

Lighthouse School®

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Executive Summary

Lighthouse currently services over 230 students with a complex array of clinical, behavioral and learning challenges. For over 50 years Lighthouse has addressed these challenges through a unique and highly specialized model that integrates therapeutic, psychoeducational and traditional educational services. We are currently using this model with students representing approximately 80 LEAs. We are proud of our partnerships with these LEAs who recognize that the unified team of families, districts and out-of-district programs maximizes outcomes for all students. The current pandemic has presented many new and daunting challenges to this collaboration. We are proud of our success in adapting to remote learning and to delivering the full spectrum of IEP services that our LEA and parent partners have come to expect. Since the end of the 2019 – 2020 school year we have carefully analyzed our experiences and have used this experience, in the context of our long history of adaptation to new circumstances to develop a plan for the upcoming school year. We are confident that our plan is consistent with this history and our mission to represent a safety net for some of the most challenging students in the Commonwealth.

Our treatment model is founded upon the unique power of interpersonal experience. We recognize that the most effective means to deliver our unique treatment and educational services is through a direct interpersonal (i.e., onsite) model. From this perspective, onsite services are our first choice. That said, as proud as we might be of our services, we are prouder still of our reputation for placing the safety of our students and our team as the highest priority. We have never compromised the priority of safety. From this perspective, we cannot jeopardize safety by rushing to return to onsite services or by accommodating more students (and staff) than conservative safety standards indicate. Thus, at the current time we will begin the school year by delivering 100% remote services. This decision is based on extensive discussion and consideration of all relevant factors including:

1. Social Distancing. We have spent considerable time to develop and design the physical layout of our school building to meet the needs of our students. The building has many smaller teaching areas while our pull-out scheduling model involves a high level of movement of both students and staff throughout the day. It is not an exaggeration to say that the building itself contributes to the psychoeducational success of our team. Unfortunately, under current circumstances what was an asset is now incompatible with the current guidance on social distancing as described by the Massachusetts Department of Elementary and Secondary Education “DESE”, Department of Public Health “DPH” and the Centers for Disease Control and Prevention “CDC”.
2. Student and Staff Health. Many of our students have complex neurobiological profiles. As just one small feature, over 45 students require the use of an in-school inhaler as part of their medical/health plan. We have grave concerns about the potential consequences of these students contracting COVID-19. Similar concerns focus on the safety of our team and the potential exposure them and their families.
3. Clinical Needs of Students. Many of the students referred to Lighthouse School struggle with self-regulation and benefit from structure and consistency. By definition, a hybrid model involves frequent changes and transitions. Thus, rather than ameliorating the difficulties that result in them being referred to Lighthouse School in the first place, we would be exacerbating these issues. Even more concerning, these disruptions and inconsistencies would likely lead to an increase in the need for safety interventions involving physical restraint, thereby intensifying the safety threat.
4. Equity of Services. All of our students are “high need” as defined by recent guidance. More fundamentally, we believe that all students are equally important and deserve equal access to our services, interventions and resources. From this perspective it is not possible to “prioritize” students for onsite versus remote services.

5. Uncertainty and the Dynamic Nature of the Pandemic. Our services model demands extensive, logistical planning. All of our students have IEPs with different sets of service providers attached to them. This logistical planning typically consumes a large amount of time over the summer. A high level of uncertainty currently exists regarding student enrollment, transportation, family and staff availability and comfort with onsite services. These uncertainties occur in the context of far greater uncertainty caused by rapidly shifting epidemiological data and the corresponding governmental and medical response.

Learning Models

Each of the three models will be addressed separately. As a starting point, however, it is critical to state that we have been guided to develop policies and procedures that will apply across models. This approach accomplishes two goals. First, it increases administrative efficiency and effectiveness as a single system and can be used regardless of which model is in operation. Second, a common foundation facilitates the rapid and smooth transition from one model to another.

The following features will be consistent across learning models:

- IEP compliance and regulatory compliance: All IEP services will be delivered in full and all relevant regulatory mandates (ratios, time in learning, adherence to state standards, grades, etc.) will be met.
- Instructional and Related Service Delivery: Each student will have their own Chromebook with assignments and instruction delivered via Google Classroom.
- Student configuration: Each student will be assigned to a pod of 4 students based on age, learning profile and clinical needs.
- Staff assignments: Each staff will be assigned to a small number of student pods. This includes instructional staff, clinical staff and support staff.
- Structured schedule: A structured daily schedule for each student that ensures frequent access to staff and predictable expectations and routine.
- Documentation: Data systems will be used to monitor key metrics including attendance, participation and any other issues that arise.
- Communication and Training: All members of the Lighthouse team will be trained in every aspect of this plan. In addition, there will be regular communication with staff, families and LEAs about every aspect of this plan and our collective efforts to maximize outcomes for all.
- Administrative oversight: A high level of support and oversight will be in place. This provides not only essential quality control, but facilitates the rapid identification of, and response to emerging themes or issues.

Three Models of Learning

- ❖ **Remote Learning Model:** Remote learning will be an extension and expansion of the services provided in the Spring of 2020. The school week will consist of 5 full school days (8:30– 3:00) of live instruction, staff support and teletherapy. High frequency family contact, a service that has long defined Lighthouse and that was implemented as soon as the shutdown occurred, will be continued. Special attention will be paid to maximizing student participation and engagement. To this end, considerable time and resources were used this summer to develop expanded student motivation systems along with other team treatment intervention to help students be successful in the challenging world of remote learning.

- ❖ **In-person Learning Model:** First and foremost, we are exploring options to acquire more space in order to resolve the social distancing issue. Extensive renovations are underway to reconfigure our building in order to create larger spaces for instruction. We are also considering procuring additional space by leasing another building. Student and staff assignments are based on the Fall Reopening Facilities and Operations guidance provided by DESE. Similarly, extensive health and safety policies and protocols are being developed. These include but are not limited to: use of face masks and other PPE, monitoring of and response to any symptoms of medical concerns and extensive training and communication with students, families and staff. Other key features are addressed in the above section and are common to all three learning models.

- ❖ **Hybrid Learning Model:** Implementing a hybrid model with a student population that varies greatly in age, and functioning level and that represents over 80 communities is highly problematic. Staffing assignments and patterns alone would appear to present unresolvable complications. One option, although highly undesirable, is to have some students receive 100% onsite services while others receive 100% remote. Implementing this option requires more information, consideration and time.

Lighthouse School®



August 14, 2020

Dear Parents, Staff Team Members and LEA Representatives,

We hope that this correspondence finds you all doing well as we prepare for the beginning of school year 2020-2021. Since the mandated shutdown in the spring, we have deeply appreciated the partnership that we shared with you in order to continue to provide extensive services for all of our enrolled students. As a result of the collaboration, hard work, creativity and perseverance on behalf of families, staff team members, and LEA representatives, we were able to transition to a new way of delivering services.

Although we strongly believe that in-person instruction is always best, the health and safety of our students and staff team members always has been and continues to be our highest priority. After very careful deliberation we have determined that for school year 2020-2021 we will initially be operating remotely. This decision was not made lightly but rather with the highest concern for the health and safety of students and staff team members. Following receipt of the guidelines issued by governing agencies such as the Massachusetts DESE, DPH and CDC regarding social distancing requirements, we have determined that we cannot at the current time adhere to those guidelines. The major interfering factor is population density. The Lighthouse facility is 50,000 sq. ft. and there are \pm 500 people in the facility on a given day. The available space is not compatible with insuring mandated social distancing requirements. In addition, the present nature of COVID-19 as it relates to the medical and psychiatric vulnerability of the Lighthouse student population is inconsistent with safely providing in-person instruction at this time. In light of distancing guidelines, transportation of students to service destinations also involves an additional concern.

In order to prepare for a resumption of in-person instruction, additional time is required. One of the options that is under consideration is the procurement of additional space via the leasing of an additional facility. Operationalizing this option is complex and will require time.

In the meantime, a comprehensive Remote Services Plan has been created and can be found on our website www.lighthouseschool.org. This plan adheres to all Massachusetts DESE requirements and includes robust direct instruction, family communication systems, daily schedules, grading protocols, attendance promotion mechanisms and social emotional supports.

We recognize that this remote opening of school may cause additional challenges for some of our enrolled students and their families as well as our LEA representative partners. Please be assured that as soon as it is safe to do so we will resume in-person instruction. Please remain safe and healthy and we look forward to what we anticipate will be another successful school year.

Warm regards,

A handwritten signature in blue ink, appearing to read 'Mike Pappafagos'.

Michael Pappafagos, Ed.D.
President & CEO

A handwritten signature in blue ink, appearing to read 'Scott Bartis'.

Scott Bartis, Ph.D.
Chief Operations Officer

A handwritten signature in blue ink, appearing to read 'Dorothy Pepin Castiglione'.

Dorothy Pepin Castiglione, B.S.
Director of Program Administration

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Lighthouse School®



14 de agosto de 2020

Estimados Padres, Miembros del Personal y Autoridades Educativas Locales,

Esperamos que esta correspondencia los encuentre bien mientras nos preparamos para el comienzo del año escolar 2020-2021. Desde el cierre obligatorio en la primavera, hemos apreciado profundamente la camaradería que hemos compartido con ustedes para continuar proporcionando servicios extensos para todos nuestros estudiantes inscritos. Como resultado de la colaboración, el trabajo duro, la creatividad y la perseverancia de parte de las familias, el personal, y los LEAs, pudimos transición a una nueva forma de entregar servicios.

Aunque creemos firmemente que la instrucción en vivo siempre es la mejor, la salud y la seguridad de nuestros estudiantes y personal siempre ha sido y sigue siendo nuestra máxima prioridad. Después de una cuidadosa deliberación hemos determinado que para el año escolar 2020-2021 vamos a operar inicialmente de forma remota. Esta decisión no se tomó a la ligera, sino más bien con la mayor preocupación por la salud y la seguridad de los estudiantes y el personal. Después de recibir las pautas emitidas por las agencias de gobierno como el DESE de Massachusetts, el DPH, y el CDC con respecto a los requisitos de distanciamiento social, hemos determinado que en este momento no podemos adherirnos a esas directrices. El principal factor de interferencia es la densidad de nuestra población. El edificio de Lighthouse School es de 50,000 pies cuadrados y hay más que 500 personas en el edificio en un día cualquiera. El espacio disponible no es compatible con la garantía de los requisitos de distanciamiento social obligatorios. Además, la naturaleza actual de COVID-19 en lo que se refiere a la vulnerabilidad médica y psiquiátrica de la población estudiantil de Lighthouse es incompatible con proporcionar de forma segura la instrucción en persona en este momento. Debido a las pautas de distanciamiento, el transporte de estudiantes a los destinos de servicio también implica una preocupación adicional.

Con el fin de prepararse para una reanudación de la instrucción en persona, se requiere tiempo adicional. Una de las opciones que se está considerando es la adquisición de espacio adicional a través del arrendamiento de una instalación adicional. La puesta en funcionamiento de esta opción es compleja y requerirá tiempo.

Mientras tanto, se ha creado un plan integral de servicios remotos que se puede encontrar en nuestro sitio web www.lighthouseeschool.org. Este plan se adhiere a todos los requisitos del DESE de Massachusetts y incluye instrucción directa y robusta, sistemas de comunicación familiar, horarios diarios, protocolos de calificación, mecanismos de promoción de asistencia y apoyo emocional y social.

Reconocemos que esta apertura remota de la escuela puede causar desafíos adicionales para algunos de nuestros estudiantes inscritos y sus familias, así como para nuestros LEAs. Tenga la seguridad de que tan pronto como sea seguro hacerlo reanudaremos la instrucción en vivo. Por favor, manténgase seguro y saludable y esperamos con ansias lo que anticipamos será otro año escolar exitoso.

Saludos cordiales,

Michael Pappafagus, Ed.D.
President & CEO

Scott Bartis, Ph.D.
Chief Operations Officer
25 Wellman Avenue

Dorothy Pepin Castiglione, B.S.
Director of Program Administration

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Remote Learning Plan

Lighthouse School Inc. is fully committed to providing the full complement of IEP stated comprehensive services. The speed and uncertainty that followed the abrupt shutdown of onsite services in March required that many new procedures needed to be developed and implemented in a very short time. Resources and Supports Services started literally within minutes of shutdown and continued through week of June 19, 2020. On April 5th, 2020 the dedicated Lighthouse Team moved to an Instruction and Services model. Students and families were offered a day long program of services and instruction that included: live lessons and activities, assignments and activities across all IEP service areas. Teletherapy, Video Family Meetings, daily support and extensive family communication occurred via telephone, email and newsletters. The plan described below builds upon and expands the systems and services enacted during remote services in the Spring of 2020. We are confident that, despite the limitations inherent in a remote learning experience, this plan offers the highest quality of services and represents our ongoing investment in our students, their families and our LEA partners.

Statement of Purpose /Goal Regulatory Compliance

This document describes Lighthouse School's plan for providing all Instruction and Services through remote means. Key features of this plan include:

- Adherence to the IEP of each student and the delivery of all IEP direct services
- Special efforts and actions that target students who struggle with engagement in remote services due to a range of features that include but not limited to:
 - global functioning level
 - clinical profile
 - external resources and circumstances
- Interdisciplinary Work Packets
 - To meet the individualized learning requirements of our neediest students, hands on work packets have been developed for those identified as learning best through repetition with experiential, meaningful materials and manipulatives. These students will also be provided with a “task bag” that contains the school tools such as crayons, clothes pins, ruler, base 10 blocks, playdough, plastic coins, glue stick, and safety scissors, needed to complete these tasks. When remote learning began in the spring, they also received their familiar Velcro choice/task boards for use at home and during remote lessons.
 - Work packets consist of assignments and activities that address IEP and MA state standards in the areas of Math, English Language Arts, Science, History, Speech/Language and Occupational Therapy. These lessons are also designed to embed skills such as fine motor, visual perceptual, movement and language concepts within activities. A colorful calendar accompanies each packet to guide students, their families and their teachers through the material each week.
 - Packets will be mailed to the homes of students in two-week intervals, and assignments will also be posted in their Google Classrooms. Lessons will be conducted by Lighthouse staff via Google Meet, or telephone calls, based on each student's ability to participate in available learning platforms.
- Detailed documentation of remote services offered to students and their families
- Evaluation of student performance and assignment of grades
- Provision of abundant technological materials and support to facilitate remote engagement

- Regular ongoing communication with parents/guardians
- Student access to state curriculum standards with appropriate modifications
- Highly structured student daily/weekly schedule which involves frequent interaction with staff (see attached samples)

Student Learning (Instruction and Services)

Instruction and Services

- All Services are based on the services outlined in the IEP
- Services delivered via phone, Google Classroom and Google Meet, Recorded Lessons
- Individual Therapy Services
- Family Therapy Sessions
- Direct Instruction from Special Educators and Support Staff
- Individualized Homeroom Schedules
- Group Therapy
- Speech and Language Therapy
- Occupational Therapy
- Transition Services
- Health and Physical Education
- Academics
- Activities of Daily Living
- Positive Reinforcement
- Regulation Support

❖ Clinical Services

- Weekly Individual Therapy:
Focus: This service area makes available to each student psychotherapeutic sessions with their individual therapist. The continuation of this important relationships is crucial to the emotional well-being of students. Sessions involve providing general social emotional support, self-regulation and coping strategies and specific sessions to address IEP benchmarks.
- Weekly Group Therapy:
Focus: These sessions allow the Group Therapist to offer a setting in which students can connect with their peers in a structured and supported way. Group assignments and specific topics are differentiated based on the needs of the various students and are led by the Therapist. Sessions address IEP benchmarks.
- Family Therapy Sessions provided a minimum of one time weekly:
Focus: Family Therapists provide families with support and guidance. Families are provided with coping strategies, support in dealing with various family dynamics and accessing psychotherapeutic experiences. Therapists also create reinforcement and specialized home programs for students as necessary.
- Family Support Telephone Line:
Available to students and families 24 hours a day, 365 days a year

Method of Service Delivery and Corresponding Materials

Teletherapy

Google Classroom and Google Meet

Curriculum Materials and Daily Assignments

❖ Educational Services

All students will have access to the full range of educational services remotely that are provided on-site. These Educational services are aligned with the state standards modified to meet the individual needs of students. Based on the remote nature of the current situation, these may be delivered differently.

- Reading
- Writing
- Mathematics
- Science
- History

Method of Service Delivery and Corresponding Materials:

Telephone

Google Classroom and Google Meet, Recorded Lessons

Educational Curriculum Materials

Daily Assignments

Cross Curriculum on- line Platforms such as CORE 5- Reading, IXL - Math, Science and History, BrainPop and other educational sites

Homeroom Schedule Grid

Direct and embedded Instruction via Google Classroom and Google Meet

Individual and Group Homeroom Teacher check-ins

❖ Additional Related Services

- Occupational Therapy

Focus: Direct individual and group therapy designed to meet the fine motor, sensory motor and other neuromotor needs based on individual IEP benchmarks

- Speech Therapy

Focus: Direct Instruction designed to meet pragmatic language, speech production, listening comprehensions and other speech language needs based on individual IEP benchmarks

- Activities of Daily Living

Focus: To aid with completing self-care skills

- Community Based Services (Transition Services):

Focus: Community Therapist provide instruction focused on functional IEP benchmarks. In addition, staff attend meetings via tele conference or video conferences with area agencies such as DCF, DCYF, DDS, DMH, hospital discharge meetings, wrap around meetings and the like in order to continue to support students and their families in community context.

Method of Service Delivery and Corresponding Materials:

Individual Lesson

Small Group Lessons

Telephone

Google Classroom and Google Meet Recorded Lessons

Occupational Therapy Curriculum Materials and Activities

Speech and Language Curriculum Materials and Activities

❖ Technology Services

- Chrome Books
- Internet boosters
- Login and passwords for all online platforms provided
- Access to Google Classroom instruction
- Access to Google Meet instruction
- Technical support available via techsupport@lighthouseschool.org
- School website access and support via www.lighthouseschool.org

❖ Communication: *Lighthouse School utilizes the Notify (an email messaging and calling service), Email, telephone calls and correspondence all which allow for all emergency and day-to-day school notifications and communication*

- Notices and communication also posted on Lighthouse School website: www.lighthouseschool.org

❖ Tracking Participation and Attendance

- Daily Attendance Recorded
- Monthly Attendance mailed to Districts
- Attendance included in Quarterly Report Cards

❖ Grading Systems

- Quarterly Progress Reports addressing each IEP benchmark
- Quarterly Report Cards includes grades and comments

SAMPLE Elementary/Middle School Schedule

TIME	BLOCK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00	ONE	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop
9:00 - 10:00	TWO	Reading	Instruction/Related Services	Reading	Instruction/Related Services	Reading
10:00 - 11:00	THREE	Math Teacher A	Science Teacher A	Instruction/Related Services INDTx- RD (a), HK (b) OccTx-AB, AB, AR	History Teacher A	Science Teacher A
11:00 - 12:00	FOUR	Instruction/Related Services Speech - AR, ABa, EM	History Teacher A	ELA Teacher A	Math Teacher A	Instruction/Related Services
12:00 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:30	FIVE	ELA Teacher A	Math Teacher A	Science Teacher A	ELA Teacher A	History Teacher A
1:30 - 2:30	SIX	Group Therapy	Instruction/Related Services INDTx-ABe(a), EM (b)	Health and Wellness	Instruction/Related Services INDTx -AB (a)	Instruction/Related Services
2:30 - 3:00	SEVEN	Organization and Planning	Organization and Planning	Organization and Planning	Organization and Planning	Organization and Planning

Sample High School Schedule

TIME	BLOCK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:00	ONE	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop	Morning Meeting Writer's Workshop
9:00 - 10:00	TWO	ELA	Science	History	Group Therapy	Transition
10:00 - 11:00	THREE	Instruction/Related Services	Math	Instruction/Related Services	ELA	Science
11:00 - 12:00	FOUR	Guided Reading	Instruction/Related Services	Guided Reading	Instruction/Related Services	Guided Reading
12:00 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:30	FIVE	Health and Wellness	ELA	Math	History	Instruction/Related Services
1:30 - 2:30	SIX	History	Transition	Science	Transition	Math
2:30 - 3:00	SEVEN	Organization and Planning	Organization and Planning	Organization and Planning	Organization and Planning	Organization and Planning

In-person Learning Model

The In-person learning model would include the following elements while implementing each IEP fully:

- Building construction to adjust the floor plan to accommodate the social distancing guidelines would need to be completed prior to re-opening. All homeroom designs will adhere to recommendations provided by DESE.
- All staff, students and visitors would be required at a minimum to wear masks/face coverings. Based on the unique needs of our students, other appropriate PPE may be required (gloves, gowns, face shields). These supplies will be provided for use by Lighthouse School.
- All staff would be trained on the appropriate health and safety requirements regarding a safe return to in-person instruction. These include hygiene, donning/doffing PPE and reporting of potential symptoms. All students would receive training on health and safety precautions.
- Homeroom configurations would be consistent with DESE ratios and use a concept of a larger homeroom (10 to 12 students) divided into pods so that learning groups are compatible while adhering to social distancing guidelines. Each homeroom has a structured and predictable 7 period schedule which is staffed live and includes all IEP services. (Sample attached)
- The use of technology to deliver whole group lessons while accommodating social distancing would include: Chromebooks, interactive Cleartouch boards, laptops, white boards.
- Movement of staff and students would be limited throughout the building.
- All health and safety precautions would be adhered to.
- Access of visitors to the building would be severely limited, with all outside meetings taking place virtually.
- A specialized Transportation Plan for drop off and pickups would be designed to safely have students enter and exit the building.
- It is understood that in this model there may be families who prefer remote learning. All elements of the in-person programming would be provided remotely in these situations. (Please see the Remote Plan for further details)

Hybrid Learning Model

The features of students enrolled at Lighthouse, and their geographical dispersion, make hybrid models highly complex and problematic. We have explored two approaches to a hybrid model. The first option would be to identify some students for receiving 100% onsite services while all other students would receive 100% remote services. This path raises troubling issues of equity and access for our students, their families and our LEA partners. The second option would be to divide the students into A and B groups and have them attend on alternating weeks. This option would be highly disruptive to our students, creates many logistical issues in terms of staffing assignments and exponentially complicates the transportation process. Given the unique features of Lighthouse School and its students, a hybrid model may be given consideration at a later time when some foundational questions are resolved. At the current time, the uncertainty regarding student enrollment and all of the consequent challenges suggest that a hybrid model would not be in our students' best interests.

Out-of-School Time Plan

As an approved out-of-district day program serving students from close to one hundred communities, Lighthouse School student travel time oftentimes is extensive. As a result, before and after school programming is not feasible. All services and supports are provided during the school day. A Family Support Telephone Line is available to students and families 24 hours a day, 365 days a year. This support line provides support and communication to families outside the regular school day hours, including weekends.

Student Supports, Professional Learning, Calendar

As an intensive day treatment program, at Lighthouse School the major focus for any student enrolled is their overall social emotional wellbeing. Planning and instruction is individualized for each enrolled student. This planning stems from the goals and benchmarks outlined in each Individual Education Plan (IEP). This IEP is developed collaboratively between the parent/guardian, the LEA and Lighthouse School staff. This plan also outlines assessment of learned skills and interventions.

Lighthouse School® 2020-2021 Calendar

Tentative & Subject to Change		
Staff Day	Monday	August 31, 2020
Staff Day	Tuesday	September 1, 2020
SCHOOL OPENS for STUDENTS	Wednesday	September 2, 2020
NO SCHOOL	Friday	September 4, 2020
LABOR DAY - NO SCHOOL	Monday	September 7, 2020
COLUMBUS DAY – NO SCHOOL	Monday	October 12, 2020
VETERAN'S DAY – NO SCHOOL	Wednesday	November 11, 2020
THANKSGIVING RECESS-NO SCHOOL	Thursday	November 26, 2020
	Friday	November 27, 2020
CHRISTMAS RECESS-NO SCHOOL	Thursday	December 24, 2020
	Friday	December 25, 2020
	Monday	December 28, 2020
	Tuesday	December 29, 2020
	Wednesday	December 30, 2020
	Thursday	December 31, 2020
NEW YEARS DAY Observance – NO SCHOOL	Friday	January 1, 2021
M.L. KING DAY – NO SCHOOL	Monday	January 18, 2021
FEBRUARY RECESS – NO SCHOOL	Monday	February 15, 2021
	Tuesday	February 16, 2021
	Wednesday	February 17, 2021
	Thursday	February 18, 2021
	Friday	February 19, 2021
GOOD FRIDAY – NO SCHOOL	Friday	April 2, 2021
APRIL RECESS – NO SCHOOL	Monday	April 19, 2021
	Tuesday	April 20, 2021
	Wednesday	April 21, 2021
	Thursday	April 22, 2021
	Friday	April 23, 2021
MEMORIAL DAY - NO SCHOOL	Monday	May 31, 2021
LAST DAY FOR STUDENTS ON-SITE	Thursday	June 23, 2021*



*Includes provision for five (5) no school “emergency” days.

With no “emergency” days the last day for student attendance will be June 16, 2021.

TENTATIVE & SUBJECT TO CHANGE

Lighthouse School, Inc. reserves the right to alter any
and all dates included in this calendar at any time.

Certification of Health and Safety requirements

Lighthouse School does certify that all of the health and safety guidelines outlined in the following advisories are adhered to:

- [Initial Fall School Reopening Guidance](#)
- [Comprehensive Special Education Guidance](#)
- [Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings](#)
- [Fall Reopening Transportation Guidance](#)
- [Fall Reopening Facilities and Operations Guidance](#)
- [Guidance for Courses Requiring Additional Safety Considerations for Fall 2020](#)
- [Career/Vocational Technical Education Reopening Guidelines](#)