Mason Elementary Arithmetic Series, Books 5 and 6” and “Shakespeare in Three Steps” do not contain any Christian references whatsoever.⁴ The publisher bases its curriculum on the philosophies of a Christian educator. Such a denial imposes a special disability on the basis of religious status and exhibits hostility to religion.

Lighthouse’s denial of the other two products violates *Carson*’s holding that public benefits may not be denied merely because they will be “put[] [] to religious uses.” *Carson*, 596 U.S. 767, 786. Moreover, even though the “Using Language Well Book 5” and “Biblingo” products contain some religious references, they were chosen for their historical and literary significance rather than serving a religious purpose. Lighthouse has denied Mrs. Sharkey a benefit that all other parents at Lighthouse enjoy—choosing the curriculum that best fits the needs of their child and the

⁴ Exhibit 3. Ms. Spaeth also notes in one of her emails that “[e]ven their math series has religious references. A quick google search indicates this.” Exhibit 4. However, nothing on the Simply Charlotte Mason website or their samples of the curriculum indicates that religious references are in the math series. Not to mention, the company itself assures that there are no religious references in the math series. That being said, if one was to search “does the Simply Charolette Mason Arithmetic series contain religious references,” the AI overview says it does. It is well known that AI models, such as Google’s Gemini, often generate factual errors and misleading information. The AI models themselves encourage users to always cross-reference information from AI overviews with credible sources (like, perhaps, the Simply Charolette Mason staff). We hope that Lighthouse does not rely on AI overviews of curriculum to make decisions about products.

expense of that curriculum being covered by the school. She was denied this benefit solely because of these products' religious character. However, Mrs. Sharkey chose this material because it best fits the needs of her child and her family. Mrs. Sharkey should be able to participate in the benefits that Lighthouse provides to other parents without having to "disavow [her] religious character." *Trinity Lutheran*, 582 U.S. 449, 463.

The denial of Mrs. Sharkey's requests also interferes with her parental rights. For nearly a century, the U.S. Supreme Court has affirmed that parents, not the government, hold the primary authority and responsibility for guiding their children's moral and religious development. *Pierce v. Society of Sisters of the Holy Names of Jesus and Mary*, 268 U.S. 510, 535 (1925). The U.S. Supreme Court recently reaffirmed these protections in *Mahmoud v. Taylor*, underscoring that parents have the right to direct the religious and moral education of their children. *Mahmoud v. Taylor*, 145 S. Ct. 2332, 2351 (2025). Lighthouse's model is purposefully designed to allow parents to direct their children's education by selecting instructional materials that will serve them best. By denying Mrs. Sharkey the ability to incorporate the instruction she desires for her child's virtual education, Lighthouse infringes upon this fundamental right.

Lighthouse's justification for denying Mrs. Sharkey's requested materials appears to be concern about violating the Establishment Clause. Yet that concern is "premised on a misconstruction of the Establishment Clause." *Kennedy v. Bremerton Sch. Dist.*, 597 U.S. 507, 543 (2022). And, as the Supreme Court has recently emphasized, "in no world may a government entity's concerns about phantom constitutional violations justify actual violations of an individual's First Amendment rights." *Id.*

The Establishment Clause prohibits government *establishment* of religion, but it does not require government *hostility* towards religion. The U.S. Supreme Court has repeatedly held that neutral public programs may provide benefits to religious and secular participants alike without violating the Establishment Clause. See *Zobrest v. Catalina Foothills Sch. Dist.*, 509 U.S. 1, 8 (1993); *Carson as next friend of O. C. v. Makin*, 596 U.S. 767, 780 (2022); *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 582 U.S. 449, 458 (2017). This is especially true when public benefits "flow to religious organizations through the independent choices of private benefit recipients." *Carson*, 596 U.S. 767, 781 (2022). When that occurs, "circuit between government and religion [is] broken ..." *Zelman v. Simmons-Harris*, 536 U.S. 639, 652 (2002).

This logic makes sense, because if "a program offers permissible aid to the religious (including the pervasively sectarian), the areligious, and the irreligious, it is a mystery which view of religion the government has established, and thus a mystery what the constitutional violation would be." *Mitchell v. Helms*, 530 U.S.

793, 827 (2000) (plurality opinion). Using this logic, the Court “ha[s] never found a program of true private choice to offend the Establishment Clause.” *Zelman*, 536 U.S. 639, 653 (2002). So here, where Lighthouse gives parents a choice of curriculum and instructional materials and the parent makes the choice, the circuit between government and religion is broken and there is no Establishment Clause problem.

Moreover, in the school context, one of the hallmarks of an Establishment Clause violation has been coercion—like “forc[ing] students to participate in religious activity” or “publicly broadcast[ing] or recit[ing] [prayers] to a captive audience.” *Kennedy*, 597 U.S. at 541–52. Here, there is not even a hint of coercion anywhere, for the obvious reason that the instructional materials Mrs. Sharkey selected would be used only by her and only for her own child. No one would be seeking to “persuade or force [other] students to participate” in this curriculum. *Id.*

Wisconsin cases are in accordance with the Supreme Court of the United States. In *State ex rel. Warren v. Nusbaum*, 55 Wis. 2d 316, 198 N.W.2d 650, 652 (1972), the Wisconsin Supreme Court determined that it was permissible for the state to contract with “a church-related university for the providing of dental education in the state’s only dental school.” The Court points out that the nature of the lessons “reassures as to the[ir] completely secular nature” because “[t]here is no Catholic way to pull a tooth. Nor is there a Lutheran or Jewish or Mohammedan way to repair a tooth.” *Id.* at 654. Just as there is no religious way to pull a tooth, there is no religious method for learning arithmetic or analyzing Shakespeare.

Similarly, in *State ex rel. Weiss v. District Board of School Dist. No. 8 of City of Edgerton*, 76 Wis. 177, 44 N.W. 967, 973 (1890), our Supreme Court held that the mere existence of biblical references in school materials was not problematic so long as they are not for the purpose of “inculcat[ing] [religious] doctrine or dogma.” Specifically, the Court held that reading “selected passages” from the Bible may be done without violating the constitution. The Court explains that “there is much in the Bible which cannot justly be characterized as sectarian ... [m]uch of it has great historical and literary value ...” *Id.*

Lighthouse must allow Mrs. Sharkey to select the curricula and instructional materials that best fit the needs of her child, just as it does for the non-religious parents and students enrolled. If Lighthouse continues to maintain its unconstitutional and discriminatory position that Mrs. Sharkey cannot select these materials, we will be forced to take additional legal action.

Again, our hope is to resolve this with Lighthouse. If Lighthouse is willing to reconsider and purchase the materials Mrs. Sharkey has requested, it may disregard the following open records request. However, if it continues to refuse to

purchase those materials, then please fulfill this records request as soon as practicable and without delay. I am requesting the following records:

1. All records in which Lighthouse, or any agent or representative thereof, has denied a parent's request for Lighthouse to purchase specific curriculum materials within the last 5 years.
2. All records that show any rules or policies adopted by Lighthouse which apply to a parent's choice of curricular or instructional materials for their child.
3. Any communications between Lighthouse and the Wisconsin Department of Public Instruction regarding a parent's choice of curricular material.

Sincerely,

THE WISCONSIN INSTITUTE FOR LAW & LIBERTY, INC.



Lauren Greuel
Associate Counsel



Cory Brewer
Deputy Counsel



Luke Berg
Deputy Counsel



Dan Lennington
Managing Vice President and Deputy Counsel



**Lighthouse Learning Academy Charter School
Two Rivers Public School District**

**PARENT AND STUDENT
EXPECTATIONS AND PROCEDURES
HANDBOOK
2025-2026**

Welcome to Lighthouse Learning Academy (LLA),

In 2015, the Two Rivers Public School District Board authorized the creation of a school program called “Lighthouse Learning Academy” (LLA) that began with local families. The program has grown over the past several years to now include students who live outside of the district, students who choose a virtual learning path, or a blend of traditional classes and virtual classes at the middle school and high school level.

The LLA instructional delivery model provides students with a personalized experience outside of the traditional school approach. The Lighthouse Learning Academy provides personalized curricular options, flexibility in a student’s daily schedule and the ability to adapt learning options and opportunities delivered in a virtual setting. This unique program is implemented with qualified Two Rivers Public School teachers, licensed by the state of Wisconsin, who are both teachers and directors of the program.

Individualized Learning Plans (ILPs) are created for each student by an LLA teacher assigned to the student. This Individualized Learning Plan is the documentation of the student’s personalized plan of instruction for the school year. Development of the plan allows for greater flexibility, differentiation and increased depth of discussion in all curricular areas. Structuring the ILP around the student, while encouraging support from the family, allows LLA students – and parents – a unique sense of ownership and pride in the student’s educational path. Monthly learning targets, along with a scope and sequence, will be available for students. Additionally, students are able to explore areas of interest to them, participate in unique learning opportunities and work at a pace that best meets their learning style while encouraging time management skills that can be applied throughout their life.

Please review LLA’s Parent and Student Expectations and Procedures Handbook for the current school year. If you have any questions about this handbook, our school, or our instructional delivery options, please contact us at 920-793-4560, or visit our website at <https://www.trschools.k12.wi.us/schools/lighthouse/>.

We believe the Lighthouse Learning Academy is an educational option that provides each student with a personalized educational model. This option encourages the input, support and commitment of that student’s family to create a learning environment to best meet the student’s and family’s needs.

Sincerely,

Diane Johnson, Superintendent

Table of Contents

Lighthouse Learning Academy Governance Board Members.....	5
Two Rivers Public School District Board of Education.....	5
Lighthouse Learning Academy Staff Contact Information.....	5-6
Mission Statement.....	6
Vision, Purpose and Direction.....	6
Student Transfer and Enrollment Guidelines.....	8
Enrollment and Application Process.....	8-9
Staff Positions and Duties.....	9
Curriculum.....	10
Extra and Co-Curricular Participation.....	10-11
Community Service.....	11
Communication/Attendance.....	12
Disciplinary Procedures.....	12
Academic Honesty.....	13
Standardized Assessment.....	13
Special Education or Related Services.....	15
Online Learning.....	15
Lighthouse Learning Academy Governance Board Expectations.....	15
Student Enrollment (Page 15)	
Grade Level Placement (Page 16)	
High School Graduation (Page 17)	

Assessment (Page 17)

Student Accountability (Page 18)

Dual Enrollment (Page 19)

Communication with School (Page 19)

Student Remediation and Intervention (Page 20)

School and Parent Role in the Educational Process (Page 20)

Curriculum Review (Page 22)

Computers, Hardware and Library Materials (Page 22)

Grade Bands (Page 23)

Common Standardized Assessment (Page 25)

State Required Assessment (Page 25)

High School Students Enrolled in College Courses (Page 26)

Student Use of Alternate Educational Settings for Instruction (Page 26)

Disposal of Used Materials (Page 26)

Appendix I: Enrollment Procedure.....	27
Appendix II: Selection and Purchasing of Student Instructional Resources.....	28
Appendix III: School/Parent Contract.....	30
Appendix IV: LLA Technology Guidelines.....	31
Appendix V: School Sponsored Events Guidelines.....	31

Lighthouse Learning Academy

Governance Board

2025-2026

Diane Johnson, Superintendent (ex officio)	Sarita Salamone, Member	Tanya Pautz, Teacher
Jolene McMahon, Teacher	Monty Greene, Member	Genal Hove, Teacher
Terry Ehle, Member	Brian Henrickson, Teacher	Angie Spaeth, Teacher

Board of Education 2025-2026

Tim Klinkner, President	Jennifer Henrickson, Vice President	Randy Williams, Clerk
Gary Shavlik, Treasurer	Wendy Brandt, Commissioner	
Zak Peterson, Commissioner	Lori Zimney, Commissioner	

STAFF CONTACT INFORMATION

ADMINISTRATIVE OFFICE

District Superintendent

Diane Johnson

Phone: 920-793-4560 – EXT. 6502

Email: diane.johnson@trschoools.k12.wi.us

Administrative Support

Sheila Bialek

Phone: 920-793-4560 – EXT. 6501

Email: sheila.bialek@trschoools.k12.wi.us

TEACHING STAFF

Lead Teacher:

Jolene McMahon
920-793-2291, EXT. 5307
jolene.mcmahon@trschoools.k12.wi.us

Lead Teacher:

Angela Spaeth
920-793-2291, EXT. 5307
angela.spaeth@trschoools.k12.wi.us

Lead Teacher:

Brian Henrickson
920-793-2291, EXT. 5307
brian.henrickson@trschoools.k12.wi.us

Lead Teacher:

Tanya Pautz
920-793-2291 EXT 5307
tanya.pautz@trschoools.k12.wi.us

Lead Teacher:

Genal Hove
920-793-2291, EXT. 5307
genal.hove@trschoools.k12.wi.us

Charter Secretary:

Nicole Engh
920-793-2291, EXT. 5307
nicole.engh@trschoools.k12.wi.us

Support Teachers: Brian Henrickson (Science), Ed Options (Math), Cayolyn Johnsen (MS Math), Ryan Hansen (Social Studies), and Anna Coulter (Special Education)

MISSION STATEMENT

The mission of the Lighthouse Learning Academy is to create and maintain a high-quality, personalized learning environment for students, focusing instruction toward students' learning styles and interests and providing resources that support individual learning paths.

VISION, PURPOSE AND DIRECTION

Lighthouse Learning Academy exists to provide a personalized educational option to students and families that allows for access to personalized resources, flexibility in daily student

schedules and the ability to maximize learning opportunities delivered in a virtual setting. LLA focuses on the following areas:

Personalization: Each student enrolled in Lighthouse Learning Academy has an Individualized Learning Plan (ILP) created to fit his or her educational needs. Teachers work with students and parents to design this educational map and provide curricular scaffolding based on student performance. Teachers will assess student performance throughout the year and grade student progress on their ILP quarterly.

Parent Engagement: Lighthouse Learning Academy strongly advocates the importance of the parent role in the educational process. In any virtual setting, the commitment of the parents directly enhances the learning opportunities for the student. Lighthouse Learning Academy applauds and supports the commitment of the family as we believe this not only increases the level of success of the student but benefits our society as a whole.

Student Excellence: Lighthouse Learning Academy allows for flexibility, differentiation, and increased depth of discussion in all curricular areas. By structuring the educational plan around the student and the family, we believe that our students are able to explore ideas, participate in unique learning opportunities, and work at a pace that works best for their learning style. This allows for deeper learning and increased academic achievement.

What we are:

We are a public school providing educational service to students who access their instruction in a virtual setting, with a flexible schedule, personalized instruction, and access to a variety of resources under the direction of Wisconsin licensed teachers.

We are a unique educational institution that utilizes a personalized educational approach in conjunction with a wide variety of educational resources to provide a high quality educational experience. Students will have the flexibility to learn in the manner that best meets their own individual needs.

What we are not:

We are not homeschooling as defined by Wisconsin State Statute 115.01 (3)g.

Lighthouse Learning Academy is a public school *option* that is led and directed by licensed State of Wisconsin teachers employed by the Two Rivers Public School District. Our school is governed by Wisconsin statutes that define the role of the teacher in instructional delivery and govern the requirements and responsibilities of taxpayer-funded public schools.

“Online-only” instruction. LLA uses a variety of educational delivery options to achieve the goal of educating the child. Our teachers utilize a number of different

educational delivery-strategies in meeting the individualized educational needs of our students. Online and blended instruction are two of these options.

We are not an “at-risk” educational option for most students. Students who are credit deficient or find themselves unsuccessful in the traditional educational setting may be successful in our school; however, there are key factors that are critical for this to be a successful environment. The main one is the level of involvement of the parent in the process.

Student Transfer and Enrollment Guidelines

1. In-District Student Transfers

- In-district students may be considered for transfer between schools only twice per year:
 - Before the first day of school
 - At semester transition
- Exceptions apply to students on abeyance or expulsion.
- LLA staff will meet with parents at those two times a year to ensure LLA is a good fit for the student.
- LLA staff are available to discuss transfer options with families throughout the year, but transfers are only permitted during the designated periods.

2. New-to-District Students

- Students new to the district may enroll in either the charter school or the traditional school upon arrival.

3. Alternative Open Enrollment Students

- Students enrolled through alternative open enrollment may choose to attend either the traditional school or the charter school upon arrival.

ENROLLMENT AND APPLICATION PROCESS

LLA Enrollment and Participation Guidelines

Students in Grades 4K through 12 are eligible to enroll with LLA. To be eligible for the 4K program, the resident school district in which the student resides must also offer a K4 program and the student must turn 4 years old on or prior to September 1. Per Wisconsin Statute 118.40, educational services are required to be provided to each student a minimum of 150 days each school year. The LLA school calendar coincides with the Two Rivers Public School District calendar which provides for approximately 174 days of instruction. Enrolled students will have the opportunity to participate in instruction during these calendar days as well as additional days beyond this calendar upon arrangement with LLA.

Blended students: To be considered a LLA student, the pupil must be enrolled in at least 3-4 Edmentum classes through LLA or be actively working towards full-time enrollment at the

traditional school. (Note: Students may be actively working towards full-time enrollment to the traditional school, while also addressing any mental health or physical health conditions that may impact their ability to fully participate. The school will work with the student and family to create a flexible plan that accommodates these needs.)

The School Counselor and the LLA Advisor will meet with the student and parent to determine the appropriateness of the student's educational plan and ensure they are meeting the necessary requirements.

Open Enrollment

Non-resident (outside the Two Rivers Public School District) students may apply for enrollment to LLA through the open-enrollment process with the Wisconsin Department of Public Instruction (dpi.wi.gov/open-enrollment) and are accepted according to the DPI/LLA Enrollment Process/Timeline (LLA Policy #1: Student Enrollment Policy) and District Policy 5113 Open Enrollment Program (Inter-District). Students who have already open-enrolled *and* attended LLA the previous school year do not have to open enroll again for the following school year unless one of the following applies:

- A currently enrolled LLA student has moved during the school year from one school district to another. (This does not affect the student's enrollment in LLA.)
- Siblings of currently enrolled LLA students would like to enroll in LLA for the new school year.

Local Enrollment

Resident (those who live in the Two Rivers Public School District) students do not need to apply for open enrollment with the Wisconsin Department of Public Instruction and are accepted according to the DPI/LLA Enrollment Process/Timeline (Student Enrollment Guidelines).

STAFF POSITIONS AND DUTIES

Lighthouse Learning Academy is a K4-12 school with licensed teaching staff in all subject areas and grade levels. Roles for staff members are defined below.

LLA Administrator

The LLA Administrator is responsible for all aspects of the school from the management and organization of the budget and systems in place for supporting the instruction, to the outcome of the instruction as measured by student performance and overall school performance on standardized assessments.

LLA Teacher

LLA Teachers work with a group of students, both synchronously ("in-person" via google) and asynchronously (recorded lessons), in a specific grade level or subject area(s)

utilizing Individualized Learning Plans (ILPs) that support the needs of the student. Teachers communicate directly with students in the learning process through the use of a variety of online and other communication tools. Teachers will perform all of the duties expected of any teacher in a virtual setting.

Parent

We place a high value on the level of parent involvement in the educational process provided through LLA. Quality educational services are provided through LLA and require involvement of the parent. We encourage all parents who participate by:

- Maintaining regular communication with and collaborating with the teacher in creation of the Individualized Learning Plan of the student
- Ensuring the child is progressing each day through the daily prescribed instructional activities while working from the home
- Communicating any concerns related to instructional delivery to Lighthouse Learning Academy staff
- Contacting teachers with any questions or concerns related to a specific course or assignment or other school related issues
- Following the procedures for required state testing and local assessments
- Following all rules and policies set forth by Lighthouse Learning Academy

CURRICULUM

LLA's instructional model allows for flexibility in the choice of a pathway that best fits the needs of the student. Teachers make appropriate curricular choices for students based on the needs of the student and the type and scope of the project or activity the student is working on in order to demonstrate proficiency in a specific standard. There are a variety of curricular options that are available to teachers in this process and we encourage parents to participate in the process of selecting the most appropriate materials that fit the needs of the student. Ultimately, the teacher and the school will make the decision on curricular options based on the approved resources available to all LLA students. The goal of curriculum and resources is to support the learning and assist students in demonstrating proficiency in specific learning targets. Resources can vary from textbooks and books to online and web based resources.

EXTRA AND CO-CURRICULAR PARTICIPATION

Athletics

LLA encourages students to participate in co-curricular offerings and activities. There are athletic and club opportunities in the Two Rivers Public School District.

LLA Events

LLA staff members will research, plan and coordinate social and academically beneficial school trip opportunities throughout the school year. We ask that as a parent of an LLA student you make the most of these opportunities as they become available. We welcome and appreciate any suggestions and/or feedback of the events you would like us to plan. You are not under any obligation to participate in any of these events, but the more student and parent support we have for these types of activities, the more opportunities can be provided.

As with any school related event, we do have a few requirements of all of the participants. The Two Rivers Public School District Policy #2340 District-Sponsored Trips outlines expectations of all students participating in school led field trips.

In any event, we have the expectation that our students will conduct themselves in a manner that will provide a positive atmosphere for learning under all circumstances. All student behavior and disciplinary policies will be applied during any LLA sponsored event.

Finally, we do ask that parents and students adhere to the following requirements:

- Ensure that your child conducts themselves in a manner that reflects positively on themselves and LLA.
- Follow all registration requirements and deadlines for school events.
- Pay all fees (if required) to LLA in accordance with any deadlines given for the event.
- Communicate any last minute cancellations to the appropriate LLA staff member as soon as it is known that you will not attend.
- *Last minute cancellations may result in any applicable fees for the event being taken from your student's allotment.*

COMMUNITY SERVICE

Students in Lighthouse Learning Academy grades PK-8 are encouraged to engage in community service activities. Students in grades 9-12 are required to complete 25 hours of community service activities to graduate, similar to students enrolled in TRHS. Projects can be created in order to capture the experience and learning achieved in community service activities. These types of activities may be incorporated into high school community service requirements at the secondary level upon the development of a plan between the student and teacher, and approval by the Administrator.

COMMUNICATION/ATTENDANCE

DPI requires 150 days for attendance in an online charter school. Attendance for LLA is reported by utilizing a weekly engagement assessment (WEA), which is differentiated for each student and articulated within the Individual Learning Plan. Each LLA student will be required to communicate with their assigned teacher(s) throughout the school year.

Engagement assessments will be monitored by engagement in ILPs, STAR testing two times each school year in the area of ELA for students 4-10 and math grades K-10 (fall - K is optional in the fall- & spring), Freckle Math and Reading software, and progress reports. Additionally, engagement assessment for middle school/high school students will be monitored by weekly progress in online courses and weekly check-ins which may include a virtual meet, email correspondence, or phone conversation.

Each LLA student will be required to communicate with their assigned teacher(s) or LLA administrator regularly throughout the school year. Students, along with their parents, will be required to attend regularly scheduled meetings held at the Lighthouse Learning Academy. DPI required hours for attendance are: Kindergarten = 437; Grades 1-6 = 1050; Grades 7-12 = 1137. Regular access to the required communication tools (learning management system, email, or other as assigned) is expected. Deadlines for activities and assignments are expected to be met. Communication may occur in a face to face meeting, online discussion, Google, phone call, messaging or whatever manner works best to maintain an open line of communication. Full attendance and participation will be determined by the frequency of the communication and the progress of the student in their learning, as measured by multiple means throughout the school year. Students who fail to communicate with teachers through responses to teacher queries or through the access to assigned activities will be addressed according to the guidelines in LLA Expectations - *Communication with the School* and through WI Department of Instruction Habitual Truancy, Failure to Participate (Virtual Charter Schools) and Expulsion <https://dpi.wi.gov/open-enrollment/resources/truancy>

DISCIPLINARY PROCEDURES

LLA students are subject to all Two Rivers Public School District (policies) including but not limited to, policies referring to computer usage, email usage, and behavior during on-site courses and extracurricular activities and at any off-site events arranged by LLA. Disciplinary proceedings for violations of Two Rivers Public School District policies in these areas will be determined based on the frequency and severity of the infraction. The LLA Governance Board is authorized to dismiss students from the school for violations of these policies when necessary.

LLA students are also required to participate in and be productive in their learning. Communication with the teacher can occur in multiple formats but must be done in a regular and timely manner. Expectations are defined in LLA Expectations – *Communication with the School*. LLA will dismiss students who do not participate in their individualized program as per WI Statute 118.40.

ACADEMIC HONESTY

LLA students will exercise responsible and ethical behavior in all aspects of their education. All work completed by students must represent a student's original ideas or cite all relevant sources if not original. If the authenticity of the student's work is in question, a student may be required to take a proctored test or defend their work via an oral examination in-person, over the phone or online.

ACADEMIC ASSESSMENT

LLA student progress will be accessed in multiple manners throughout the school year. It is the responsibility of the teacher and student to ensure that students are regularly participating. Assessments of and for learning come in a variety of different forms and are prescribed by the teacher. A summary of the various types of assessments are listed below.

Formative Assessment of Student Performance

Students will be assigned targets and deadlines to demonstrate proficiency in the targets utilizing the resources available. This type of assessment will be ongoing and will involve the use of time logs, journals, forums and products to determine the level of performance. Summative assessment of performance on projects and the level of proficiency demonstrated in specific standards will determine the "grade" the student will earn in a particular subject area. Summative grades will be assigned quarterly by the teacher and instruction will be adjusted depending on the needs of the student.

Standardized Assessment (Reading and Math)

Students in Grades PK-3 (and 4th grade if the student was below the 25% in 3rd grade) are required to participate in Aimsweb screening (and diagnostics) three times per year and STAR math two times per year. If a student falls below the 25% in reading, based on the Aimsweb screening, the student must participate in virtual interventions with a LLA teacher. Students in grades 4 - 11 are required to participate in standardized math and reading assessments a minimum of two times per year using STAR Reading (4th-12th), and STAR Math (K-12th). If a student in 4th grade fell below the 25% the previous school year, the student must participate in virtual interventions with a LLA teacher. These assessments will be delivered through an electronic means and will be used to

prescribe instruction, to make adjustments to instruction, to measure individual student performance gains and to measure school performance. Testing locations will be held within the school district or alternate location.

State Testing

The State of Wisconsin requires testing of all public education students. Students in LLA are public school students who are required to participate in the state assessment system. The state test will be proctored by a teacher from LLA or another staff member from LLA assigned by the LLA administrator. Locations for the state testing will be held within the school district or remote locations, as agreed upon. Students may be required to travel to locations some distance away from their home in order to participate in this required assessment.

Wisconsin Forward

Students in Grades 3-8 and Grade 10 are required to participate in testing in the Spring. This Math and English Language Arts assessment is administered at a testing site set up by LLA. This assessment is done within the school district.

Pre-ACT

Pre-American College Testing (ACT) is the 9th and 10th grade assessment. Students are tested in the Fall and Spring. The Pre-ACT tests students in English and Language Arts (ELA), Mathematics, Science and Social Studies. Testing locations will be at Two Rivers High School.

ACT with Writing

Students in 11th grade will take the American College Testing (ACT) in the Spring. The testing location will be at Two Rivers High School.

Subject Area Assessment

Students will be assessed in their coursework for proficiency by their assigned teacher(s). Proficiency is measured against specific standards in a specific subject area. Students who demonstrated proficiency in a specific number of targets at the secondary level will earn credit toward high school graduation in that subject. Assessments will be varied and individualized to specific projects and learning events the student is involved in but focused on standards based targets.

Placement Testing

Student placement testing may be required for students new to the school or for students who may be ready to be placed in a higher grade level. The specific assessment that will be used will be determined by LLA staff and approval for grade level advancement will be authorized by the LLA administrator based on data provided from the assessment and

through consultation with the LLA teacher and LLA parent. The procedures for grade advancement and grade retention are outlined in LLA Policy #2 – *Grade Level Placement*.

SPECIAL EDUCATION OR RELATED SERVICES

Students enrolled in LLA may be provided special education services under State Statute 118.51, open-enrollment. The Two Rivers Public School District retains the legal responsibility to meet all special education or related services provided by WI Statute 115.787. It is important to understand that there are often situations where LLA, and the virtual setting in general, may not be the best environment for a student with a disability. In this case we will provide recommendations as to the optimum setting for your child if your child qualifies for these types of services and you are interested in special education services. These recommendations may or may not include services through LLA.

ONLINE LEARNING

Wisconsin Statute 115.001 (16) defines a virtual charter school as a charter school *in which all or part of the instruction is provided by means of the Internet*. Students in Lighthouse Learning Academy will be prescribed instruction through a variety of delivery models that best fit the needs of the student. Instruction will be prescribed through the use of a common learning management system. The learning management system will connect the student to the teacher. Not every student is interested or skilled in participating in instruction solely over the Internet. Therefore we offer the flexibility for a variety of instructional delivery platforms to be used in order to meet the educational needs of the students.

Communication with students and instructional delivery will occur, at times, over the Internet. Maintaining or posting material on the Internet that causes a substantial disruption of school, including harming or interfering with the rights of other students to participate fully in school or extracurricular activities or events is a violation of the student disciplinary code of conduct and subject to disciplinary action. Specific requirements related to the use of the Internet, technology or software under license of the Lighthouse Learning Academy or the Two Rivers Public School District are outlined in Two Rivers Public School District Policy 7540.03 *Student Education Technology Acceptable Use and Safety*.

LIGHTHOUSE LEARNING ACADEMY GOVERNANCE BOARD EXPECTATIONS

Student Enrollment

The LLA Governance Board authorizes school administration to develop the process for student enrollment. The process shall generally follow the process timeline established by the Wisconsin

Department of Public Instruction for open-enrollment in schools. School administration will also establish the process for accepting enrollment outside of the regular enrollment period and for students who reside in the Two Rivers area. In all enrollment procedures, LLA will follow the requirements for enrollment in WI statute and where applicable, the process used by the Two Rivers Public School District.

Grade Level Placement

It is the philosophy of Lighthouse Learning Academy that placement in specific grade levels solely according to a student's age is not a reliable or necessarily an accurate method of sorting students. Students in Lighthouse Learning Academy will progress based on their individual abilities in specific subject areas as demonstrated by their performance in the subject areas they are studying. As students progress through their program of study, all efforts will be made to provide students with curricular materials that challenge them at their individual ability level. Due to the grade level requirements on standardized state assessments we are required to sort students by grade level. In an effort to match our philosophy with the current education system we will use the grade promotion and grade retention procedures defined below.

Initial Grade Level Placement

Students enrolling in Lighthouse Learning Academy will be placed in the grade level communicated to the school by the previously enrolled school district. If the student was home-schooled, they will be placed in their grade level according to their age. All students will be assessed in reading and mathematics in order to confirm the grade level and to generate data to support the grade level placement. Students will not be accepted into PK unless they are 4 years old by September 1 of the school year they are enrolling. Students will not be placed in Kindergarten unless they are 5 years old by September 1 of the year they are enrolling. Grade level adjustments can be made in a collaborative agreement with the parent, teacher and school administrator with sufficient data to support the decision.

Grade Retention

Students may be retained in the same grade level if the following criteria are met:

1. Student has demonstrated below grade level performance academically in their coursework, specifically in Reading or Mathematics.
2. Student has demonstrated performance below grade level or at a "minimal" level on State or Local standardized assessments in reading and/or Mathematics.

3. LLA teachers, administration, and parents of the student are in agreement about the grade level placement of the student.

High School Graduation

High school students enrolled in Lighthouse Learning Academy are required to complete coursework in the following areas:

<u>English:</u>	4 credits (8 semesters)
<u>Social Studies:</u>	3.5 credits (7 semesters) (Includes American Government and Financial Literacy)
<u>Science:</u>	3 credits* (6 semesters)
<u>Math:</u>	3 credits* (6 semesters)
<u>Health:</u>	.5 credit (1 semester)
<u>Physical Education:</u>	1.5 credits (3 semesters)
<u>Elective courses:</u>	8.5 credits (17 semesters)

Students will complete a total of 24 credits* and 25 hours of community service to earn a high school diploma.

Assessment

Student proficiency throughout courses will be measured utilizing a number of formative and summative assessment tools selected by the teacher. Assessment tools are used to gauge student achievement of learning targets as well as to allow for differentiation of instruction in order to meet student needs. Assessments are also used to provide summative “grades” for students in specific subject areas - quarterly.

Final assessment of proficiency in a specific course will be measured by summative assessment in the subject area. Assessments can take a variety of forms but in general can fall into these categories:

Assessment options

1. **Student Portfolio** – The student portfolio contains artifacts demonstrating student proficiency in the subject areas. The portfolio will contain at a minimum; a log of hours spent studying the subject, a narrative explaining the learning process and the knowledge gained throughout the study of the subject, artifacts demonstrating the level of understanding of the subject (this could include completed assessments taken throughout the course, projects completed throughout the study of the subject, notes taken during the study of the subject, catalog of books read during the study of the subject, essays or writings completed during the study of the subject, or any other artifact pertinent to demonstrating competency in the subject of study)
2. **Written assessment** – The student will complete an online assessment on the particular subject they are studying

3. **Project based assessment** – The student will participate in the project process culminating in the demonstration of understanding in specific content level standards related to core subject areas
4. **Oral Examination** – The student will complete an oral interview with the teacher using artifacts they have developed through the study of the subject
5. **Other as determined by the teacher and administrator**

A standard grading scale with specific grade marks will be established and communicated to students at all grade levels and in the student handbook.

Student Accountability

Lighthouse Learning Academy provides a venue for a flexible and customized educational experience for students. This requires a certain amount of organization and discipline on the part of the student with support from the parent. Our goal is that throughout the school year, all students are progressing in their learning and able to demonstrate growth in all subject areas. Communication between the teacher, parent and student are essential to this process and will be maintained and initiated by the teacher.

Specific methods of ensuring student responsibility:

In all assigned courses, there will be grades for student performance. Summative grades will be assigned quarterly after the review of the Individualized Learning Plan (ILP). In specific areas student productivity will be measured and assessed each week based on the requirements of the ILP. Being that there may be a variety of instructional tools utilized in the process, a more specific description is below:

Individualized Learning Plan – Utilizing the ILP, the teacher will prescribe instructional activities and assignments on a weekly basis. Progress monitoring of assignments will occur weekly through discussions with the student and through parent contact. Quarterly assessment of student performance will be completed and a summative grade will be assigned in specific subject areas.

Coursework Delivered Over the Internet – Teachers will utilize the built in progress monitoring and assessment tools in online course content. Built within each of these tools are a variety of options that teachers utilize to customize the prescription of instruction, the assessment of student learning and the grading of student work.

Coursework Delivered On-Site – LLA teachers deliver instruction on site in multiple subject areas at the secondary level. In addition, all students are able to participate in courses at Two Rivers School District. Accountability in these areas is measured in a variety of manners and will be determined by the on-site teacher.

Computer Adaptive Assessments – All students will participate in computer adaptive assessments in English/Language Arts and Mathematics twice annually (beginning and end of the school year). Some students will participate in additional assessments in specific subject areas. The purpose of these assessments is to provide an objective view of student performance in particular subject areas in order to prescribe targeted instruction during the year. The second assessment is to gauge the level of progress in targeted areas.

Dual Enrollment

Students can NOT be enrolled in more than one educational program. Enrolling in the LLA is their educational program. Lighthouse Learning Academy (LLA) will support purchasing curricular products and curricular support materials from a wide range of vendors. These curricular options are indicated on our pre-approved curriculum list. We will allow students to participate in online courses to meet the instructional requirements of particular coursework during the school year. LLA students will be permitted to participate in courses on site in a Two Rivers Public School District school. In addition, students enrolled in LLA are expected to have the majority of their instruction occurring in the home. This means that students are not permitted to participate in LLA as a “supplement” to their enrollment in another private (brick and mortar or virtual) school.

Communication with School

Regular communication with Lighthouse Learning Academy teaching staff is critical to the success of students in this flexibly instructional delivery model. Instructors will communicate with students on a regular basis utilizing a variety of instructional tools and through various electronic and traditional means. Online courses provide multiple platforms for communication between student and teacher. In addition, teachers will be in regular communication with families in regard to school operations and events.

1. Student response to teacher directive or instruction

Students will respond to teacher instruction within five days of an assignment or communication with the teacher. A response is a legitimate effort at participation in the instructional phase of the curriculum or completion of assignments given by the teacher.

2. Student failure to respond to teacher directive or instruction

When a student fails to respond to a school assignment or directive from instructional staff within five school days, the school will notify the parent or guardian and recommend a meeting to discuss the lack of participation in the program. After three such notices, the LLA governance is within its right to exit the student from the LLA and will follow the procedure outlined in WI Statute 118.40 (8) g.

3. Teacher response to student inquiries or questions

Teachers will respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day on which the inquiry is received (within 24 hours) as per WI Statute 118.40 (8)(d)(3).

Student Remediation and Intervention

It is the goal of Lighthouse Learning Academy to ensure that students are progressing through their education at the prescribed rate and according to their ability level. We know that “one size does not fit all” for every student; therefore, we will make efforts to intervene and remediate in specific subject areas where students are not meeting grade level standards. The method of intervention, the frequency and the length will all be determined by the teacher in that particular subject area or the classroom teacher assigned to the student. We will utilize multiple means to provide instructional support to students. This may include any or all of the following intervention strategies:

- Increasing the amount of direct instruction utilizing online, face-to-face or other means
- Assigning additional coursework or utilizing instructional support resources that will provide the level of remediation necessary to support the need of the student
- Providing small group or one-on-one instructional opportunities for the student in the particular subject area
- Adjusting the time requirements for specific assignments

School and Parent Role in the Educational Process:

School Administrator

The LLA Administrator is responsible for all aspects of the school from the management and organization of the budget and systems in place for supporting the instruction, to the outcome of the instruction as measured by student performance and overall school performance on standardized assessments. The school administrator is also responsible for all staff supervision to include the annual evaluation plan and day-to-day oversight.

Teacher

The LLA teacher implements and delivers an instructional plan to the student enrolled in LLA. The LLA teacher works with students and parents to create a customized and individualized plan utilizing a variety of curricular resources to support the direct instruction in the virtual environment. Specifically the teacher will:

- Improve learning by planned instruction
- Diagnose learning needs
- Prescribe content delivery through instructional activities
- Assess learning
- Report outcomes to administrators, parents and guardians
- Evaluate the effects of instruction
- Lead the development of Individual Learning Plans
- Monitor student progress in all curricular areas
- Communicate with parents and students in regard to student progress
- Provide additional instructional and curricular assistance in all content areas as needed
- Coordinate required state testing dates and facilitate testing
- Coordinate other school wide assessments
- Provide access to learning experiences, field trips and local assessments and resources

Parent

The engagement of parents in the educational process is essential to the academic success of the student in LLA's instructional delivery model. The parent is responsible for supporting the educational services being provided in the home environment and ensuring that the student is progressing at the prescribed pace of the instruction as monitored by the LLA teacher. The LLA parent is responsible for participating in regular communication with teachers and the school throughout the school year as monitored by the LLA teacher. Specifically, the LLA parent will:

- Collaborate with the teacher in creation of the Individualized Learning Plan of the student
- Ensure the child is progressing each day through the daily prescribed instructional activities, whether online or through another means
- Communicate any concerns related to instructional delivery to the Lighthouse Learning Academy staff
- Follow all rules and policies set forth by Lighthouse Learning Academy
- Contact teachers with any questions or concerns related to a specific course or assignment or other school related issues
- Participate in regular reviews with the student and their teacher
- Follow the procedures for required state testing and local assessments

Curriculum Review

Lighthouse Learning Academy relies on a variety of curricular resources to support individualized instruction of all of our students. Curricular resources come in a variety of ranges from traditional textbooks and instructional sets to online supplementary tools and tablet apps. Individual Learning Plans will be devised utilizing a variety of these resources. Lighthouse Learning Academy will review all curricular resources utilizing the following essential questions as guides:

1. How does the curricular tool or material fit into the learning plan of the child?
2. Does the resource or tool provide the level of rigor needed to provide quality instruction?
3. Is the resource or tool utilized in other educational settings?
4. Is the resource or tool accredited by other educational organizations or schools?
5. Does the resource meet the WI model standards for that subject area or the Common core in the particular subject area?
6. Is the expense for the resource justifiable for the purpose it is intended or is there an alternate way to provide the same level of support?

In the review process the following tools will be used as guides for approving materials:

1. Wisconsin Model Academic Standards
2. Common Core State Standards
3. Next Generation Science Standards
4. Curriculum Maps developed by Two Rivers Public School District
5. Lighthouse Learning Academy Curriculum Checklist

Once the resource has been reviewed and approved by the Lighthouse Learning Academy Governance Board it will be placed on the Approved Curricular Options list and can be utilized by teachers in the instructional delivery to the student. This process will be ongoing.

Computers, Hardware and Library Materials

Lighthouse Learning Academy (LLA) is a virtual school that relies heavily on technology for the delivery of instruction and the communication between students, teachers, parents and the school. For this reason we do provide technology resources to each student enrolled.

Chromebooks are the standard tool that we provide for students but we will consider other technology needed based on the learning plan of the student. Computer user agreements are required to be signed by all parents when they enroll their students in LLA. It is the expectation

of the school that students and parents will take care to protect the equipment from damage. This includes protection from software or Internet based viruses.

In the event equipment is damaged as determined by the Two Rivers District Technology Department, the full cost of the device will be passed on to the family less the value of any salvageable parts. Damage includes, but is not limited to: a broken or cracked screen, liquid spills or submersion, keyboard abuse, broken ports or drives, modified cables or equipment, severe physical abuse such as dents, cracks or broken corners. Families are expected to report any damage or defects to the LLA teacher. The intent is not to cause undue financial hardship to students or parents but to ensure that proper steps are being taken to care for the equipment issued to students by LLA.

LLA students are also able to check out additional materials and equipment (e.g., books, microscopes, kits, etc.) from the district libraries. Items do accumulate overdue fines and need to be returned at the end of each school year for inventory purposes. High-demand items are subject to shorter checkout periods. Students/families are responsible for lost or damaged items and must reimburse LLA for the cost of the lost/damaged item or replace it with the same item or a comparable item if the original is no longer available. Acceptable replacements must be approved by LLA.

Grade Bands

4K- Grade 2 learning model consists of a strong parent-teacher partnership that provides personalized educational options for each child. Parents work with teachers to develop an individualized learning plan for their child that focuses on foundational skills and student engagement. Using a variety of methods and enrichment activities, teachers provide instruction and individualized support to best meet the early learning needs of their students.

A Typical Week:

- ☐ Daily independent coursework to build foundational skills
- ☐ Exploration and discovery of math and literacy concepts
- ☐ Curricular choices from school-approved resources
- ☐ Online programs for reading and math
- ☐ Weekly advisory options
- ☐ Enrichment activities
- ☐ Weekly *Freckle* math and reading software program (Grades K-2)
- ☐ Literacy (Aimswest) and math screeners (STAR Assessment throughout the year)

Grades 3-5 consists of a strong parent-teacher partnership that provides personalized educational options for each child. Parents work with teachers to develop an individualized learning plan for

their child. Teachers provide instruction and support to best meet the academic needs of their students and provide a positive school experience.

A Typical Week:

- ☐ Daily coursework in personalized curriculum for content areas
- ☐ Curricular choices from school-approved resources
- ☐ Online programs for reading and math
- ☐ Weekly advisory options
- ☐ Reading comprehension skill builders
- ☐ Enrichment activities
- ☐ Weekly progress monitoring via Freckle software

Grades 6-8 provides opportunities for students to explore academic pathways that best meet their needs and to develop necessary life skills that help them gain independence. Parents work with teachers to develop an individualized learning plan. Teachers provide instruction and support to best meet the academic needs of their students and provide a positive school experience. There is a strong focus on developing the social emotional needs of each child; advisory opportunities promote creativity & self-expression and build community.

Students in grades 6-8 enrolled in the blended program are required to take their courses through Edmentum. The family stipend is applied to cover the expense of these Edmentum courses. The family must also agree to have a parent or guardian actively involved in supervising and supporting the completion of coursework. Research shows that students with consistent parental oversight tend to have significantly higher success rates compared to those without this support.

A Typical Week:

- ☐ Year long virtual or blended options for core subject areas
- ☐ Weekly progress monitoring via Freckle software
- ☐ Literacy (Aimswest) and math screeners (STAR Assessment throughout the year)
- ☐ Teacher-led asynchronous & synchronous core subject area lessons
- ☐ Virtual literacy and math instruction
- ☐ Math and reading skills assessments
- ☐ Weekly communication from teacher via emails and videos
- ☐ Academic support available for all core subject areas

Grades 9-12 participate via Edmentum or Ed Options or through a blended program offered to those who live close enough to attend TRHS. Students enrolled in the blended program are

required to take their accredited courses through Edmentum. The family stipend is applied to cover the expense of these Edmentum courses.

Common Standardized Assessment

Students enrolled in Lighthouse Learning Academy are required to participate in common standardized assessments at their assigned grade level. The assessment will be delivered in a variety of formats and will be used to gauge the level of performance at specific subject areas.

State Required Assessment

Aimsweb

This English Language Arts assessment, mandated by the state, is required for students in Grades PK (fall/spring) through Grade 3 (fall, winter, and spring). It is administered one-on-one virtually by LLA staff. Students who score below the 25th percentile will take a diagnostic assessment and receive a Personalized Reading Plan, which is supported by both the teacher and the parent/guardian. Virtual interventions, provided by a LLA teacher, are required for those below the 25% or 4th grade students who were below the 25% the previous school year.

Wisconsin Forward

This is an assessment in English/Language Arts (ELA) and Mathematics. This test is required annually for students in Grades 3-8 and is proctored by LLA staff.

Pre-ACT

The Pre-ACT is an assessment of Reading, Mathematics, Science and Writing and is required twice per year for students in grade 9 and 10. This assessment is proctored by LLA staff.

ACT

The ACT is required for students in Grade 11. This assessment is proctored by LLA staff.

Assessments

All common standardized assessment data is used to determine the level of success of the school. Individual student data is not utilized for anything other than to diagnose areas of need for the student. Data on school-wide performance is used to demonstrate the successes of the school in furthering the education of the student as well as for determining specific subject areas and grade levels in need of improvement. Parents will have access to their individual student data at all times and to school wide data when it is published.

High School Students Enrolled in College Courses

High school students at the 11th and 12th grade level will have the opportunity to participate in courses at the college level under the following conditions:

1. The student has been recommended by the teacher as a qualified candidate for the course.
2. The student has demonstrated the ability to perform at an above average academic level in the classroom while enrolled in Lighthouse Learning Academy.
3. The student had already earned a minimum of 15 credits.
4. The enrollment is approved by the Administrator.

If these conditions have been met, the student may enroll in one course at a community or technical college. If the student demonstrates success in this environment, they will be permitted to enroll in a maximum of two courses the following school year.

Student Use of Alternate Educational Settings for Instruction

LLA students will have the opportunity to participate in educational settings that work in partnership with LLA to provide supplementary educational services. Arrangements for these services can be initiated by the parent but will not be a part of the student's educational plan, nor will the service or fees be paid until the following conditions can be established:

1. At least one of the providers of instruction must be an employee of Lighthouse Learning Academy.
2. Educational services will not be counted for "credit" unless they meet the requirements of LLA Instructional Guides in specific subject areas and grade levels and are provided by LLA staff.

The only exception to this policy is for students participating in the intervention process who need specific support provided by uniquely qualified professionals as documented on a student's Individual Educational Plan, as part of a section 504 plan or part of the regular education intervention process. In these cases, LLA will provide financial support in full or in part for these services provided that the support is part of the intervention process, it is tied directly to the student's Individual Learning Plan, and it is overseen by the assigned teacher.

Disposal of Used Materials

LLA Administration will review unused or returned educational resources and equipment annually to determine the viability of the resource for further use by students or staff.

Materials include but are not limited to textbooks, non-consumable workbooks, supplies and/or other items as determined by the administrator.

Equipment includes but is not limited to computers, tablets, lab equipment, office equipment, office furniture and/or other items as determined by the administrator.

In the event that used resources or equipment are deemed of no further use to the school, they will be disposed of according to the established procedure in the following manner:

1. Resale of the resource or equipment back to Two Rivers Public School District
2. Resale to parents of students enrolled in LLA
3. Resale of the resource or equipment to other schools or community organizations in Two Rivers

LLA Administration will consult with the Superintendent of Schools in accordance with Two Rivers Public School District Policy 7310 – *Disposition of Surplus Property* with the intentions of the LLA board prior to any action on the materials or equipment.

APPENDIX I: Enrollment Procedure

Open enrollment applications (non-resident) and alternative open enrollment applications are located at the Department of Public Instruction website (www.dpi.wi.gov). Two Rivers Public School District Transfer Applications to LLA (resident) are located at LLA's website on the [District website](#). Upon approval of both non-resident and resident applications, an LLA Enrollment Packet will be made available via the LLA office. An enrollment packet is completed and submitted *per student*.

New Students – Non-Resident (Outside Two Rivers Public School District)

Open Enrollment Application Available for 2025-2026	February 2 – April 30
Alternative Open Enrollment Application Available	July 1 – January 31

New Students – Resident (Within Two Rivers Public School District)

Two Rivers Public School District Application to LLA Available	Anytime
--	---------

In addition to submitting the enrollment form for each student enrolled in LLA, the following documents must be reviewed by parents and are located on the LLA website on the [District website](#).

- LLA Parent and Student Policies and Procedures Handbook
- Two Rivers Public School District Student Education Technology Acceptable Use and Safety (Policy #7540.03)

Acknowledgment Form located and the Two Rivers Public School District Computer Usage Policy needs to be printed, signed and then mailed or faxed to the LLA office to complete your student's enrollment for the current school year.

Please note that a current immunization record must also be on file for each student before your enrollment process is complete. Immunization information is requested in the Enrollment form completed online and can be provided to LLA in one of the following three ways:

- For returning students, submitted immunization forms from the previous year can be used for the current year **if** the form is current for the new year
- An immunization record can be sent from the student's healthcare provider
- A blank immunization form (located on the LLA website) can be printed off, filled out and submitted to the LLA office.

APPENDIX II: Selection and Purchasing of Student Instructional Resources

Parents will have flexibility in the process of resource selection within the parameters of the development of the Individualized Learning Plan with the student's assigned teacher. Other resources may be used to supplement instruction in specific subject areas and will be determined on an individualized basis for each student. Purchase of resources to support student learning will be based on the courses, the course needs and the grade level of the student.

Curriculum

Curriculum requests are submitted by the LLA teacher based on the needs of the student's ILP. ***Student curriculum purchases receive first priority when ordering resources for the student. Curriculum requests may be submitted by the student's teacher throughout the school year until March 15.*** After curriculum resources are submitted by the student's assigned teacher to the LLA office, the curriculum request is then submitted to the LLA administrator for approval and processed by LLA office staff.

Resources are purchased by *students* and *courses*. This may include costs associated with online coursework or textbooks and materials related to instruction in particular subjects. Reimbursements may take up to 30 days.

LLA families will be provided a chromebook. If a chromebook is damaged because of misuse, the student/parent will be responsible for the replacement of a chromebook.

Lessons Request Form

Individual lessons for music, art or physical education activities such as swimming, dance, gymnastics, instrumental and/or vocal music are available provided these lessons are

incorporated as part of the student's ILP and under the direction of the LLA teacher. Individual lessons provided by a non-licensed teacher can only be paid for if they are included as part of a larger plan of instruction prescribed by a LLA teacher licensed in that specific subject area. LLA teachers will provide students with the instructional procedures and the process of assessing instruction in situations where outside lessons are provided as part of the overall plan.

LLA will pay for lessons throughout the school year but only for lessons occurring up to the last day of school. ***Lesson requests may be submitted throughout the school year up to March 15.*** All lessons providers must follow the requirements of the Two Rivers Public School District business office to be paid for their services.

Athletic Membership Request Form

These membership requests are intended for the use of the student in fulfilling the requirements of the LLA Physical Education plan and include membership requests to organizations such as a YMCA. ***Approved credit may only be given if the person providing the lesson is an appropriately licensed teacher.***

Allocated funds will not be used for:

- Tutoring from outside contractors without a demonstrated need and prior approval from the administrator
- Homeschooling co-op fees or expenses
- Payment for passes or memberships beyond the amount of money specified in this handbook
- Religious doctrinal materials
- Purchase of student general supplies.
- Purchase of telescopes, microscopes or other technology purchases over \$50 without the approval of the administrator and without specifically being connected to the learning plan of the student
- Purchase of toys, games or other items that are not specifically necessary for a student's individual learning plan
- Technology other than equipment provided through LLA
- Tablet apps
- Most physical education equipment

- Furniture
- Musical instruments
- Sports camps or clinics
- Sports or other league fees or associated costs

APPENDIX III: School/Parent Contract

LLA agrees to:

- Develop, monitor, and adjust (as required) Individualized Learning Plans (ILPs) for all students
- Improve learning by planned instruction, diagnose learning needs, prescribe content delivery through instructional activities, assess learning, report outcomes to administrators, parents and guardians, and evaluate the effects of instruction
- Communicate with parents and student in regard to student progress
- Provide additional instructional and curricular assistance in all content areas as needed
- Coordinate required state testing dates and facilitate testing
- Coordinate other school wide assessments
- Provide access to learning experiences, field trips and local assessments and resources

LLA parent(s) agrees to:

- Ensure my child is progressing each day and communicate progress to Lighthouse Learning Academy
- Follow all rules and policies set forth by Lighthouse Learning Academy
- Maintain communication with LLA teacher and personnel in accordance with LLA Expectation – *Communication with school (Page 19)*
- Follow the procedures for required state testing and local assessment

No Sell Provision – No material, equipment, or supplies acquired through LLA are to be sold to a third party. The District will use legal means to recover the original value of materials, equipment or supplies should they be sold.

Technology – Access to technology for an online course or other educational venue imposes responsibilities and obligations. Users must demonstrate appropriate use that is ethical, honest and legal including respect for physical and intellectual property, system security protocols and individual rights to privacy, as well as freedom from intimidation, harassment and unwarranted annoyances. All students and parents must follow the requirements outlined in the Two Rivers Public School Student Education Technology Acceptable Use and Safety Policy (Two Rivers Public School District Policy 7540.03)

Enrollment – It is understood by the parent(s) or guardian(s) that participation in Lighthouse Learning Academy and acceptance of curricular or supplementary materials require that students must be enrolled full time for the school year. Should the student be withdrawn before the end of the school year, the parent(s) or guardian(s) are responsible for returning all curricular materials and technology to Lighthouse Learning Academy. This includes all technology, non-consumable materials and support materials that can be re-used by remaining students in Lighthouse Learning Academy.

APPENDIX IV: LLA Technology Guidelines

Students in LLA will be provided a chromebook for their use during the school year. Technology support will be provided by Two Rivers Public School District IT department.

Guidelines for Chromebooks:

- Each student will be assigned a Chromebook.
- All items initially loaded on the devices are licensed to Two Rivers Public School District.
- Chromebooks may not be resold.
- Chromebooks damaged through negligence will be replaced by the family.

APPENDIX V: School Sponsored Events Guidelines

Lighthouse Learning Academy (LLA) will research, plan and coordinate a variety of social and academically beneficial school trip opportunities throughout the school year. We ask that as a parent of a LLA student you make the most of these opportunities as they become available. We welcome and appreciate any suggestions and/or feedback of the events you would like us to plan.

As with any school related event we do have a few requirements of all of the participants. Two Rivers Public School District Policy #2340 outlines the expectations of all students participating in school led field trips. LLA may offer both field trips and school trips throughout the school year to our students and families. In any event, we have the expectation that our students will conduct themselves in a manner that will provide a positive atmosphere for learning under all circumstances. All student behavior and disciplinary policies will be applied during any LLA sponsored event.

Finally, we do ask that parents and students adhere to the following requirements:

- Ensure that your students conduct themselves in a manner that reflects positively on themselves and LLA.
- Follow all registration requirements and deadlines for school events.

- Pay all fees (if required) to LLA in accordance with any deadlines given for the event.
- Communicate any last minute cancellations to the appropriate LLA staff member as soon as it is known that you will not attend.

Last minute cancellations may result in any applicable fees for the event being deducted from your student's account.

Disclaimer

This handbook is not meant to supersede or conflict with Two Rivers Public School District Board Policies, state statutes, or federal law. Policies and procedures are in effect for the school year this handbook is issued and are subject to change during the school year if district, state or federal policies or laws change. All revisions to, or changes of policies and procedures in this handbook will be communicated to families and students prior to the implementation of the change either through the website, direct mailing to families, or both.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

Lighthouse Learning Academy Charter School **Staff** Agrees to:

- Development, monitor, and adjust (as required) Individual Learning Plans (ILP) for all students
- Communicate with parents and students in regard to student progress
- Check email daily and respond within 24 hours
- Provide additional instructional and curricular assistance and enrichment opportunities through a tiered level of support
- Assess learning outcomes and provide support as needed
- Coordinate required state testing dates, facilitate testing, and report data to district administrator and school board
- Coordinate fall/spring STAR assessments and report data to district administrator and school board

Lighthouse Learning Academy Charter School **Parents** agree to:

- Maintain communication with Lighthouse teachers (Jolene McMahon, Genal Hove, Tanya Pautz, and Angie Spaeth) to help guide the ILP for your children
- Check email daily and respond within 24 hours
- Submit curriculum orders by the deadline
- Monitor & share student progress quarterly
 - **Submission dates for End of Quarter Summaries: 11/14, 1/30, 4/10, 6/5**
 - **High School student grades are reported at the end of semester.**
- Follow the procedures for required testing- STAR and/or Early Literacy Aimsweb
 - **Testing MUST be completed during the testing windows in fall & spring**

Lighthouse Learning Academy Charter School **Students** agree to:

- Check email daily and respond within 24 hours
- Actively participate in your ILP, setting goals and monitoring progress
- Create and follow a set daily schedule for learning at home
- Advocate for your own educational needs

No Sell Provision

No material, equipment, or supplies acquired through Lighthouse Learning Academy are to be sold to a third party. **All non-consumable materials**, supplies and equipment are the property of the Two Rivers Public School district and **will be returned after student use at the end of each school year.**

Technology

Access to technology for an online course or other education venue imposes responsibilities and obligations. Users must demonstrate appropriate use that is ethical, honest and legal including respect for physical and intellectual property, system security protocols and individual rights to privacy as well as freedom from intimidation, harassment and unwarranted annoyances. All students and parents must sign and follow the requirements outlined in the Two Rivers Public School district Technology Acceptable Use Policy.

Enrollment

It is understood by the parent(s) or guardian(s) that participation in the Lighthouse Learning Academy and acceptance of curricular or supplementary materials require that students must be enrolled full time for the school year. Should the student be withdrawn before the end of the school year, the parent(s) or guardian(s) are responsible for returning all non-consumable curricular materials and technology to the Two Rivers Public School district.

I agree to the conditions of the Lighthouse Learning Academy Student/Parent Contract.

Karen Elizabeth Sharkey

Parent/Guardian Signature

September 16, 2025

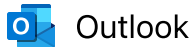
Date



Student Signature

September 16, 2025

Date



Fwd: Math and Language materials

From Karen Elizabeth Sharkey <[REDACTED]>
Date Sun 10/5/2025 10:48 PM
To Daniel Lennington <Dan@will-law.org>; Cory Brewer <cbrewer@will-law.org>; Lauren Greuel <lauren@will-law.org>

I had reached out to Simply Charlotte Mason when I first received pushback from Lighthouse. This is the response I just received from them.

----- Forwarded message -----

From: **Simply Charlotte Mason** <[REDACTED]>
Date: Sun, Oct 5, 2025 at 22:15
Subject: Re: Math and Language materials
To: Karen Elizabeth Sharkey <[REDACTED]>

Valerie replied

Oct 5, 11:14pm

Hi Karen,

Thank you for reaching out and for your interest in our resources. Thank you also for your patience and grace with my response. *The Charlotte Mason Elementary Arithmetic Series, Books 5 and 6* do not include any Christian references and are charter-friendly.

[REDACTED]

Our *Shakespeare in Three Steps* resources do not include any Christian references and are charter-friendly.

[REDACTED]

[REDACTED]

[REDACTED]

For future reference if it is helpful for you, we have a list of resources with charter-friendly secular attributes you can access here: <https://simplycharlottesmason.com/store/charter-friendly/yes/>

[REDACTED]

And on each individual product you view in our store you can also view each product's charter-friendly designation if you look under the "additional information" tab for the product.

Please let me know if you have any additional questions, Karen, and I'll be very happy to help in any way I can!

Kindly,

--

Valerie

How would you rate this reply?

[Great](#) [Okay](#) [Not good](#)

Karen Elizabeth Sharkey replied

Sep 29, 3:44pm

P.S. Can you also please (in the same email) confirm the same regarding your Shakespeare studies, Artist studies, composer studies, etc.?

Karen Elizabeth Sharkey sent a message

Sep 29, 3:38pm

Hello,

My son is enrolled in a virtual academy that covers some materials to be used for in-home schooling. However, they cannot cover any religious or faith-based materials. Can you please confirm that the Simply Charlotte Mason math lessons (books 5 & 6 of the elementary arithmetic series) as well as the "Using Language Well" grammar series are not faith-based?

Thank you for your help.

Karen Sharkey

Daniel Lennington

From: Karen Elizabeth Sharkey <[REDACTED]>
Sent: Wednesday, October 1, 2025 7:54 AM
To: Daniel Lennington
Subject: Fwd: Chromebook and order form

----- Forwarded message -----

From: **Angela Spaeth** <angela.spaeth@trschoools.k12.wi.us>
Date: Tue, Sep 30, 2025 at 17:35
Subject: Re: Chromebook and order form
To: Karen Elizabeth Sharkey [REDACTED], Diane Johnson
<diane.johnson@trschoools.k12.wi.us>
CC: Nicole Engh <nicole.engh@trschoools.k12.wi.us>

Hi Karen,

Any materials by Charlotte Mason will not be ordered for Lighthouse families. All our families have received this same message. Even their math series has religious references. A quick google search indicates this.

Our district remains diligent in providing secular resources for our learners as to abide by the regulations for spending tax payer dollars. You are more than welcome to purchase them on your own and use those supplemental materials in your home.

Nicole will not order those materials in red, even with the updated Rainbow Resource website. Thank you for understanding.

Scatter Kindness!

Angie Spaeth
Lighthouse Learning Academy

On Mon, Sep 29, 2025 at 4:29 PM Karen Elizabeth Sharkey [REDACTED] wrote:
For now, I changed the arithmetic orders on the form. That series is not made by Simply Charlotte Mason, and I was able to find the two books in a bundle on another website. That item, at least, should be able to be unflagged. As for the rest, I look forward to speaking with the superintendent.

On Mon, Sep 29, 2025 at 3:55 PM Karen Elizabeth Sharkey [REDACTED] wrote:
Thank you.

On Mon, Sep 29, 2025 at 3:53 PM Angela Spaeth <angela.spaeth@trschoools.k12.wi.us> wrote:
Our superintendent said she would connect with you on this matter.

Scatter Kindness!

Angie Spaeth
Lighthouse Learning Academy

On Mon, Sep 29, 2025 at 3:39 PM Karen Elizabeth Sharkey [REDACTED] wrote:
Can I order the mathematics or other non-faith-based content books off of ebay??? Unfortunately, I have not found anything similar to these items I have carefully selected. Shakespeare is Shakespeare. Math is math. Neither of these are faith-based in any way. Is there a way to contact the board regarding this?

On Mon, Sep 29, 2025 at 3:09 PM Angela Spaeth <angela.spaeth@trschoools.k12.wi.us> wrote:
Similarly, we cannot order from the parent company. We had to cut ties with *The Good & The Beautiful* a few years back for similar reasons. They did offer secular options but our school board wouldn't approve going forward. School districts are audited every year and any Christian curriculum/vendors are red flagged with the state DPI. If you find similar options that you would like us to purchase for you, let me know, and we'll take care of it.

Scatter Kindness!

Angie Spaeth
Lighthouse Learning Academy

On Mon, Sep 29, 2025 at 2:36 PM Karen Elizabeth Sharkey [REDACTED] wrote:
Hi Angie,

Although Simply Charlotte Mason does offer some faith-based curriculum (such as their History & Bible curriculum or Hymn studies), none of the items which are on the order form are faith-based or religious materials, therefore there should not be a problem.

I am happy to get documentation from the company confirming this information.

Thank you,

Karen Sharkey

On Mon, Sep 29, 2025 at 12:57 PM Angela Spaeth <angela.spaeth@trschoools.k12.wi.us> wrote:
Hi Karen,

The Simply Charlotte Mason materials are not secular so they can not be purchased through our district. This is taken directly from their website:

The result is the [Simply Charlotte Mason Curriculum](#)—wholesome, Christian lessons that make it simple for families to enjoy learning the Charlotte Mason way.

All other items can be purchased. If you want to replace those faith-based items with other options, let me know. We'll start placing the order for the other materials on your form.

Chromebook access:

username: [REDACTED]

password: [REDACTED]

student email: [REDACTED]

[REDACTED] can complete STAR testing in the areas of reading and math (by October 10). Students take the assessments on their own without assistance. Test items become more challenging as the student answers questions correctly and get a little easier as answers are incorrect. This creates a more accurate gauge of student proficiency. To access STAR, use the directions at the bottom of [this testing document](#). Let me know if you have any questions.

Scatter Kindness!

Angie Spaeth
Lighthouse Learning Academy

On Mon, Sep 29, 2025 at 8:44 AM Karen Elizabeth Sharkey <[REDACTED]> wrote:
Hello Angie!

The order form is complete. Let me know if there are any issues or if you have any questions about the items.

Also, the Chromebook arrived. Let me know what the next steps are with that.

Thank you!

Karen Sharkey